Social Studies

Grade Eight

To Accompany

Our Worldviews
(Revised Edition)
About the Lesson Plans

Required Resource

*Our Worldviews: Explore, Understand, Connect*, student text (Nelson)

Recommended Resource

*Our Worldviews: Explore, Understand, Connect*, teacher resource (Nelson)

Using the Lesson Plans

The lesson plans as written are intended only as a guide. Teachers are encouraged to modify them to suit the needs of their students and their instructional situations. Most importantly, teachers are also encouraged to substitute their own lesson plans as appropriate.

There is more independent work than can reasonably be completed by the average grade eight student. Teachers will have to select the activities that most appropriately address the needs of their students.

The lesson plans address all expected outcomes in the grade eight social studies curriculum with the exceptions of those deemed inappropriate for Hutterite colony schools. Those outcomes that are difficult to satisfy using the resources of a typical colony school have also not been addressed.
Overview

Grade 8 students will examine issues related to contact between societies with differing worldviews. They will explore elements of worldviews and how these views are expressed by people living in different times and in different places. Through this inquiry, students will reflect on their own worldviews and assess the influence that the past has had on the present. Examples will be drawn from Japan, Renaissance Europe and Spanish and Aztec societies.

Rationale

Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society’s worldview.

8.1 From Isolation to Adaptation: Japan

General Outcome
Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values, and knowledge shape worldviews and contribute to a society’s isolation or adaptation.

Specific Outcomes

➢ Values and Attitudes
Students will:
8.1.1 appreciate the roles of time and geographic location in shaping a society’s worldview
8.1.2 appreciate how a society’s worldview can foster the choice to remain an isolated society
8.1.3 appreciate how models of governance and decision making reflect a society’s worldview
8.1.4 appreciate how a society’s worldview shapes individual citizenship and identity

➢ Knowledge and Understanding
Students will:
8.1.5 analyze the effects of cultural isolation during the Edo period by exploring and reflecting upon the following questions and issues:
- In what ways did Japan isolate itself from the rest of the world?
- How did isolation during the Edo period lead to changes in Japan?
- How did the changes resulting from isolation affect Japan economically, politically, and socially during the Edo period?
- How did the physical geography of Japan affect its worldview?
- How did the shoguns use the feudal system and the hierarchical social classes to maintain control of Japan?
8.1.6 analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period by exploring and reflecting upon the following statements and issues:
- What were the motivations for the radical changes in Japan’s model of organization during the Meiji period?
- How did Japan adapt to changes brought on by the transition from feudal to modern models of organization?
- How did the changes resulting from adaptation affect Japan economically, politically, and socially during the Meiji period?
- In what ways did changes resulting from isolation in the Edo period compare to changes resulting from adaptation in the Meiji period?
- What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change?

8.2 Origins of a Western Worldview: Renaissance Europe

General Outcome
Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world.

Specific Outcomes

➢ Values and Attitudes

Students will:
8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the Western world
8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews
8.2.3 recognize how beliefs and values are shaped by time geographic location and societal context

➢ Knowledge and Understanding

Students will:
8.2.4 examine, critically, the factors that shaped the worldview evolving in western Europe during the Renaissance by exploring and reflecting upon the following questions and issues:
- What was the Renaissance?
- How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, etc.)?
- How did the physical geography of Renaissance Europe affect trade and competition among European countries?
- How did increased trade lead to the emergence of powerful city-states (i.e., Florence, Venice, Genoa)?
- In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance?
- In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview?
- In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans?
8.3 Worldviews in Conflict: The Spanish and the Aztecs

General Outcome
Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.

Specific Outcomes

➢ Values and Attitudes

Students will:
8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions, and interactions with other societies
8.3.2 appreciate how Aztec and Spanish identities and worldviews are affected by intercultural contact
8.3.3 appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values, and knowledge

➢ Knowledge and Understanding

Students will:
8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:
- What were the key elements of the worldview of the Aztec civilizations prior to contact with the Spanish?
- How did the Aztec civilization’s worldview influence the Aztecs’ choices, decisions, and customs?
- What key elements of Spain’s worldview led to the desire to expand the Spanish empire?
- In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?
- To what extent were the divergent worldviews of the Spanish and Aztec factors in the dominance of one nature over the other?
SKILLS AND PROCESSES FOR GRADE 8

Alberta Education’s Information and Communication Technology (ICT) curriculum in infused throughout the social studies program of students.

DIMENSIONS OF THINKING

Students will:

8.S.1 develop skills of critical thinking and creative thinking:
- analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue
- evaluate ideas, information and positions from multiple perspectives
- demonstrate the ability to analyze local and current affairs
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities
- access diverse viewpoints on particular topics by using appropriate technologies

8.S.2 develop skills of historical thinking:
- distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relationships
- use historical and community resources to organize the sequence of historical events
- analyze the historical context of key events of a given time period
- create a simulation or a model by using technology that permits the making of inferences
- identify patterns in organized information

8.S.3 develop skills of geographic thinking:
- interpret historical maps to broaden understanding of historical events
- use thematic maps to describe cultural and political regions
- construct and interpret various maps to broaden understanding of given topics
- define geographic problems and issues and pose geographic questions
- use geographic tools, such as Geographic Information System (GIS) software, to assist in preparing graphs and maps
- access and operate multimedia applications and technologies from stand-alone and online resources; e.g., GIS

8.S.4 demonstrate skills of decision making and problem solving:
- demonstrate skills of compromise and devise strategies to reach group consensus
- propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making
- propose and apply strategies or options to solve problems and deal with issues
- articulate clearly a plan of action to use technology to solve a problem
- identify the appropriate materials and tools to use in order to accomplish a plan of action
- evaluate choices and the progress in problem solving, then redefine the plane of action as appropriate
- use networks to brainstorm, plan and share ideas with group members
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

8.S.5 demonstrate skills of cooperation, conflict resolution and critical thinking
   - identify and use a variety of strategies to resolve conflicts peacefully and fairly
   - consider the needs and perspectives of others
   - demonstrate leadership within groups where appropriate
   - access, retrieve and share information from electronic sources, such as common files

8.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:
   - volunteer with organizations, projects and activities that ensure the growth and validity of their community

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

8.S.7 apply the research process
   - integrate and synthesize concepts to provide an informed point of view on a research question or issue
   - develop a position that is supported by information gathered through research
   - determine how information serves a variety of purposes and that the accuracy of relevance of information may need verification
   - organize and synthesized researched information
   - formulate new questions as research progresses
   - practise the responsible and ethical use of information and technology
   - include and organize references as part of research
   - plan and conduct a search, using a wide variety of electronic sources
   - demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic.
   - develop a process to manage volumes of information that can be made available through electronic sources
   - evaluate the relevance of electronically accessed information to a particular topic
   - make connections among related, organized data, and assemble various pieces into a unified message
   - refine searches to limit sources to a manageable number
   - analyze and synthesize information to create a product
   - access and retrieve information through the electronic network
COMMUNICATION

Students will:

8.S.8 demonstrate skills of oral, written and visual literacy:
- communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions
- offer reasoned comments related to a topic of discussion
- listen to others to understand their points of view

8.S.9 develop skills of media literacy:
- examine techniques used to enhance the authority and authenticity of media messages
- examine the values, lifestyles and points of view represented in a media message
- analyze the impact of television, the Internet, radio and print media on a particular current affairs issue
The following terms and concepts are considered within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

adaptation
Changing attitudes and behaviours to suit a new situation.

contact
Connection or interaction, communication, association or relationship.

expansionist
Political attitude and actions of a country whose goal is to expand its power and/or its territory, usually by force.

humanist
Pertaining to humanism: a system of thought that centres on humans and their values, capacities and worth; concern with the interests, needs and welfare of humans

imperialism
Policy of a country or empire to extend its authority or domination by political, economic or military means; policy of a state/government whose goal is for another state/government to become dependent on it politically or economically.

intercultural
Of, relating to, involving or representing different cultures.

isolation
Relating to isolationism: foreign policy whereby a nation resists participating in the affairs of the international community by abstaining from any international, political or economic relationship.

Renaissance
The humanistic revival of classical art, architecture, literature and learning that originated in Italy in the 14th century.

social structures
Organization models within a society that reflect the values and interests of that society’s members.

society
Group of persons linked by common activities or interests and sharing public space.

worldview
A collection of beliefs about life and the universe held by an individual or group; the lens through which the world is viewed by an individual or group; the overall perspective from which the world is interpreted.
Introduction

Our Worldviews
Lesson Intro.1

Concept: Worldview

Resources/Materials: Our Worldviews, pages 2 – 4
Worksheets #8.Intro.1a, #8.Intro.1b, #8.Intro.1c, #8.Intro.1d, and #8.Intro.1e (student copies)

Introduction: Distribute Worksheet #8.Intro.1a and #8.Intro.1b. Have students complete the sheets independently. (This should take no more than ten minutes.) If you think it is necessary, assure students that their responses are confidential. You may want to allow them to tear up and discard the worksheets.

Once the sheet is finished, explain that not everyone in Canada would have answered the questions in the same way. That is because Canada is a multicultural country; that is, its population is made up of people of many different cultural backgrounds. Because of this, all Canadians do not share exactly the same worldview. A worldview is all of the values and beliefs about life and the universe that a group of people share. Different groups in Canada might have different worldviews; yet, as Canadians, we also share a particular worldview. How can this be? We will find out more in the next couple of lessons.

Procedure:

1. Distribute the textbooks. Allow students a moment or two to flip through it just to become familiar with its various parts and how it is laid out.

   If necessary, point out the Contents page, the Skills Centre (page 356), the Glossary (page 382), and the Index (page 386).

2. Discuss the importance of understanding that people of different cultural backgrounds may have different worldviews, especially in a multicultural country.

3. Explain that for the most part, Hutterites have a Western Worldview. Cultures of Europe or originating in Europe have a Western Worldview. Other worldviews in include First Nations, Inuit, Arabic, Central African, Southeast Asian, and many others.

4. Have students turn to textbook, page 2. Guide the reading of pages 2 and 3. Then have students read page 4 independently.

5. Distribute Worksheet #8.Intro.1c, #8.Intro.1d, and #8.Intro.1e. Go over the directions, if necessary.

Assignments:

2. Do Worksheet #8.Intro.1c, #8.Intro.1d, and #8.Intro.1e.
### How Does the Community Feel?

**Directions:** For each question, circle either **Yes** or **No**, depending on how you feel most people in your community would answer. Answer honestly. There are no wrong or right answers.

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Should elders always be in charge of making decisions that affect your community?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Should school-aged children have more playtime than work time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>If you were in a field and came across an old bag with a thousand dollars in it, would you keep it and spend it on things you want?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Should a farmer be allowed to do whatever he or she pleases with the land that he or she owns?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Do people drive over the speed limit if they think they will not get caught?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Many people believe that some are just plain better and than others, and so they deserved better treatment than others. Is this true?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Should everyone have to dress the same or should people be able to dress the way they want?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Do you agree with this statement? “People should be able to do whatever they want, as long as it doesn't hurt anyone else.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Is a person’s family important?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Do you agree with this statement? “People should not have to go to school past age 15. After that, they can learn what they need to know by working in the community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Is it okay to tell a lie every once in a while?  
   Yes  No

12. Is it important always to be on time?  
   Yes  No

13. It is perfectly right and normal for humans to make changes to nature to suit their own purposes.  
   Yes  No

14. It is better to take your time and enjoy what you are doing rather than work really hard all the time and be unhappy a some of the time.  
   Yes  No

15. God created the universe, including the living and non-living things.  
   Yes  No

16. We should spend more money on things that we can do in our leisure time.  
   Yes  No

17. War is a good way to settle disputes between different countries.  
   Yes  No

18. Spanking is a good way to teach very young children right from wrong.  
   Yes  No

19. Doing what is best for myself is more important than doing what is best for my community.  
   Yes  No

20. Is it important to help other people, even if they are not from your community or if they are not part of your culture?  
   Yes  No

21. If a person does something for another person or community, is it important for that person to be recognized in some way?  
   Yes  No

22. Is it true that the more money you have, the happier you will be?  
   Yes  No
Directions: Use Our Worldviews, pages 2 – 4 to help you with the questions.

1. Define these words:

   identity
   
   value
   
   belief
   
   worldview
   
   society
   
   Western world

2. On the map of the world label:

<table>
<thead>
<tr>
<th>Continents</th>
<th>Oceans</th>
</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
<td>Pacific Ocean</td>
</tr>
<tr>
<td>South America</td>
<td>Atlantic Ocean</td>
</tr>
<tr>
<td>Asia</td>
<td>Indian Ocean</td>
</tr>
<tr>
<td>Europe</td>
<td>Arctic Ocean</td>
</tr>
<tr>
<td>Antarctica</td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>Countries</td>
</tr>
<tr>
<td>Africa</td>
<td>Canada</td>
</tr>
<tr>
<td></td>
<td>Italy</td>
</tr>
<tr>
<td></td>
<td>Japan</td>
</tr>
<tr>
<td></td>
<td>Mexico</td>
</tr>
</tbody>
</table>
3. Read each of these parts of the Western worldview. Put a check mark (✓) next to the statements that reflect your personal worldview.

**WESTERN WORLDVIEW**

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>All people are to be treated as equals.</td>
</tr>
<tr>
<td>Individuality is important.</td>
</tr>
<tr>
<td>Freedom of speech and religion are important rights.</td>
</tr>
<tr>
<td>Families are an important social unit.</td>
</tr>
<tr>
<td>Basic education should be available to all.</td>
</tr>
<tr>
<td>Democracy is the best way to involve citizens in decision making.</td>
</tr>
<tr>
<td>Gaining wealth is important in order to have a pleasant and comfortable life.</td>
</tr>
<tr>
<td>Humans are superior to all other life forms.</td>
</tr>
<tr>
<td>Time is broken down into units by which lives are organized.</td>
</tr>
<tr>
<td>Science explains the world and makes it a better place.</td>
</tr>
</tbody>
</table>

4. Read each of these parts of a traditional worldview of some Aboriginal peoples in Canada. Put a check mark (✓) next to the statements that reflect your personal worldview.

**TRADITIONAL WORLDVIEW OF SOME ABORIGINAL PEOPLES IN CANADA**

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elders are respected for their wisdom.</td>
</tr>
<tr>
<td>Governing is through group agreement, not through the control of the leader.</td>
</tr>
<tr>
<td>All life is sacred and equally important.</td>
</tr>
<tr>
<td>People are connected to the community and to ancestors.</td>
</tr>
<tr>
<td>Human experience includes spiritual, physical, emotional, and mental aspects.</td>
</tr>
<tr>
<td>Life is a circle; time moves through cycles</td>
</tr>
<tr>
<td>All forms of life are connected in a constantly changing, balanced relationship.</td>
</tr>
<tr>
<td>The well-being of the Earth is essential for our and our children’s survival.</td>
</tr>
</tbody>
</table>
**Directions:** Use *Our Worldviews*, pages 2 – 4 to help you with the questions.

1. Define these words:
   - **identity** an individual’s perception of who he or she is.
   - **value** a moral standard or principle of behaviour of a person or group;
     judgment as to what is important or valuable in life
   - **belief** something accepted as true
   - **worldview** a collection of values and beliefs about life and the
     universe that is common to a group of people
   - **society** a group of people linked by common activities or interests and sharing a location
   - **Western world** societies that are based on the worldview that developed in Western Europe

2. On the map of the world label:

   - **Continents**
     - North America
     - South America
     - Asia
     - Europe
     - Antarctica
     - Australia
     - Africa
   - **Oceans**
     - Pacific Ocean
     - Atlantic Ocean
     - Indian Ocean
     - Arctic Ocean
   - **Countries**
     - Canada
     - Italy
     - Japan
     - Mexico
Lesson Intro.2

Concept: Worldviews in Canada

Resources/Materials:  Our Worldviews, pages 5 – 8
                         Worksheet #8.Intro.2a and #8.Intro.2b (student copies)

Introduction: Recall that our worldview is made up of many different values and beliefs. Many different factors affect the worldview of any individual, community, culture, or country.

Discuss how worldviews, for example, are affected by geography. Compare the worldview of an Inuit who had never seen or interacted with any non-Inuit person a hundred years ago with the worldview of a resident of someone who lives in a city of 30 million people today.

Conclude that worldview can be affected by such things as history, knowledge, geography, society, time, values, and beliefs.

Procedure:

1. Explain that Canada is a multicultural country. Its people have a variety of histories and cultures.

2. Have students turn to textbook, page 5. Explain that pages 5 – 8 discuss how culture affects worldview.

3. Have students read pages 5 – 8.

4. Distribute Worksheets #8.Intro.2a and #8.Intro.2b. Go over the directions, if necessary.

5. OPTIONAL or ALTERNATELY. Have students make a list of statements that describe the worldview of their community and the factors that have influenced it.

Assignments:

2. Do Worksheets #8.Intro.2a and #8.Intro.2b.
3. OPTIONAL/ALTERNATELY. Tell about your community’s worldview; then describe the factors that have influenced it.
**Worldviews in Canada**

**Directions:** Use *Our Worldviews*, pages 5 – 8 to help you with the questions.

1. Define the terms.
   - multicultural
   - perspective

2. Think about what you already know about the people that have lived in what we today call Canada. Write a sentence or two about the worldview of Canada at each stage in Canada’s history.
   a. Canada’s population consisted of many different First Nations and Inuit groups.
   b. The British and French explored, settled, and then dominated many parts of Canada.
   c. People from all over the world moved to Canada to start new lives.
3. Briefly tell how worldview is influenced by geography and cultural background.

WHAT INFLUENCES WORLDVIEW?

Geography

Cultural Background

4. Now briefly tell how geography and cultural background influence the worldview of the people in your community.

WHAT INFLUENCES THE WORLDVIEW OF MY COMMUNITY?

Geography

Cultural Background
Worldviews in Canada

Directions: Use Our Worldviews, pages 5 – 8 to help you with the questions.

1. Define the terms.

   multicultural many cultures

   perspective a way of looking at the world; an interpretation of a particular event

2. Think about what you already know about the people that have lived in what we today call Canada. Write a sentence or two about the worldview of Canada at each stage in Canada’s history. Answers may vary.
   
   a. Canada’s population consisted of many different First Nations and Inuit groups.

   people are part of nature

   

   

   b. The British and French explored, settled, and then dominated many parts of Canada.

   European cultures are superior to Indigenous peoples. British and French should attempt to make Indigenous peoples more “civilized”.

   

   

   c. People from all over the world moved to Canada to start new lives.

   We don’t have to all be the same to be Canadian.

   Important to be respectful of differences and take advantage of each of our strengths.
3. Briefly tell how worldview is influence by geography and cultural background.

Answers may vary

WHAT INFLUENCES WORLDVIEW?

Geography
- physical features and climate influence how we view nature and what is possible with respect to living with nature
- geography defines the world we know

Cultural Background
- historical events affect our identity and the way we see the world and the future

4. Now briefly tell how geography and cultural background influence the worldview of the people in your community.

Answers will vary

WHAT INFLUENCES THE WORLDVIEW OF MY COMMUNITY?

Geography

Cultural Background
Lesson Intro.3

Concept: Elements of Society Affected by Worldview

Resources/Materials: Our Worldviews, page 9
Worksheet #8.Intro.3 (student copies)

Introduction: Review that worldview is a collection of values and beliefs. Worldview affects the way of life of a group of people. Example: In Hutterite culture, everyone is considered equal. Discuss how this affects the way of life. (everyone dresses the same regardless of position; all contribute and all benefit equally, food is the same for all; etc.) Explain that this lesson is about how worldview affects elements of society.

Procedure:


2. In notebooks, have students make a copy of the graphic on page 9. Then have them make notes on Social Systems, Political and Economic Systems, and Culture based on what they read.

3. Distribute Worksheet #8.Intro.3. Go over the directions, if necessary.

Worldview Affects the Way of Society Operates

- system
- resources
- Social Systems
- Political and Economic Systems
- Culture

Assignments:

2. In notebooks, copy the graphic from page 9; then make notes on Social Systems, Political and Economic Systems, and Culture.
3. Do Worksheet #8.Intro.3.
Directions: Use *Our Worldviews*, page 9 to help you with the questions.

Write **S** if the sentence(s) tells mainly about how social systems, **P** if it tells mainly about political systems, **E** if it tells mainly about economic systems, and **C** if it tells mainly about culture.

1. _____ In this country taxpayer dollars ensure that all citizens have access to the same basic health care.

2. _____ Canada is one of the world’s largest producers of wheat.

3. _____ If you are eighteen years old and are a Canadian citizen, you can vote in a federal election.

4. _____ Canadians believe that education is necessary for a person to be a fully contributing member of society. That is why every province and territory has laws that require students to remain in school until they are of a certain age, usually sixteen or seventeen.

5. _____ The minister of a Hutterite colony is selected by the adult men in that colony as well as the adult men from closely related colonies.

6. _____ In some countries the more money you have, the more things you can buy. If you don’t have or earn much money, you have to settle for less.

7. _____ It is customary for adults to shake hands with people they meet for the first time.

8. _____ In many countries people who are poor are not allowed to dress in the same way as people who are wealthy.

9. _____ Canada’s official languages are English and French, but if you walk down the streets of any city, you will hear people speaking many different languages.

10. _____ Many people in positions of power have been appointed to their positions.

11. _____ People who cannot afford to buy enough food must go to a food bank.

12. _____ My mom likes the *Franklin* books because they always teach a lesson.

13. _____ People who are sixty-five and older receive an old age pension.

14. _____ There are four types of industries: primary, secondary, tertiary, and quaternary.

15. _____ Being an emperor or empress is a hereditary position.

16. _____ Sports are a wonderful way to keep fit and provide people with recreation.
Directions: Use Our Worldviews, page 9 to help you with the questions.

Write S if the sentence(s) tells mainly about how social systems, P if it tells mainly about political systems, E if it tells mainly about economic systems, and C if it tells mainly about culture.

1. ___ S ___ In this country taxpayer dollars ensure that all citizens have access to the same basic health care.

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5. ___ P ___ The minister of a Hutterite colony is selected by the adult men in that colony as well as the adult men from closely related colonies.

6. ___ E ___ In some countries the more money you have, the more things you can buy. If you don’t have or earn much money, you have to settle for less.

7. ___ C ___ It is customary for adults to shake hands with people they meet for the first time.

8. ___ S ___ In many countries people who are poor are not allowed to dress in the same way as people who are wealthy.

9. ___ C ___ Canada’s official languages are English and French, but if you walk down the streets of any city, you will hear people speaking many different languages.

10. ___ P ___ Many people in positions of power have been appointed to their positions.

11. ___ S (E) ___ People who cannot afford to buy enough food must go to a food bank.

12. ___ C ___ My mom likes the Franklin books because they always teach a lesson.

13. ___ S ___ People who are sixty-five and older receive an old age pension.

14. ___ E ___ There are four types of industries: primary, secondary, tertiary, and quaternary.

15. ___ P ___ Being an emperor or empress is a hereditary position.

16. ___ C ___ Sports are a wonderful way to keep fit and provide people with recreation.
Lesson Intro.4

Concept: Factors Affecting Worldview

Resources/Materials: Our Worldviews, pages 10 and 11
Worksheets #8.Intro.4a and #8.Intro.4b (student copies)

Introduction: Discuss why it is more likely that rural Albertans are engaged in farming as opposed to shipbuilding or seal hunting (geography). Then explain that just as worldview influences the way of life of a group of people, there are factors that affect our worldview. For example, Albertans’ experiences with extreme weather has made us more respectful of that force of nature compared to a group that experiences only mild weather year-round.

Geography, which is basically physical features and climate, is only one of the factors that affects worldview.

Procedure:

1. Have students turn to textbook, page 10. **Guide the reading of pages 10 and 11.**

2. Have students make note on what they read in textbook, page 10.

   ![Factors Affecting Worldview](image)

   - Geography
   - Ideas and Knowledge
   - Contact with Other Groups

3. Distribute Worksheet #8.Intro.4a and #8.Intro.4b.

4. ALTERNATELY. Do the Think About It questions on textbook, page 11.

Assignments:

1. Make notes on the contents of page 10.
2. Do Worksheets #8.Intro.4a and #8.Intro.4b.
3. ALTERNATELY. Do the Think About It questions, page 11.
Factors Affecting Worldview

Directions: Use Our Worldviews, pages 10 and 11 to help you with the questions.

Write G if the sentence(s) tells mostly about geography, I if it tells mostly about ideas and knowledge, and C if it tells mostly about contact with other groups.

1. _____ Canada’s North has a long winter, but strangely, gets less precipitation than most other areas of the country.

2. _____ Many aspects of Canadian culture are influenced by the United States, which is our nearest neighbour.

3. _____ Canadian scientists are among the world’s leading plant researchers.

4. _____ European contact with the Haudenosaunee changed their traditional way of life forever.

5. _____ Often people are afraid and suspicious of those who have a different skin colour. That doesn’t last long, however. They soon realize that their fears and suspicions were unfounded.

6. _____ Living near the ocean makes coastal communities very respectful of the sea.

7. _____ Knowledge of good farming practices is essential in today’s agricultural industry.

8. _____ Living on the Prairies makes you feel that the sky goes on forever.

9. _____ People living in the dry southern parts of Alberta have come to appreciate how valuable a resource water is.

10. _____ Margaret was deeply affected by the people of Canada’s Atlantic provinces, who were always so kind and thoughtful toward others.

11. _____ Environmentalists studying global warming have changed many of the ways that we choose to live.

12. _____ Medical research has helped us to lead longer and healthier lives.

13. _____ At one time people thought the world was round and flat like a pancake.

14. _____ If you live near the equator, chances are you don’t really even understand what a season is because you experience only one type of weather all year long.

15. _____ The more people travel to other parts of the world, the more they are accepting of the different lifestyles of people.
16. Complete the chart below to tell about some of the values and beliefs that form your worldview.

<table>
<thead>
<tr>
<th>MY WORLDVIEW</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values</strong></td>
<td><strong>Beliefs</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Our Worldviews*, pages 10 and 11 to help you with the questions.

Write **G** if the sentence(s) tells mostly about geography, **I** if it tells mostly about ideas and knowledge, and **C** if it tells mostly about contact with other groups.

1. **G** Canada’s North has a long winter, but strangely, gets less precipitation than most other areas of the country.

2. **C** Many aspects of Canadian culture are influenced by the United States, which is our nearest neighbour.

3. **I** Canadian scientists are among the world’s leading plant researchers.

4. **C** European contact with the Haudenosaunee changed their traditional way of life forever.

5. **C** Often people are afraid and suspicious of those who have a different skin colour. That doesn’t last long, however. They soon realize that their fears and suspicions were unfounded.

6. **G** Living near the ocean makes coastal communities very respectful of the sea.

7. **I** Knowledge of good farming practices is essential in today’s agricultural industry.

8. **G** Living on the Prairies makes you feel that the sky goes on forever.

9. **G** People living in the dry southern parts of Alberta have come to appreciate how valuable a resource water is.

10. **C** Margaret was deeply affected by the people of Canada’s Atlantic provinces, who were always so kind and thoughtful towards others.

11. **I** Environmentalists studying global warming have changed many of the ways that we choose to live.

12. **I** Medical research has helped us to lead longer and healthier lives.

13. **I** At one time people thought the world was round and flat like a pancake.

14. **G** If you live near the equator, chances are you don’t really even understand what a season is because you experience only one type of weather all year long.

15. **C** The more people travel to other parts of the world, the more they are accepting of the different lifestyles of people.
Case Study One

How Did the Exchange of Ideas and Knowledge During the Renaissance Shape the Worldviews of the Western World?
Chapter 1

What Were the Factors That Shaped the Renaissance Worldview?
Chapter 1
What Were the Factors That Shaped the Renaissance Worldview?

Contents

Lesson 8.1.1 Introduction 4
Lesson 8.1.2 Trade with Asia 5
Lesson 8.1.3 The Role of Religion 6
Lesson 8.1.4 Social Structure During the Middle Ages 7
Lesson 8.1.5 The Black Death 8
Lesson 8.1.6 The Growth of Cities 9
Lesson 8.1.7 Florence 10
Lesson 8.1.8 Venice 11
Lesson 8.1.9 Genoa 12
Lesson 8.1.10 Chapter 1 Review 13
Lesson 8.1.11 Chapter 1 Test 14
Lesson 8.1.1

Concept: Introduction

Resources/Materials: Our Worldviews, pages 12 – 15
Worksheets #8.1.1a and #8.1.1b (student copies)

Introduction: Explain that for many years, Hutterites were reluctant to adopt the technological changes that were happening in the rest of Canada. They preferred to do things the way they had been done in the past. Then the Hutterites realized that if they were to continue to survive as farmers, they too would have to begin using the new, modern farm machinery. This decision was a landmark in the development of the Hutterite culture. Today, Hutterite farms are among the most technologically advanced in the world.

Explain that for centuries, Europe had existed in a certain way, changing very little. This was the Middle Ages. Then it started trading with parts of Asia for a new type of merchandise. This trade led to great changes in Europe, when exploration, expanding territories, and the spread of Christianity were the main foci of many European monarchs. This new age was called the Renaissance.

Procedure:

1. Have students turn to textbook, page 12. Explain that the grade eight textbook is divided into three sections. Each section is called a case study. In a case study, you examine one particular situation in depth. Guide the reading of pages 12 and 13. NOTE: You may have to explain how “centuries” are designated. We are in the 21st century, for example. The 21st century covers the years 2000 to 2099.

2. Then have students turn to textbook, page 14. Read the Chapter 1 title and discuss what it means.

3. Have students read the rest of pages 14 and 15 independently.

4. Distribute Worksheets #8.1.1a and #8.1.1b. Go over the directions, if necessary.

5. OPTIONAL. Have students do the Think About It questions on textbook, page 13.

Assignments:

2. Do Worksheets #8.1.1a and #8.1.1b.
3. OPTIONAL. Do the Think About It questions, page 13.
Directions: Use *Our Worldviews*, pages 12 – 15 to help you with the questions.

1. Explain each of the terms:
   
   Renaissance ____________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   era ________________________________________________________________
   
2. The term **Common Era (CE)** is used to designate years after the birth of Jesus Christ. The term **Before Common Era (BCE)** is used to designate years before the birth of Jesus Christ. For example, the Greek philosopher Aristotle was born in the year 384 BCE. Canada became a country in 1867 CE.

   Write each of the dates using the CE or BCE designation.
   
   a. Julius Caesar was Emperor of Rome in the year 49 before Christ was born.  
      ______________
   
   b. Jacob Wiederman formed one of the Hutterite groups in 1528. ______________
   
   c. Queen Victoria of England was born on May 24, 1819 after the birth of Christ.
      ______________
   
   d. Long before Christianity was formed as a religion, the Xia Dynasty reigned over China. This was during the years 2070 – 1600.
      ______________
   
3. In what century did each of the following years occur?
   
   50 CE ________________ 2012 ________________
   
   1066 ________________ 1497 ________________
   
4. On the map make a colour-code map of the Western and Eastern Empires during the 4th century. Put in a title and make a legend.
Directions: Use *Our Worldviews*, pages 12 – 15 to help you with the questions.

1. Explain each of the terms:

   Renaissance: a historical period that originated in Italy in the 14th century, known for the revival of classical art, architecture, literature, and learning.

   Era: a historical time period.

2. The term **Common Era (CE)** is used to designate years after the birth of Jesus Christ. The term **Before Common Era (BCE)** is used to designate years before the birth of Jesus Christ. For example, the Greek philosopher Aristotle was born in the year 384 BCE. Canada became a country in 1867 CE.

   Write each of the dates using the CE or BCE designation.

   a. Julius Caesar was Emperor of Rome in the year 49 before Christ was born.  
      
      49 BCE

   b. Jacob Wiederman formed one of the Hutterite groups in 1528.  
      
      1528 CE

   c. Queen Victoria of England was born on May 24, 1819 after the birth of Christ.  
      
      1819 CE

   d. Long before Christianity was formed as a religion, the Xia Dynasty reigned over China. This was during the years 2070 – 1600.  
      
      2070 BCE - 1600 BCE

3. In what century did each of the following years occur?

   50 CE | 2012  
   1066 | 1497

4. On the map make a colour-code map of the Western and Eastern Empires during the 4th century. Put in a title and make a legend.
Lesson 8.1.2

Concept: Trade with Asia

Worksheet #8.1.2 (student copies)
Wall Map of the World

Introduction: Explain that the Renaissance in Europe was characterized by a renewed desire to learn more about science, literature, and the arts. It emphasize the development of the individual into a well-rounded person. Explain that many of the ideas from Ancient Greece and Ancient Rome, as well as from Asia and Africa were of particular to Europeans.

Use the wall map of the world to point out the trade routes from Venice and Genoa in Italy to the Middle East, India, China, and Japan. Explain that traders travelled for months or even years to these far away places to bring back luxury goods like spices, silks, pearls, and tea. Of course, only wealthy Europeans could afford them. The traders did not bring back only goods, they brought back ideas as well.

Procedure:

1. Explain that as a group, the trade routes from Europe to Asia were called the Silk Road.

2. Have students turn to textbook, page 16. Guide the reading of page 16 and the top half of 17. Then have students read the rest of page 17 and all of page 18.

3. Distribute Worksheet #8.1.2. Go over the directions, if necessary.

4. ALTERNATELY. Do the Reflect and Respond questions, page 18.

5. OPTIONAL. In notebooks, have students make two lists: What Europeans Got from Asia, What Europeans Got from Islamic Civilization.

Assignments:

1. Read Our Worldviews, pages 16 – 18.
2. Do Worksheet #8.1.2.
3. ALTERNATELY. Do the Reflect and Respond questions, page 18.
4. OPTIONAL. Make two lists: What Europeans Got from Asia, What Europeans Got from Islamic Civilization.
Directions: Use Our Worldviews, pages 16 – 18 to help you with the questions.

1. What were the Middle Ages?

2. Pretend you were a news reporter and you are gathering facts about trade between Europe and Asia during the Middle Ages. Complete the chart about the facts you gathered.

<table>
<thead>
<tr>
<th>Who?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>How?</td>
<td></td>
</tr>
</tbody>
</table>

3. What effect did geographic location have on the ideas and knowledge developed and acquired by the Islamic civilization?

4. Today it is unlikely that a disease such as the Black Death would kill so many. Why do you suppose it killed millions during the Middle Ages?
How Did Other Civilizations Set the Stage for the Renaissance in Europe?

Directions: Use Our Worldviews, pages 16 – 18 to help you with the questions.

1. What were the Middle Ages?

   a historical period in Europe stretching from the fall of the Roman Empire in the 4th century to the beginning of the Renaissance in the 14th century.

2. Pretend you were a news reporter and you are gathering facts about trade between Europe and Asia during the Middle Ages. Complete the chart about the facts you gathered.

<table>
<thead>
<tr>
<th>Who?</th>
<th>European traders</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>travelled on network of trade routes called the Silk Road between Europe and Asia to acquire goods from Asia, also brought back knowledge and ideas</td>
</tr>
<tr>
<td>When?</td>
<td>from 300 BCE to Renaissance</td>
</tr>
<tr>
<td>Where?</td>
<td>Europe to eastern, southern Asia</td>
</tr>
<tr>
<td>Why?</td>
<td>wanted to get goods such as silk, spices, and glassware</td>
</tr>
<tr>
<td>How?</td>
<td>by ship on Mediterranean Sea and by camel caravan across land</td>
</tr>
</tbody>
</table>

3. What effect did geographic location have on the ideas and knowledge developed and acquired by the Islamic civilization?

   was at the crossroads of the Silk Road → collected knowledge/ideas from several parts of the world

4. Today it is unlikely that a disease such as the Black Death would kill so many. Why do you suppose it killed millions during the Middle Ages?

   medical/scientific knowledge was much more limited during the Middle Ages
Lesson 8.1.3

Concept: The Role of Religion

Resources/Materials: Our Worldviews, pages 19 – 22
Worksheet #8.1.3 (student copies)
Wall Map of the World

Introduction: Review that through trade between Asia and Europe, Europeans began to get an idea of the goods and knowledge that other parts of the world had to offer. But it was religion that actually led to the desire for Europeans to know more about ideas and to explore other parts of the world.

Procedure:

1. Use the map of the world to show students the Middle East. Explain that today conflict exists between countries in the area. These conflicts have their roots in religion. Today the conflict also has to do with economics, but religion is still plays a major role.

2. Explain that the Middle East region is important for Christians, Jews, and Muslims because this is where each has its roots. Control of the area is considered important.

3. Explain that at one time, Muslims controlled the area. Christian monarchs in Europe decided it was their duty to recapture the area and make it Christian. Over the course of hundreds of years, they sent whole armies to battle Muslims. This interaction between groups, further exposed people to other ways of doing things.

4. Have students turn to textbook, page 19. If possible, guide the reading of page 19. Then have students read pages 20 – 22.

5. Distribute Worksheet #8.1.3. Go over the directions.

6. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 21.

7. OPTIONAL. Write a paragraph explaining the role that religion played in increasing European awareness of new ideas and knowledge.

Assignments:

2. Do Worksheet #8.1.3.
3. ALTERNATELY. Do Reflect and Respond, page 21.
4. OPTIONAL. Write a paragraph explaining the role that religion played in increasing European awareness of new ideas and knowledge.
Directions: Use *Our Worldviews*, pages 19 – 21 to help you with the questions.

1. Complete the web to describe the Christian worldview during the Middle Ages.

   The Poor
   
   CHristian Worldview During the Middle Ages
   
   Arts/Architecture
   
   The Wealthy
   
   Church Leadership

2. What were the Christian Crusades?

3. How did the Crusades affect European ideas and knowledge?

4. Compare the maps on pages 16, 17, and 21. How might control of the Middle East affect trade between Europe and Asia?
Directions: Use *Our Worldviews*, pages 19 – 21 to help you with the questions.

1. Complete the web to describe the Christian worldview during the Middle Ages.

   **The Poor**
   - accepted a harsh, short life on Earth
   - will be rewarded after death by going to heaven

   **The Wealthy**
   - donated money to the Roman Catholic Church, hoping God would reward them with heaven

   ![Diagram of Christian Worldview during the Middle Ages]

   **Arts/Architecture**
   - almost all artists and scholars worked for the Church
   - accepted Church’s ideas about the world

   **Church Leadership**
   - seen as God’s chosen representatives
   - Pope was head of Church and had influence over kings

2. What were the Christian Crusades?

   organized attempts by Christian churches to recapture the Middle East from Muslims and bring it under Christian rule.

3. How did the Crusades affect European ideas and knowledge?

   Europeans became more aware of other cultures, encountering new attitudes, ideas, and knowledge.

4. Compare the maps on pages 16, 17, and 21. How might control of the Middle East affect trade between Europe and Asia?

   traders from Europe went through the Middle East to get to Asia
Lesson 8.1.4

Concept: Social Structure During the Middle Ages

Resources/Materials: Our Worldviews, pages 23 and 24
Worksheets #8.1.4a and #8.1.4b (student copies)

Introduction: Discuss this question: “If a baby was born in your community tomorrow, is it possible that the baby could become the first minister on a colony someday?” (If the baby is a boy – yes; if it is a girl – no.) Explain that this is not the case in all cultures. For example, in some cultures, you can only become the head of a community if your father is the present leader. When he dies, then you automatically become the leader.

Explain that in Medieval Europe, society was organized according to a hierarchy. (Write the word on the board.) In a hierarchy, people are divided into groups called social classes. Members of each social class have a certain amount of status and privileges. In Medieval Europe, you were more or less born into a particular social class. There was little or no movement from one class to another.

Procedure:

1. Have students turn to textbook, page 23. Go over the graphic of the hierarchical structure of Medieval Europe. Explain that as you went up the hierarchy, there were few people in each social class.

2. Explain that Medieval Europe was characterized by the feudal system. In the feudal system, a noble controlled a large tract of land. Serfs were given small parcels of land to farm. In exchange, they had to be loyal to the noble and give part of their crop to the noble.

3. Have students read pages 23 and 24. If you have the time, guide the reading.

4. Distribute Worksheets #8.1.4a and #8.1.4b. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 24.

6. OPTIONAL. Have students write a journal entry about the day in the life of a serf and another journal entry about the day in the life of a noble.

Assignments:

1. Read Our Worldviews, pages 23 and 24.
2. Do Worksheets #8.1.4a and #8.1.4b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 24.
4. OPTIONAL. Write a journal entry about the day in the life of a serf and another journal entry about the day in the life of a noble.
How Did the Social Structure During the Middle Ages Reflect the Worldview of the Time?

Directions: Use *Our Worldviews*, page 23 and 24 to help you with the questions.

1. Tell about each of the terms:

   feudal system

   diplomacy

   alliance

   hierarchy

2. Label the triangle below to show the hierarchy in feudal Europe.
3. Complete the graphic to tell briefly about each of the social classes within the feudal system hierarchy.

- Monarch (king or queen)
- Higher Clergy
- Nobles
- Lower Nobles, Knights, Lower Clergy
- Serfs/Peasants

4. How did the religious worldview of Medieval Europe affect the way people viewed the hierarchy?

________________________________________________________________________

________________________________________________________________________

5. Examine the two paintings by the Duc de Berry on page 24. Do you think he was a noble or a serf? Tell why.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
How Did the Social Structure During the Middle Ages Reflect the Worldview of the Time?

Directions: Use Our Worldviews, page 23 and 24 to help you with the questions.

1. Tell about each of the terms:
   - feudal system: a political-economic-social system of land holding.
   - Class structure and roles were very rigid
   - diplomacy: the skill or tact in handling agreements/negotiations, especially in government
   - alliance: a formal agreement to cooperate
   - hierarchy: system based on classes of status or authority ranked one above the other

2. Label the triangle below to show the hierarchy in feudal Europe.
3. Complete the graphic to tell briefly about each of the social classes within the feudal system hierarchy.

- **Monarch (king or queen)**
  - head of state
  - granted land to nobles

- **Higher Clergy**
  - often owned land and serfs

- **Nobles**
  - promised to provide monarch with soldiers and supplies during war
  - paid taxes to monarch

- **Lower Nobles, Knights, Lower Clergy**
  - got land from nobles

- **Serfs/Peasants**
  - property of their lords and worked the land for them
  - gave part of crop to noble
  - served as soldiers in times of war

4. How did the religious worldview of Medieval Europe affect the way people viewed the hierarchy?

  - people in each social class accepted the way things were. It was God’s will and should not be questioned.

5. Examine the two paintings by the Duc de Berry on page 24. Do you think he was a noble or a serf? Tell why.

  - **Noble.** Both paintings show peasants or nobles living a pleasant life.
  - The “peasant” painting does not reflect the harsh realities of peasant life.
Lesson 8.1.5

Concept: The Black Death

Resources/Materials: Our Worldviews, pages 25 – 28
Worksheets #8.1.5a and #8.1.5b (student copies)
Encyclopaedias and other research materials

Introduction: Explain that in 2003, many people in parts of Asia began dying from a flu-like illness. Doctors had never seen this particular disease before. People travelling to Canada from China brought the illness with them. It took claimed the lives of 44 people in a few short months before it was brought under control. This mysterious disease was given the name “Severe Acute Respiratory Syndrome” or SARS. It took a global effort to bring the disease under control, and only because medical researchers and doctors from around the world shared their knowledge and had the technology to find out more about what they were dealing with.

In the 1300s, a disease called the Bubonic Plague was introduced to Europe from Asia. It claimed millions of lives and was not brought under control for close to 400 years. Why?

Procedure:

1. Explain that the bubonic plague was referred to as the Black Death. During the Middle Ages and Renaissance, medical and scientific knowledge was such that the disease was not understood and technology was not developed enough for doctors to come close to figuring out how it spread and how to treat it.

2. Have students turn to textbook, page 25. Guide the reading of page 25, if possible. Then have students read pages 26 and 27. (NOTE: If you plan to have students do further research on the bubonic plague, it would be worth your while to spend time with students outlining the research techniques described on page 28.)

3. Distribute Worksheets #8.1.5a and #8.1.5b. Go over the directions, if necessary.

4. ALTERNATELY/OPTIONAL. Research and write a report on the bubonic plague.

Assignments:

2. Do Worksheets #8.1.5a and #8.1.5b.
3. ALTERNATELY/OPTIONAL. Research and write a report on the bubonic plague.
**How Might the Black Death Have Changed the Way People Viewed the World?**

**Directions:** Use *Our Worldviews*, pages 25 – 28 to help you with the questions.

1. Complete the chart to tell about the bubonic plague.

<table>
<thead>
<tr>
<th>THE BUBONIC PLAGUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Also referred to as:</td>
</tr>
<tr>
<td>How it arrived in Europe</td>
</tr>
<tr>
<td>Symptoms</td>
</tr>
<tr>
<td>Areas reached</td>
</tr>
<tr>
<td>Outbreaks</td>
</tr>
<tr>
<td>Why it spread quickly</td>
</tr>
<tr>
<td>Theories</td>
</tr>
<tr>
<td>Affect it had on the European population</td>
</tr>
</tbody>
</table>

Worksheet #8.1.5a
2. The bubonic plague spread much more quickly in urban areas than it did in rural areas. Why do you think this is?

3. Scientists believe that it is very unlikely that such a disease would kill the same proportion of people in Canada today. Why do you think this is?

4. What effect do you think the Black Death had on the worldview of Europeans in the 1300s to 1700s?
# How Might the Black Death Have Changed the Way People Viewed the World?

**Directions:** Use *Our Worldviews*, pages 25 – 28 to help you with the questions.

1. Complete the chart to tell about the bubonic plague.

<table>
<thead>
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<th>THE BUBONIC PLAGUE</th>
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<td><strong>Also referred to as:</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Affect it had on the European population</strong></td>
</tr>
</tbody>
</table>

Worksheet #8.1.5a
2. The bubonic plague spread much more quickly in urban areas than it did in rural areas. Why do you think this is?
   - most likely due to more crowded living conditions

3. Scientists believe that it is very unlikely that such a disease would kill the same proportion of people in Canada today. Why do you think this is?
   - today have more knowledge of disease types, their spread, prevention, and treatment

4. What effect do you think the Black Death had on the worldview of Europeans in the 1300s to 1700s?
   - some may have placed less faith in God to look after them
   - some may have less acceptance of the status quo
   - scientists/doctors feel they should investigate disease, and consequently search for new ideas/knowledge
Lesson 8.1.6

Concept: The Growth of Cities

Resources/Materials: Our Worldviews, pages 29 – 33
Worksheets #8.1.6a, #8.1.6b, and #8.1.6c (student copies)
Wall Map of the World

Introduction: Explain that during the latter part of the Middle Ages and the early part of the Renaissance, cities started to grow. This was for two reasons. First, the increase in trade with Asia led to a new class of people outside the feudal hierarchy. These were the merchants who bought and sold items traded from the East. Many merchants became rich and powerful. Second, the bubonic plague had killed so many serfs that those remaining could no longer cope with doing all the seeding and harvesting. They decided to move to the cities to look for a better life. In a way, the bubonic plague caused the breakdown of the social hierarchy.

Procedure:

1. Use the map of the world to show how Italy’s location in the centre of the Mediterranean Sea helped to make Italian seaports prosper from trade with Asia.

2. Explain that during the Medieval times was not one united country as it is today. Instead it was a collection of city-states. The city states were usually ruled by a few rich and powerful families. A city-state is a composed of a larger city and the lands around it. Most city-states are small. With the booming trade with Asia, some of the city-states became very wealthy. They competed with each other for trade and fought with each other.

3. Have students turn to textbook, page 29. Have students read pages 29 – 33 independently, if they are able.

4. Distribute Worksheets #8.1.6a, #8.1.6b, and #8.1.6c. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 32.

Assignments:

1. Read Our Worldviews, pages 29 – 33.
2. Do Worksheets #8.1.6a, #8.1.6b, and #8.1.6c.
3. ALTERNATELY. Do the Reflect and Respond questions, page 32.
How Did the Growth of Cities Contribute to a Changing Worldview?

Directions: Use Our Worldviews, pages 29 – 33 to help you with the questions.

Trade

1. Complete the cause and effect charts.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The numbers of merchants and traders grew, creating a new class of people outside the feudal system.</td>
</tr>
<tr>
<td></td>
<td>Cities like Paris, Florence, Milan, Venice, and Genoa began to grow.</td>
</tr>
</tbody>
</table>

2. How did urbanization affect the way people lived?

a. ______________________________________
   ______________________________________

b. ______________________________________
   ______________________________________

c. ______________________________________
   ______________________________________

d. ______________________________________
   ______________________________________

e. ______________________________________
   ______________________________________
Urbanization

3. Complete the cause and effect charts.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Many peasants moved to cities.</td>
</tr>
<tr>
<td></td>
<td>Many nobles moved to cities.</td>
</tr>
</tbody>
</table>

4. Why did the Italian city-states prosper?

a. __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________

b. __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________

b. __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________

e. __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________

5. Define the terms:

  court ________________________________

  papacy ________________________________

  republic ________________________________

  despot ________________________________

  oligarchy ________________________________

  sovereignty ________________________________

6. Why do you think the Italian city-states started to send ambassadors to foreign states?

_________________________________________________________________________

_________________________________________________________________________

**Same Time, Different Place**

7. Complete the chart about these cities of the world in the 1400s.

<table>
<thead>
<tr>
<th>City</th>
<th>Location</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timbuktu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cuzco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cahokia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Did the Growth of Cities Contribute to a Changing Worldview?

Directions: Use *Our Worldviews*, pages 29 – 33 to help you with the questions.

Trade

1. Complete the cause and effect charts.

   **Cause**
   - Europeans wanted more exotic goods from Asia, so traders and merchants made more frequent trips to Asia.
   - Increase in trade

   **Effect**
   - The numbers of merchants and traders grew, creating a new class of people outside the feudal system.
   - Cities like Paris, Florence, Milan, Venice, and Genoa began to grow.

2. How did urbanization affect the way people lived?

   a. Some people established businesses to provide goods for city residents, and a new, wealthy merchant class began to grow.

   b. Industries began to specialize in goods for trade, such as textiles, furniture, and handicrafts, and more people moved to the cities to work in these industries.

   c. Workers began to find and create jobs that were not part of the feudal system and, thus, became less dependent on the nobles.

   d. Some communities became so prosperous and powerful from trade, industry, and banking that they became city-states.

   e. Individuals began to feel a sense of belonging to their larger communities, not just to their local lord.
Urbanization

3. Complete the cause and effect charts.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the bubonic plague, there were too few peasants left alive to seed and harvest the land.</td>
<td>Many peasants moved to cities.</td>
</tr>
<tr>
<td>After the bubonic plague, nobles had difficulty finding enough labourers to work the land.</td>
<td>Many nobles moved to cities.</td>
</tr>
</tbody>
</table>

4. Why did the Italian city-states prosper?
   a. Mountains to the north helped protect Italy from invaders. This allowed relatively stable development of city-states.
   b. Trading cities began to thrive in Italy early on, making it much more urban than other places in Europe.
   c. The feudal system was not strong in Italy due to the urban lifestyle and lack of agricultural land.
   d. The architectural ruins of Ancient Rome reminded the population of how effective the Roman style of government had been.
   e. The power of the pope over Italian city-states weakened when the pope and his court moved from Rome to Avignon.
5. Define the terms:

- **court** the families, advisors, and other members of a royal or noble household
- **papacy** the pope and the government of the Roman Catholic Church
- **republic** a state in which power is held by the people or their representatives
- **despot** a leader with unlimited power; a tyrant or oppressor
- **oligarchy** a form of government in which a few people have the power
- **sovereignty** supreme power and authority; the freedom of a country or political unit from outside control

6. Why do you think the Italian city-states started to send ambassadors to foreign states?

- wanted to look out for their interests in those states by establishing good relationships

---

Same Time, Different Place

7. Complete the chart about these cities of the world in the 1400s.

<table>
<thead>
<tr>
<th>City</th>
<th>Location</th>
<th>Features</th>
</tr>
</thead>
</table>
| Timbuktu | on edge of Sahara Desert on Niger River | • important Islamic trade route  
• largest city in Songhai Empire  
• important spiritual, educational, cultural centre |
| Cuzco  | centre of Inca civilization in South America | • great temples, buildings, paved roads, elaborate gardens |
| Cahokia | North America (present day Illinois) | • built structures on top of large mounds  
• 40,000 residents |
Lesson 8.1.7

Concept: Florence

Resources/Materials: Our Worldviews, pages 34 – 36
Worksheet #8.1.7a (optional, student copies)
Worksheet #8.1.7b (student copies)
Wall Map of Europe

Introduction: Recall that toward the end of the Middle Ages and early Renaissance, urbanization began, resulting city-states forming, especially in Italy. Review that it was the growth of trade that led to some merchants becoming rich and powerful.

Explain that one of the most wealthy and powerful city-states was Florence, located in northern Italy. Use the map of Europe to located Florence (or Firenza). Note that it is not on the seacoast, but inland about 80 km. Florence is on the Arno River, which was a major inland waterway. The city-state of Florence took over the city-state of Livorno, which is on the seacoast in order to gain easier access to trade routes.

Procedure:

1. Have students refer back to textbook, page 9, to the graphic showing how worldview affects political and economic systems, social systems, and culture.

2. Explain that Our Worldviews tells about how worldview influenced each of the above. Explain that the textbook describes Florence, but other Italian city-states could be described in a similar fashion.

3. Have students turn to textbook, page 34. Guide the reading of page 34, showing how political and economic systems affect each other.

4. Explain that the most powerful and wealthy family in Florence were the Medici. Their actions were most definitely influenced by their worldview. They were loved by many, hated by many.

5. Have students read pages 35 and 36 independently.

6. Distribute Worksheet #8.1.7b. Go over the directions, if necessary. **NOTE: Distribute Worksheet #8.1.7a if you think it is necessary. This worksheet provides students with a brief description of the Renaissance worldview.**

7. ALTERNATELY. Do the Reflect and Respond questions on textbook, page 36.

8. ALTERNATELY. Have students make point-form notes about Florence.

Assignments:

1. Read Our Worldviews, pages 34 – 36.
2. Do Worksheet #8.1.7b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 36.
4. ALTERNATELY. Make point-form notes on Florence.
Changes in Europe
During the latter parts of the Middle Ages, European ideas about life began to change for two reasons.

- **Exposure to New Goods, Ideas, and Knowledge.** Merchants and traders travelled to the Middle East, China, and Asia, bringing back exotic goods and new ideas and knowledge. In addition, when the monarchs of Europe sent soldiers to fight in the Crusades in the Holy Land, they too brought back different goods, ideas, and knowledge. Europeans wanted more exotic goods from these faraway lands. This allowed for a new class of people to form – the merchant class. Merchants showed they could become rich and powerful through their own efforts.

- **The Black Death.** The bubonic plague, also called the Black Death, killed millions across Europe over many years. This caused people to doubt that Church officials really were working directly under God. The power of the Church decreased.

Italian Renaissance
During the Renaissance, Europeans began to change their views. The Renaissance started in Italy.

- Italy was ideally located. It was further enough south that its shipping ports could remain open year-round. More importantly, it was a natural connection point between Europe and Asia. Italy became the focus of ideas and knowledge from Asia and Europe.

- Italy was a group of cities, which were republics, not monarchies. As more of its citizens became wealthy merchants and bankers, the cities acquired control of the land around them. Wealthy families came to control these city-states. The rise of the merchants to positions of power made people think they did not necessarily so that they should remain in the same social class for life.

The Humanists
Exposure to new goods, ideas, and knowledge, as well as the bubonic plague gave rise to a new movement called **humanism.** People who followed the humanist movement were called **humanists.** The humanist worldview became the Renaissance worldview, which can be summarized as follows:

- Humans should do what they can to better themselves, not just leave their fate in the hands of God and the Church.

- Individual effort should be rewarded.

- Humans should put effort into improving the qualities of their lives on Earth. They could manage the ups and downs of life if they had the will to do it.

- Effort should be put into the development of the human mind and body. People should search for more ideas and knowledge. Literature, art, and architecture should be developed. Art should be realistic.
Directions: Use *Our Worldviews*, pages 34 – 36 to help you with the questions.

1. Complete the chart below to tell about the city-state of Florence during the Renaissance.

<table>
<thead>
<tr>
<th>Description</th>
<th>How It Reflects the Renaissance Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political System</td>
<td></td>
</tr>
<tr>
<td>Economic System</td>
<td></td>
</tr>
<tr>
<td>Social System</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
</tr>
</tbody>
</table>

2. One aspect of Renaissance worldview was the appreciation of the arts. How did the Medici family demonstrate this worldview?

3. Many of the Medici were actually killed by others. Why do you think this is?
**Social Studies Grade 8 Our Worldviews Chapter 1**

**Worksheets**

**How Did the City-State of Florence Reflect the Renaissance Worldview?**

**Directions:** Use *Our Worldviews*, pages 34 – 36 to help you with the questions.

1. Complete the chart below to tell about the city-state of Florence during the Renaissance.

<table>
<thead>
<tr>
<th>Description</th>
<th>How It Reflects the Renaissance Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Political System</strong></td>
<td></td>
</tr>
<tr>
<td>• started out as a republic</td>
<td>• importance of individual effort</td>
</tr>
<tr>
<td>• soon controlled by the Medici</td>
<td></td>
</tr>
<tr>
<td>• bought surrounding cities, extending its power/control</td>
<td></td>
</tr>
<tr>
<td><strong>Economic System</strong></td>
<td></td>
</tr>
<tr>
<td>• trading</td>
<td>• gaining wealth through effort</td>
</tr>
<tr>
<td>• banking</td>
<td></td>
</tr>
<tr>
<td>• importance of merchants</td>
<td></td>
</tr>
<tr>
<td><strong>Social System</strong></td>
<td></td>
</tr>
<tr>
<td>• class system allowed for some movement</td>
<td>• can improve quality of life through efforts of individuals</td>
</tr>
<tr>
<td>• merchant class moved up—organized into guilds</td>
<td></td>
</tr>
<tr>
<td>• nobles still owned most land</td>
<td></td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td></td>
</tr>
<tr>
<td>• major centre of Renaissance culture</td>
<td>• importance of the arts</td>
</tr>
<tr>
<td>• Medici family supported arts, architecture, and scholars</td>
<td></td>
</tr>
</tbody>
</table>

2. One aspect of Renaissance worldview was the appreciation of the arts. How did the Medici family demonstrate this worldview?

- paid for construction of new churches
- supported many artists; collected art

3. Many of the Medici were actually killed by others. Why do you think this is?  

*Answers may vary*

The Medici created many enemies in their efforts to become the most wealthy and powerful Florentine family.
Lesson 8.1.8

Concept: Venice

Resources/Materials: Our Worldviews, pages 37 – 41
Worksheet #8.1.8a (transparency or enlargement)
Worksheets #8.1.8b and #8.1.8c (student copies)
Wall Map of Europe

Introduction: Recall that the Medici was the most powerful family in Florence, and gained their wealth and power because of trade. Explain that Venice was another powerful Italian city-state. Use the map of Europe to show how Venice’s location made it a great trading city-state as well. It connected the Eastern Mediterranean with western Europe.

Explain that Venice was actually built on a group of small islands. Footbridges connect many of them, but boats of various kinds are the means by which Venetians travel from one island to the next. Put up the transparency of Worksheet #8.1.8a. On the aerial view, explain that many of the waterways are too small to be seen in the photo. The boats in the foreground of the second picture are called gondolas and today are used almost exclusively by tourists.

Procedure:

1. Explain that during the Renaissance, the way of life in Venice, like Florence, was influenced by the Renaissance worldview. But Venetians reflected the Renaissance worldview in a slightly different way.

2. Have students turn to textbook, page 38. Point out that the picture on page 38 is a painting, as is the picture on the left-hand side of page 39. Painters often leave out some details; hence the aerial view of Venice shown is different from that on Worksheet #8.1.8a, which is a photograph.

3. Explain that the scuole were an important and unique part of Venetian culture. Tell students they will find out more about them today. Have students read textbook, pages 37 – 41.

4. Distribute Worksheets #8.1.8b and #8.1.8c. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 41.

6. OPTIONAL. Have students compare Florence and Venice on a wall chart. (Encourage them to categorize their points of comparison: political system, economic system, culture, social systems.)

Assignments:

2. Do Worksheets #8.1.8b and #8.1.8c.
3. ALTERNATELY. Do the Reflect and Respond questions, page 41.
4. OPTIONAL. On a wall chart, compare Florence and Venice.
How Did Venice Contribute to the Italian Renaissance?

Directions: Use *Our Worldviews*, pages 37 – 41 to help you with the questions.

1. Explain why Venice’s location made it a great trading city?

2. Complete the chart to tell about the city-state of Venice during the Renaissance.

<table>
<thead>
<tr>
<th>Description</th>
<th>How It Reflects the Renaissance Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political System</td>
<td></td>
</tr>
<tr>
<td>Economic System</td>
<td></td>
</tr>
<tr>
<td>Social System</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
</tr>
</tbody>
</table>

3. What kinds of organizations perform the same roles in our society as the scuole in Venetian society?
4. Why do you think Marco Polo’s book helped to encourage trade between Europe and Asia?

5. Why is it that Venice became an important city-state?
   a. 
   b. 
   c. 
   d. 
   e. 

6. What do you think might be some advantages and disadvantages of building a city on a group of islands?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Did Venice Contribute to the Italian Renaissance?

**Directions:** Use *Our Worldviews*, pages 37 – 41 to help you with the questions.

1. Explain why Venice’s location made it a great trading city?

   on coast of Adriatic Sea → connected Europe with the eastern Mediterranean and Asia

2. Complete the chart to tell about the city-state of Venice during the Renaissance.

<table>
<thead>
<tr>
<th>Description</th>
<th>How It Reflects the Renaissance Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Political System</strong></td>
<td></td>
</tr>
<tr>
<td>• republic headed by the Doge</td>
<td>• humans could determine much of their own fate</td>
</tr>
<tr>
<td>• became an oligarchy</td>
<td></td>
</tr>
<tr>
<td><strong>Economic System</strong></td>
<td></td>
</tr>
<tr>
<td>• trade between Europe and Asia</td>
<td>• people could improve their lives with effort</td>
</tr>
<tr>
<td><strong>Social System</strong></td>
<td></td>
</tr>
<tr>
<td>• three social classes</td>
<td>Merchant class rose because of their own efforts</td>
</tr>
<tr>
<td>• Scuole was association that helped poor, sick, and dying</td>
<td>Efforts could be made to improve quality of life</td>
</tr>
<tr>
<td>• merchant class emerged</td>
<td></td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td></td>
</tr>
<tr>
<td>• merchant class supported the arts</td>
<td>• importance of the arts</td>
</tr>
<tr>
<td>• centre of book trade</td>
<td></td>
</tr>
<tr>
<td>• famous university</td>
<td></td>
</tr>
</tbody>
</table>

3. What kinds of organizations perform the same roles in our society as the scuole in Venetian society?

   • charities
   • government social programs
4. Why do you think Marco Polo’s book helped to encourage trade between Europe and Asia?

- people fascinated by Marco Polo’s adventures.
- wanted goods/ideas from Asia

5. Why is it that Venice became an important city-state?

a. had stable form of government
b. established successful sea trade
c. new merchant class supported the arts
d. became centre of book trade
e. had famous university

6. What do you think might be some advantages and disadvantages of building a city on a group of islands?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>- good access to other parts of the sea</td>
<td>- difficulties connected with transportation among the islands and to the mainland</td>
</tr>
<tr>
<td>- might be easier to defend as water acts as a natural barrier to invaders</td>
<td>- may be prone to flooding</td>
</tr>
</tbody>
</table>
Lesson 8.1.9

Concept: Genoa

Resources/Materials: Our Worldviews, pages 42 – 45
Worksheets #8.1.9a and #8.1.9b (student copies)
Wall Map of Europe

Introduction: Recall that Venice became a wealthy and powerful city-state because of its location. Use the map of Europe to show the location of Genoa and how it connects the Western Mediterranean and western Europe to the East. Note the similarities in its location with that of Venice. Also note its differences.

Discuss why Venice and Genoa were rivals.

Procedure:

1. Have students turn to textbook, page 42. Point out that Genoa was a walled city. Explain that walled cities were common during the Middle Ages and served to protect the city from attackers.

2. Then have students turn to textbook, page 43. Examine the map and compare it with what a map of Venice’s trade routes might look like.

3. Finally, have students turn to textbook, page 45. Explain that depending on who wrote it, historical events almost always have different interpretations. A good example is the history of Canada written from the perspective of First Nations peoples compared to British or French settlers. As a rule, history is usually recorded by the most powerful groups, so it is important to bear this in mind when reading any kinds of historical accounts.

4. Have students read textbook, pages 42 – 45 independently.

5. Distribute Worksheets #8.1.9a and #8.1.9b. Go through the directions, if necessary.

6. ALTERNATELY. Have students do the Reflect and Respond questions, on textbook, page 44.

Assignments:

1. Read Our Worldviews, pages 42 – 45.
2. Do Worksheets #8.1.9a and #8.1.9b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 44.
How Did Genoa Help Shape the Renaissance Worldview?

Directions: Use Worldviews, pages 42 – 45 to help you with the questions.

1. Explain why Genoa became a great trading city-state.

2. Complete the chart to tell about the city-state of Genoa during the Renaissance.

<table>
<thead>
<tr>
<th>Description</th>
<th>How It Reflects the Renaissance Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political System</td>
<td></td>
</tr>
<tr>
<td>Economic System</td>
<td></td>
</tr>
<tr>
<td>Social System</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
</tr>
</tbody>
</table>

3. Explain how Genoa and Venice worked together in the trade with Asia.

_________________________________________

_________________________________________
5. Examine the map on page 43. What effect did having control of the city of Constantinople have on Genoa? Tell why.


6. Think of an event in Hutterite history. Briefly relate the event from a Hutterite perspective. Then relate the same event from a non-Hutterite perspective.

Examples: Hutterites leave Russia for the United States.
Hutterites refuse to serve in the military in the United States

<table>
<thead>
<tr>
<th>Hutterite Perspective</th>
<th>Perspective</th>
</tr>
</thead>
</table>

Worksheet #8.1.9b
How Did Genoa Help Shape the Renaissance Worldview?

Directions: Use Worldviews, pages 42 – 45 to help you with the questions.

1. Explain why Genoa became a great trading city-state.
   - location connected Europe to Africa and Asia
   - crossroads of traffic and culture between western Europe and Mediterranean

2. Complete the chart to tell about the city-state of Genoa during the Renaissance.

<table>
<thead>
<tr>
<th>Description</th>
<th>How It Reflects the Renaissance Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political System</td>
<td></td>
</tr>
</tbody>
</table>
  - was a republic during Middle Ages
  - families struggled for control → led to a truce where each of the most powerful families controlled a section of the city |
  - People gained power through own efforts |
| Economic System | 
  - trade between Europe, Asia, and Africa
  - banking |
  - People’s desire for more goods to make life more enjoyable led to more trade |
| Social System | 
  - merchants became wealthy and powerful |
  - Merchants elevated their status through work |
| Culture | 
  - wealthy families paid for the creation of works of art |
  - Arts are important |

4. Explain how Genoa and Venice worked together in the trade with Asia.
   - both wanted to continue to play important role in trade → signed agreement to maintain current trading posts without interference from the other
5. Examine the map on page 43. What effect did having control of the city of Constantinople have on Genoa? Tell why.

Constantinople’s location makes it a key port because whoever controlled Constantinople could control ship traffic between the Mediterranean and Black Seas.

6. Think of an event in Hutterite history. Briefly relate the event from a Hutterite perspective. Then relate the same event from a non-Hutterite perspective.

Examples: Hutterites leave Russia for the United States. Hutterites refuse to serve in the military in the United States

Hutterite Perspective

_________________________ Perspective
Lesson 8.1.10

Concept: Chapter 1 Review

Resources/Materials: Our Worldviews, pages 46 and 47
Chapter 1 Review Sheets (student copies)

Introduction: Review that worldview is influenced by a cultural group’s geography, ideas and knowledge, and contact with other groups.

Procedure:

1. Have students turn to textbook, page 46. As a class go each of the ideas outlined on the page. Clarify as needed.

2. Have students do the End-of-Chapter questions on textbook, page 47.

3. ALTERNATELY. Distribute the Chapter 1 Review Sheets. Have students complete them independently.

4. If at all possible, check the review questions in class, as a group.

Assignments:

1. Read Our Worldviews, page 46.
2. Do the End-of-Chapter questions, page 47.
3. ALTERNATELY. Do the Chapter 1 Review Sheets.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>value</th>
<th>belief</th>
<th>identity</th>
<th>worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>hierarchical</td>
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<td>oligarchy</td>
<td>republic</td>
</tr>
<tr>
<td>sovereignty</td>
<td>guild</td>
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</tbody>
</table>

- Historical period of time stretching from the fourth century to the fourteenth century
- An individual’s perception of who he or she is
- Something accepted as true
- A personal or group judgement about what is important in life
- Based on classes of status or authority ranked one above the other
- A state in which power is held by the people or their representatives
- A form of government in which a few people have the power
- Supreme power or authority
- An organization of craftsmen or merchants
- A collection of values and beliefs
- The pope and the government of the Roman Catholic Church
- A political-economic-social system of landholding, in place in much of Europe in the Middle Ages
2. Use the words and phrases in the box to complete the sentences.

<table>
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<tr>
<th>multicultural</th>
<th>factors</th>
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<tbody>
<tr>
<td>geographic</td>
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</table>

Worldview is a ________________ of values and beliefs about life and the universe that is common to a group of people. The worldview of the group you identify with is the ________________ for the way you act, the way you ________________, and the way you feel about the world.

Your worldview is influenced by many different ________________. Where you live – your ________________ location is one of them. So is the particular ________________ you belong to. First Nations people may have a worldview that is different from that of a recent immigrant to Canada. Canadians with British or ________________ backgrounds might have other worldviews.

Canada is a ________________ nation. Immigrants bring with them the worldviews of their homeland. As they become part of Canadian society, they begin to understand the ________________ Canadian worldview. When they become Canadian citizens, they adopt values and beliefs of the Canadian worldview into their ________________ worldview.

3. Label the graphic organizer to show what aspects of a society worldview affects.
4. Complete the graphic organizer to show what factors shape worldview.

5. Write T for true and F for false.

_____ The feudal system was common during the Middle Ages.

_____ The Silk Road was the name for the network of trading routes between Europe and America.

_____ Merchants and trades travelled by caravan to China, India, and the Middle East to bring back goods that were not available in Europe.

_____ Many cities of the Islamic civilization were centres of learning.

_____ Ideas from the Chinese, Indian, and Muslim civilizations had an influence on the European worldview.

_____ During Medieval times, Europeans were not members of the Christian Church.

_____ By serving in the Crusades, people from many parts of Europe learned more other cultures.

_____ In the feudal system there was a definite hierarchy.

_____ During the Middle Ages, people believed that their position in life was God’s will, and that they must just accept it and hope they would end up in heaven.

_____ With the Black Death, the influence of the Church lessened.
6. Complete the cause and effect charts.

<table>
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<th>Effect</th>
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<tr>
<td>Many merchants and their families became very wealthy and powerful.</td>
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</tr>
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<td></td>
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<td>The Italian city-states began to prosper.</td>
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7. For each of the following write **F** if it tells about the city-state of Florence, **V** if it tells about Venice, and **G** if it tells about Genoa. You may put more than one letter in each space.

**Location**

_____ in northern Italy
_____ built on a group of islands
_____ built on thin strip of land between the Alps Mountains and the Tyrrhenian Sea
_____ on the sea coast
_____ Marco Polo sailed from here
_____ on the Arno River
_____ connects Europe with the Mediterranean

**Political System**

_____ began as a republic
_____ head of government was the Doge who was selected by a small group of wealthy noblemen
_____ the Medici family became the most powerful
_____ ruled by an oligarchy
_____ maintained a strong navy
_____ different families controlled different sections of the city-state

**Economic System**

_____ depended on trade between Europe and Asia
_____ banking became very important
_____ sometimes used violence to gain control of more territory
_____ wealthy people gained more political power
Social Systems

_____ based on a class system

_____ merchants able to move up the social ladder

_____ merchants formed guilds which controlled various industries

_____ peasants and other common people usually had limited rights and usually could not own land

_____ scuole looked after the needy and those in unfortunate situations

Culture

_____ art and architecture became important under the rule of Andrea Doria

_____ merchant class supported the arts

_____ became the centre of the European book trade

_____ the merchant class supported the building of centres of learning

_____ home of Leonardo da Vinci and Michelangelo
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>value</th>
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<th>identity</th>
<th>worldview</th>
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- **Middle Ages** — historical period of time stretching from the fourth century to the fourteenth century
- **identity** — an individual’s perception of who he or she is
- **belief** — something accepted as true
- **value** — a personal or group judgement about what is important in life
- **hierarchical** — based on classes of status or authority ranked one above the other
- **republic** — a state in which power is held by the people or their representatives
- **oligarchy** — a form of government in which a few people have the power
- **sovereignty** — supreme power or authority
- **guild** — an organization of craftsmen or merchants
- **worldview** — a collection of values and beliefs
- **papacy** — the pope and the government of the Roman Catholic Church
- **feudal system** — a political-economic-social system of landholding, in place in much of Europe in the Middle Ages
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Your worldview is influenced by many different \textit{factors}. Where you live – your \textit{geographic} location is one of them. So is the particular \textit{group} you belong to. First Nations people may have a worldview that is different from that of a recent immigrant to Canada. Canadians with British or \textit{French} backgrounds might have other worldviews.

Canada is a \textit{multicultural} nation. Immigrants bring with them the worldviews of their homeland. As they become part of Canadian society, they begin to understand the \textit{common} Canadian worldview. When they become Canadian citizens, they adopt values and beliefs of the Canadian worldview into their \textit{original} worldview.

3. Label the graphic organizer to show what aspects of a society worldview affects.

![Graphic Organizer](image)
4. Complete the graphic organizer to show what factors shape worldview.

5. Write T for true and F for false.

   T The feudal system was common during the Middle Ages.
   T The Silk Road was the name for the network of trading routes between Europe and America.
   T Merchants and trades travelled by caravan to China, India, and the Middle East to bring back goods that were not available in Europe.
   T Many cities of the Islamic civilization were centres of learning.
   T Ideas from the Chinese, Indian, and Muslim civilizations had an influence on the European worldview.
   F During Medieval times, Europeans were not members of the Christian Church.
   T By serving in the Crusades, people from many parts of Europe learned more other cultures.
   T In the feudal system there was a definite hierarchy.
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   T With the Black Death, the influence of the Church lessened.
6. Complete the cause and effect charts.

**Cause**

- Trade between Europe and Asia increased.
- Many merchants and their families became very wealthy and powerful.
- The bubonic plague killed millions of Europeans.
- After the bubonic plague people wanted to leave the countryside because there was little work. Trade made more employment opportunities in cities.
- Italy geographically located between Europe and Asia, for trade purposes. Feudal system not as strong as other parts of Europe. Power of Church lessened in Italy when papacy moved from Rome to Avignon.

**Effect**

- A new merchant class formed.
- (What effect did this have on the rigid class system?) There was more movement from one class to another. People did not necessarily accept they would die in the class they were born in.
- (What effect did it have on the power of the Church?) People had less faith in the power of the Church to act in their best interests.
- Cities grew larger.
- The Italian city-states began to prosper.
7. For each of the following write F if it tells about the city-state of Florence, V if it tells about Venice, and G if it tells about Genoa. You may put more than one letter in each space.

**Location**

F V G in northern Italy

V built on a group of islands

G built on thin strip of land between the Alps Mountains and the Tyrrhenian Sea

V G on the sea coast

V Marco Polo sailed from here

F on the Arno River

F V G connects Europe with the Mediterranean

**Political System**

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V head of government was the Doge who was selected by a small group of wealthy noblemen

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F V G ruled by an oligarchy

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V different families controlled different sections of the city-state

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V became the centre of the European book trade

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V home of Leonardo da Vinci and Michelangelo
Lesson 8.1.11

Concept: Chapter 1 Test

Resources/Materials: Chapter 1 Test (student copies)

NOTE: Teachers may choose to have students do Part A, Part B, or both Parts A and B of the test.

An alternate assessment is available in the Our Worldviews Teacher Resource.
Chapter 1
What Were the Factors That Shaped the Renaissance Worldview?
Test

Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Write T for true and F for false.

1. In the Western worldview freedom of speech and religions are important rights. T

2. Even though people have different cultures, they have the same worldview. F

3. Worldview affects social systems, culture, economic systems, and political systems. T

4. Worldviews can change when a group of people comes into contact with new ideas and knowledge. T

5. Perspective is the way an individual interprets a particular situation or issue. T

6. When people immigrate to Canada, they immediately adopt the Canadian worldview. F

7. In a multicultural nation, differing worldviews can lead to conflict. T

8. A feudal society is organized hierarchically. T

9. Although Muslim scholars had a great deal of knowledge, Europeans learned little from them. F

10. Architecture was thought of as being more important during the Renaissance than during the Middle Ages. T

11. Italy is a peninsula. T

12. Most historical accounts are usually written by peasants. F

13. Urbanization is the movement of population away from the countryside and into cities. F

14. One of the reasons that Italian seaports became important for trade is because they could remain open year-round. T
Multiple Choice
Choose the best answer to each question.

15. Canada is a multicultural nation, which means

a. it is made up of three different Aboriginal groups: First Nations, Inuit, and Métis.
b. its population is made up of people from many different cultural backgrounds.
c. people who immigrate from other countries are discouraged from maintaining the traditions from their homelands.
d. there is no Canadian worldview.

Use the information below to answer question 16.

A Canadian company named Enbridge applied to the federal government for permission to build an oil pipeline between Alberta and the British Columbia coastal city of Kitimat. It would transport crude oil to Asian markets. Since it would travel through many different communities and some environmentally sensitive lands, the federal government began holding a series of hearings to determine how people felt about the pipeline.

Several different First Nations gave presentations at these hearings. Although they expressed appreciation for the economic benefits of the pipeline, they were concerned that at some points, pipeline construction would disturb places that were sacred. They were also concerned that a pipeline leak could cause damage to the environment, including contamination of their water supply.

16. The above information gives a

a. point of view.
b. worldview.
c. opinion.
d. perspective.

17. Cicero was an Roman philosopher who was born 106 years before Christ. What is the proper designation his year of birth?

a. 106 BCE
b. 106 CE
c. 106 AD
d. 106
18. What was the Silk Road?

a. a road that connected India with the islands of the Pacific
b. a network of trading routes that connected Europe with Asia
c. a caravan where carts were covered with a shiny material that resembles silk
d. a trail that was as "smooth as silk" that could be used only by European monarchs.

19. Why were Europeans mainly interested in trading with Asians?

a. They wanted goods that were not found or produced in Europe.
b. Europeans wanted a market for the goods they produced.
c. Asians were sending thousands of traders to Europe.
d. European commoners needed work that trading expeditions provided.

Use the following information to answer questions 20 and 21.

The centre of the Islamic world was at the crossroads of the Silk Road trading routes. All the trade between the Far East and Europe was controlled by Muslim middlemen. This brought great wealth to the Muslim world. More importantly, it made the Muslim Empires centres of learning during Europe’s Middle Ages. The Muslim faith promoted scholarship and inquiry, and scholars collected knowledge and documents from the then-know world.

20. From the information above, you can infer that

a. as a group, Muslims were very greedy.
b. traders had to pay a fee for travelling through Muslim lands.
c. Muslims became wealthy by travelling to the Far East and to all parts of Europe.
d. Muslims were good bankers.

21. From the information above, you can infer that

a. during the Middle Ages, Europeans were not interested in learning.
b. Muslim centres of learning gained ideas and information from those travelling along trade routes.
c. Muslims did not believe in a god.
d. Muslims were evil people.
22. Which of the following best expresses how Christian Europeans felt about their lives during the Middle Ages?

   a. If a person works hard, he or she can become wealthy and have a better life.
   b. It is important to find the beauty in nature.
   c. Everyone is born equal and should have equal rights.
   d. It is God’s will that people are born into a particular social class, and that they will be rewarded in heaven.

23. How did the Crusades affect the European worldview?

   a. Those returning from fighting in the Crusades became more aware of other cultures that had different traditions, goods, ideas, and knowledge.
   b. Soldiers returning from the Crusades realized that life in Europe was much more civilized than life in other places.
   c. European monarchs decided to forbid traders from travelling to the Holy Land because those people had a different worldview.
   d. The papacy realized that the Catholic Church should not influence European monarchs.

Use the following information to answer question 24.

The bubonic plague killed millions of Europeans between 1347 and 1700. It was a mysterious disease that changed Europe forever. Europeans had different explanations for its devastating effects:

- Medical doctors believed it was due to how the planets lined up.
- Some believed it was a punishment from God.
- Others believed it was caused by the Devil.
- Some felt it could be cured by burning incense.
- Others blamed cultural or ethnic groups of people different from their own group.

24. From the information above, you can infer that

   a. the bubonic plague helped to rid Europe of its undesirable people.
   b. European doctors were not intelligent people.
   c. most Europeans were not religious.
   d. Science and medicine were not well developed in Europe during the Middle Ages.
25. In what way did the bubonic plague affect the European worldview?

a. People began to question their faith. They felt that God had abandoned them.

b. It confirmed to peasants that they were the lowest on Earth.

c. People felt that nobles should not be content with owning just one tract of land. They should take over the lands of noble who had died.

d. It make Europeans realize that they should lead a better, more virtuous life.

Use the following information to answer question 26.

- The numbers of nobles and serfs decreased greatly because of the Black Death. Many nobles could not continue and released their serfs.

- Trade with Asia continued to grow. Cities became the centres where trading took place.

- Merchants and traders began setting up their businesses in cities.

- As more merchants and bankers set up businesses in cities, there was an increased demand for more goods and services in the cities.

26. What do the above have in common?

a. They explain why many merchants and traders became wealthy.

b. They are all outcomes of the bubonic plague.

c. They are all reasons why urbanization occurred.

d. They explain the importance of trade with Asia.

27. Which of the following is not a reason why city-states prospered in Italy?

a. The feudal system was not as strong in Italy as in the rest of Europe.

b. Their locations made them ideal as trading centres because they connected Europe with the Mediterranean Sea.

c. Italy had more agricultural land than did most countries in Europe.

d. The Roman Catholic Church’s power over the city-states weakened when the papacy moved from Rome to Avignon in France.
Use the information below to answer questions 28 and 29.

Florence was a city-state in north central Italy. As a centre of trade, its merchants and bankers became highly successful. Through their banking and business dealings, Florentines met people from other cultures and societies. They were exposed to new ideas and knowledge. They developed a deep appreciation for the arts and architecture. Like most Italian city-states, Florence began as a republic, but did not last because of power struggles among various groups. By 1435, one powerful family, the Medici, took control of the city-state. Under their leadership, Florence became the centre of the Renaissance in Italy.

28. From the above you can tell that Florence was governed by

   a. a despot.
   b. a monarch.
   c. a parliament.
   d. an oligarchy.

29. Which of the following is an aspect of the Renaissance worldview that is illustrated in the passage above?

   a. The power of the Catholic Church decreased.
   b. There was a belief that with effort, humans could improve their situation in life.
   c. People had a social responsibility to look after the needy and less fortunate citizens of society.
   d. The monarch is at the top of the hierarchy.

30. Guilds were organizations of merchants or craftsmen that represented their particular industries. Which of the following is equivalent to a guild in Canadian society?

   a. union
   b. provincial government
   c. club
   d. school board

31. Which of the following illustrates a way that the Medici reflected the Renaissance worldview?

   a. They hired Michelangelo to create a statue of David.
   b. Florence was located on the shores of the Arno River.
   c. They used commoners to make themselves wealthy.
   d. They created many enemies in their efforts to gain power.
Use the information below to answer questions 32, 33, and 34.

32. Which letter indicates the location of Venice?
   a. A  
   b. B  
   c. C  
   d. D

33. The city of Constantinople is located at E on the map. Why was control of Constantinople important?
   a. Whoever controlled Constantinople could control ships passing from the Mediterranean Sea to the Black Sea.  
   b. Constantinople was a centre of the silk trade.  
   c. The rulers of Constantinople were English-speaking.  
   d. Constantinople stayed in the hands of Christian leaders.

34. Which city on the map has a location similar to Constantinople’s?
   a. F  
   b. G  
   c. H  
   d. I
35. Which of the following is not true of Venice?
   a. There were three social classes.
   b. It had a strong navy.
   c. It was built on several islands.
   d. Venetians were not interested in the arts or architecture.

36. Which of the following performed a similar function to the scuole in Venetian society?
   a. old age pension
   b. police officers
   c. library association
   d. school teachers

37. Genoa and Venice were fierce rivals because
   a. both were centres of cooking.
   b. both were located on narrow strips of land between the mountains and the sea.
   c. both were seaports that served as connections between Europe and Asia.
   d. both were ruled by Doges.

38. Genoa was a walled city. Which of the following tells how the presence of the wall affected the worldview of the Genovese?
   a. Genoa should welcome all people to their city.
   b. Merchants can bring wealth to the city.
   c. Not everyone who approaches the city might be friendly.
   d. The Genovese felt that God protected them.

39. Which of the following shows how contact with other peoples affected the Genovese worldview?
   a. Genoa and Venice decided to divide up their trading empires.
   b. The University of Genoa became a centre of learning, using ideas from Asia, the Muslim world, and Europe.
   c. European trades travelled to Genoa to exchange goods.
   d. Cristoforo Colombo (Christopher Columbus) was a Genovese sailor.
Part B

Directions: Write the answers to these questions on a separate sheet of paper.

1. Describe the political and economic systems in the Middle Ages in Europe.

2. What did the Italian city-states of Florence, Venice, and Genoa have in common that made them powerful?

3. How did the bubonic plague cause a shift in the European worldview?

4. How did increased trade with Asia and the Crusades affect Europe’s worldview?
Chapter 1
What Were the Factors That Shaped the Renaissance Worldview?
Test

Part A – Answer Sheet

1. Describe the political and economic systems in the Middle Ages in Europe.
   - Feudal system
   - Hierarchical, headed by monarch
   - Church has much influence
   - Monarch granted land to nobles, who in turn, allowed peasants to farm small parcels in exchange for part of the crop

2. What did the Italian city-states of Florence, Venice, and Genoa have in common that made them powerful?
   - Located ideally to connect Europe with Asia
   - Merchant class developed and rose before other European cities.
   - Merchant class became wealthy manoeuvred to become powerful.
   - Became centres of the arts, architecture, and learning.

3. How did the bubonic plague cause a shift in the European worldview?
   - In feudal times, Europeans accepted that their lot in life was God’s will and that they would be rewarded with heaven.
   - Bubonic plague lasted hundreds of years. People prayed to God to end the misery, but it continued.
   - People had felt that the Church and God had let them down and did not place as much faith in the Church

4. How did increased trade with Asia and the Crusades affect Europe’s worldview?
   - Both trade with Asia and the Crusades exposed Europeans to new ideas, knowledge, and goods. They began to realize that there was much more to the world than what existed in Europe. Ideas, knowledge, and goods from other parts of the world fascinated Europeans and they developed a curiosity and thirst for more.
   - Trade with Asia caused a development in the merchant class, which was outside the traditional classes of feudalism. Merchants showed that people could become upwardly mobile.
Chapter 2

How Did the Ideas of the Italian Renaissance Spread Throughout Europe?
Chapter 2
How Did the Ideas of the Italian Renaissance Spread Throughout Europe?

Contents

Lesson 8.2.1  The Spread of the Renaissance  
Lesson 8.2.2  Humanism  
Lesson 8.2.3  Humanist Scholars and Philosophers  
Lesson 8.2.4  Renaissance Artists  
Lesson 8.2.5  Renaissance Scientists and Mathematicians  
Lesson 8.2.6  Renaissance Writers  
Lesson 8.2.7  Leonardo da Vinci  
Lesson 8.2.8  Renaissance Social and Economic Systems  
Lesson 8.2.9  Renaissance Education  
Lesson 8.2.10  How Individuals Reflected and Influenced Worldviews  
Lesson 8.2.11  Chapter 2 – Review  
Lesson 8.2.12  Chapter 2 - Test
Lesson 8.2.1

Concept: The Spread of the Renaissance

Resources/Materials: Our Worldviews, pages 48 – 54
Worksheets #8.2.1a and #8.2.1b (optional, student copies)

Introduction: Briefly review the reasons why the Renaissance began in Italy:
Geography – Italy was a natural connecting point between Europe and Asia
Italy’s southern location meant its ports were open year-round
Political System – Italian cities started out as republics and later became oligarchies. They were not under
rule of a monarch. The influence of the Catholic Church was not as great.
Economic System – because of its location, the Italian city-states were home to wealthy and powerful
merchants and bankers.
Social Systems – there were social classes, but because of trade new social class – the merchant class –
formed. This group of people were able to rise in status, something that before this time was unheard of.

Explain that the Renaissance was slow to spread the rest of Europe for several reasons, but it did spread.
The first section of Chapter 2 tells why.

Procedure:


2. Then have students turn to textbook, page 50. Have students read the major and subheadings so
they will have an idea of the content. **You may have to explain what a printing press is and
explain that before the printing press books had to be copied by hand.**

3. Have students make notes on pages 50 – 54.

4. ALTERNATELY. Distribute Worksheets #8.2.1a and #8.2.1b. Go over the directions, if
necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 54.

Assignments:

3. ALTERNATELY. Do Worksheets #8.2.1a and #8.2.1b.
4. ALTERNATELY. Do the Reflect and Respond questions, page 54.
Where and How Did the Renaissance Spread?

Directions: Use Our Worldviews, pages 50 – 54 to help you with the questions.

1. Complete the chart to tell why the ideas of the Renaissance were slow to spread from the Italian city-states to the rest of Europe.

<table>
<thead>
<tr>
<th>WHY THE IDEAS OF THE RENAISSANCE SPREAD SLOWLY</th>
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<tbody>
<tr>
<td>Geography:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Feudalism:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>War:</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Religion:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. Following the Hundred Years' War, how did the gradual collapse of the feudal system affect how people travelled and communicated?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Worksheet #8.2.1a
3. How did France and Germany’s war with the Italian city-states help spread the ideas of the Italian Renaissance?

a. 

b. 

c. 

d. 

4. What impact did the invention of the printing press have on the spread of ideas and knowledge?

5. Compare the publishing of books before and after the printing press.

<table>
<thead>
<tr>
<th></th>
<th>Before the Printing Press</th>
<th>After the Printing Press</th>
</tr>
</thead>
<tbody>
<tr>
<td>How books were reproduced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language used in most books</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. What modern-day technology has affected how written materials are reproduced?
Directions: Use *Our Worldviews*, pages 50 – 54 to help you with the questions.

1. Complete the chart to tell why the ideas of the Renaissance were slow to spread from the Italian city-states to the rest of Europe.

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</tr>
<tr>
<td>• mountains and rivers acted as barriers to travel and communication</td>
</tr>
<tr>
<td>Feudalism:</td>
</tr>
<tr>
<td>• there was tension between monarchs and nobles over power and control</td>
</tr>
<tr>
<td>• preoccupied with this power struggle, so little attention put toward introducing new ideas</td>
</tr>
<tr>
<td>War:</td>
</tr>
<tr>
<td>• many northern countries involved with wars ➔ used most resources to help in military effort, not advancing arts and sciences</td>
</tr>
<tr>
<td>• people did not travel as much</td>
</tr>
<tr>
<td>Religion:</td>
</tr>
<tr>
<td>• Catholic Church preferred to maintain the status quo</td>
</tr>
</tbody>
</table>

2. Following the Hundred Years' War, how did the gradual collapse of the feudal system affect how people travelled and communicated?

• travel became safer

• people moved from rural to more urban centres in search of work
3. How did France and Germany’s war with the Italian city-states help spread the ideas of the Italian Renaissance?

   a. Invasions into the Italian Peninsula exposed European monarchs and nobility to Renaissance worldviews.

   b. In many cases, northern leaders hired Italian craftsmen and invited scholars to their courts.

   c. When Northern Europe entered a period of relative peace, trade increased, and the ideas of humanism spread.

   d. The European aristocracy borrowed ideas from Italy as they looked for ways to increase the sophistication of their courts.

4. What impact did the invention of the printing press have on the spread of ideas and knowledge?

   - made it easier and less expensive to reproduce books → books available to more people

5. Compare the publishing of books before and after the printing press.

<table>
<thead>
<tr>
<th>Before the Printing Press</th>
<th>After the Printing Press</th>
</tr>
</thead>
<tbody>
<tr>
<td>How books were reproduced</td>
<td>copied by hand</td>
</tr>
<tr>
<td>Materials used</td>
<td>papyrus, vellum</td>
</tr>
<tr>
<td></td>
<td>(parchment)</td>
</tr>
<tr>
<td>Language used in most books</td>
<td>classical languages</td>
</tr>
</tbody>
</table>

6. What modern-day technology has affected how written materials are reproduced?

   Answers may vary

   - photocopier
   - computer

Worksheet #8.2.1b
Lesson 8.2.2

Concept: Humanism

Resources/Materials: Our Worldview, pages 55 and 56
Worksheet #8.2.2 (student copies)

Introduction: Recall that the Renaissance began in Italy and gradually spread to the rest of Europe. Explain that the Renaissance worldview is sometimes thought of as the humanist worldview. Have students refer back to textbook, page 52 and locate the definition of humanism. Discuss. Review that contact with other cultures and the shift in beliefs due to the severity of the bubonic plague, gave rise to a type of thinking that placed more emphasis on finding the meaning to people’s lives on Earth rather than just looking forward to a possible place in heaven after death.

Procedure:

1. Have students turn to textbook, page 55. Guide the reading of the page.

2. Then have students read textbook, page 56 to clarify how humanist beliefs and values differed from those present in feudal times.

3. Distribute Worksheet #8.2.2. Go over the directions, if necessary.

4. ALTERNATELY. Have students make a T-chat in their notebooks to compare the Feudalist worldview and the Humanist worldview.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 56.

Assignments:

1. Read Our Worldviews, pages 55 and 56.
2. Do Worksheet #8.2.2.
3. ALTERNATELY. Make a T-chart comparing the feudalist and humanist worldviews.
4. ALTERNATELY. Do the Reflect and Respond questions, page 56.
How Did Humanism Affect the Renaissance Worldview

Directions: Use Our Worldviews, pages 55 and 56 to help you with the questions.

1. What is humanism? (See page 52)

2. Complete the chart to compare the humanist worldview with the worldview of Europe during the Middle Ages.

<table>
<thead>
<tr>
<th>Humanist Worldview</th>
<th>European Worldview During Middle Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. How would the rise of humanism affect the social class structure in Europe?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
How Did Humanism Affect the Renaissance Worldview

Directions: Use Our Worldviews, pages 55 and 56 to help you with the questions.

1. What is humanism? (See page 52)
   - a system of thought that centres on humans and their values, potential, and worth; concerned with the needs and welfare of humans

2. Complete the chart to compare the humanist worldview with the worldview of Europe during the Middle Ages.

<table>
<thead>
<tr>
<th>Humanist Worldview</th>
<th>European Worldview During Middle Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>saw value in classical Greek and Roman writings and in writings of Islamic cultures</td>
<td></td>
</tr>
<tr>
<td>life on Earth has value</td>
<td></td>
</tr>
<tr>
<td>should focus on human beings, their values, abilities, and individual worth</td>
<td></td>
</tr>
<tr>
<td>life on Earth should be rich and fulfilled</td>
<td></td>
</tr>
<tr>
<td>preparing for the afterlife is more important than daily life</td>
<td></td>
</tr>
<tr>
<td>must abide by strict social rules</td>
<td></td>
</tr>
<tr>
<td>if you were born in a particular social class, you died as a member of that class</td>
<td></td>
</tr>
</tbody>
</table>

3. How would the rise of humanism affect the social class structure in Europe?
   - People born into lower social classes felt that with effort, they could improve their wealth and way of life
Lesson 8.2.3

Concept: Humanist Scholars and Philosophers

Resources/Materials: Our Worldviews, page 57 – 59
Worksheets #8.2.3a and #8.2.3b (student copies)

Introduction: Review that compared with medieval times, the humanists of the Renaissance focused on the development of the humans. While people who lived in the Middle Ages had the mindset that they must accept their positions in life, the humanists felt that people should work to try to improve themselves by gaining more knowledge and have a greater appreciation for the arts.

Scholars are people who study to find out more about any particular topic. During the Renaissance the work of scholars and philosophers gained importance. Discuss why.

Procedure:

1. Explain that today’s lesson gives information about the activities and ideas of four European scholars and how they spread the ideas of humanism in Europe.

2. Have students turn to textbook, page 57. If possible, guide the reading of the opening section. Then have students read the rest of page 57 and pages 58 and 59.

3. Distribute Worksheets #8.2.3a and #8.2.3b. Go over the directions, if necessary.

4. ALTERNATELY. Do the Reflect and Respond questions on textbook, page 59.

5. OPTIONAL. Have students choose one of the four scholars described; then do further research. Finally, have them put their findings into a short report. (Encyclopaedias will have information on all of these scholars.)

Assignments:

2. Do Worksheets #8.2.3a and #8.2.3b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 59.
4. OPTIONAL. Research and write a short report on one of the scholars.
How Did Scholars and Philosophers Spread the Ideas of Humanism?

Directions: Use Our Worldviews, pages 57 – 59 to help you with the questions.

1. Why do you suppose Muslim scholars travelled only to the southern parts of Europe instead of farther north?

2. Humanists believed in civic duty. This means they believed they should do things to help the citizens in their communities. The idea of civic duty is part of the Canadian worldview today. Describe an example of civic duty in your community.

3. Why is it that only the upper classes were involved in scholarly activities?

4. How was the role religion played in Italy different from its role in other parts of Europe?

5. What effect would translating scholarly works into the vernacular have on the spread of ideas and knowledge?

Many priests did not favour translating the Bible into the vernacular. What might be the reason for this?
6. Complete the chart about these four Renaissance scholars.

## RENAISSANCE SCHOLARS AND PHILOSOPHERS

<table>
<thead>
<tr>
<th>Scholar/Philosopher</th>
<th>Beliefs</th>
<th>Activities/Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francesco Petrarca (Petrarch)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erasmus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guillaume Budé</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michel de Montaigne</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Studies Grade 8 Our Worldviews Chapter 2
Worksheets

How Did Scholars and Philosophers Spread the Ideas of Humanism?

Directions: Use Our Worldviews, pages 57 – 59 to help you with the questions.

1. Why do you suppose Muslim scholars travelled only to the southern parts of Europe instead of farther north?  Answers may vary
   · Spain was Muslim
   · Southern Europe closer to traditional Muslim homelands in the Middle East and northern Africa

2. Humanists believed in civic duty. This means they believed they should do things to help the citizens in their communities. The idea of civic duty is part of the Canadian worldview today. Describe an example of civic duty in your community. Answers may vary.
   · donations to local foodbank
   · help neighbours if in need (harvest, fires, etc.)

3. Why is it that only the upper classes were involved in scholarly activities?
   · only upper classes could afford education
   · lower classes involved in eking out a living

4. How was the role religion played in Italy different from its role in other parts of Europe?
   · In Italy religion played a lesser role compared to other parts of Europe
   · In northern Europe scholars combined study of classical writings with study of Bible.

5. What effect would translating scholarly works into the vernacular have on the spread of ideas and knowledge?
   · more people could read books for themselves → more meaningful

Many priests did not favour translating the Bible into the vernacular. What might be the reason for this? Answers may vary

· Role of priests less prestigious
· Church would have less control over citizens understanding of Bible
6. Complete the chart about these four Renaissance scholars.

<table>
<thead>
<tr>
<th>Scholar/Philosopher</th>
<th>Beliefs</th>
<th>Activities/Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francesco Petrarcha</td>
<td>* artists, writers, and scholars should examine original manuscripts</td>
<td>* discovered/translated ancient classical Greek/Roman texts</td>
</tr>
</tbody>
</table>
| (Petrarch)                | * truly educated people read books  
|                           | * travelled, surrounded, and art  
|                           | * much of ancient Greek/Roman society superior to European society  |                                                                  |
|                           | * could be humanist and believe in God                                  |                                                                  |
| Erasmus                   | * role of Church is to teach  
|                           | and support faith  
|                           | * Bible should be translated into the vernacular                       | * taught students to discover, argue, and apply knowledge       |
|                           |                                                                       | * travelled throughout Europe  
|                           |                                                                       | * sharing ideas with other humanists and students                |
| Guillaume Budé            | * lawyers should study the original Roman laws upon which French laws   | * was royal secretary to King François I.  
|                           |   were based                                                           |   * had understanding of the classics.                            |
|                           |                                                                       | * filled king's library with ancient manuscripts and work of   |
|                           |                                                                       |   humanist scholars                                               |
| Michel de Montaigne       | * people should behave honorably, respecting both themselves and others  | * first to write his ideas and philosophies in short opinion     |
|                           | * friendship, love, and courage should form basis of human values      |   pieces called *essays*.                                        |
|                           | * neither the Church nor a person has all the answers                  |                                                                  |
Lesson 8.2.4

Concept: Renaissance Artists

Resources/Materials: Our Worldviews, pages 62 – 68
                 Worksheets #8.2.4a and #8.2.4b (student copies) See note below (Procedure: #5)

Introduction: Review that the Renaissance worldview placed greater emphasis on human development. Discuss what effect this might have on the arts.

Explain that today Renaissance art is considered by many to be some of the greatest art in history. Compared to art of the Middle Ages, Renaissance art tried to make humans and landscapes appear more realistic. This included the idea that works of art should evoke some kind of human emotion. Artists were no longer considered to be craftsmen. They signed their works – something that craftsmen would not do.

Procedure:

1. Recall that an appreciation of the arts was part of humanist philosophy. During the Renaissance, art not only reflected humanism, but it served to spread humanist ideas.

2. Have students turn to textbook 62. With students compare the paintings at the bottom of the page. They illustrate the differences between paintings of the Middle Ages and those of the Renaissance.

3. Explain that pages 62 – 68 provide information on the role of artists in spreading ideas of the Renaissance.


5. Distribute Worksheets #8.2.4a and #8.2.4b. Go over the directions, if necessary. (Worksheet #8.2.4b asks students to explain how a particular artwork illustrates the humanist worldview. This may prove very challenging for some. You might instead, have them describe some of the techniques the artist used that are typically of Renaissance artists.)

6. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 68.

Assignments:

1. Read Our Worldviews, pages 62 – 68.
2. Do Worksheets #8.2.4a and #8.2.4b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 68.
How Did Artists Help Spread the Ideas of the Renaissance?

Directions: Use Our Worldviews, pages 62 – 68 to help you with the questions.

1. Complete the sentences with words that make sense.

During the Renaissance, art began to ___________ the new thinking of humanism. Humanists looked to Islamic, Roman and Greek writing, art, and architecture for _____________. They became more interested in the world around them than in the afterlife and believed that they were ____________ to have beauty and joy in this earthly life. The artists changed their painting styles dramatically, _______________ humanist subject matter or religious works in humanist style. In turn, their beautiful art reinforced the humanist ____________ and they were supported by wealthy humanist _____________.

During the fourteenth and early fifteenth centuries, Renaissance art continued to focus primarily on _______________ themes. Figures in the paintings were more lifelike than before, with _______________ human proportions and facial expressions. Some of these developments came from knowledge of the human body gained from human dissection. The backgrounds in paintings also became more _______________ because artists began attempting to draw the world as it really looked.

During the fifteenth century, Renaissance artists began to paint _______________ subjects, such as classical Greek and Roman myths. Humanism emphasized the importance of the _______________, so portraits of important people became more popular. Wealthy merchants and nobles paid artists to create _______________ of them and their families.

Now that it was important for good artists to be recognized for their work, and art became a marketable commodity, artists began to _______________ their paintings. Sometimes painters even incorporated their own portrait into the picture as a secondary _______________. Many experimented with new artistic _______________.

2. In a sentence or two, explain the Renaissance worldview when it comes to attitudes about artists.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
3. Select one work for each artist. Then tell how it reflects the humanist worldview. The first is done for you as an example.

<table>
<thead>
<tr>
<th>Artist</th>
<th>Name of Work</th>
<th>How It Reflects Humanist Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filippo Brunelleschi</td>
<td>Florence Cathedral</td>
<td>Renaissance architects studied Muslim buildings for inspiration. The Duomo has an octagonal design from the Turks.</td>
</tr>
<tr>
<td>Donatello Bardi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pietro Perugio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tommaso Masaccio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sofonisba Anguissola</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelangelo Buonarroti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leonardo da Vinci</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan Van Eyck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jean Fouquet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albrecht Durer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Did Artists Help Spread the Ideas of the Renaissance?

Directions: Use Our Worldviews, pages 62 – 68 to help you with the questions.

1. Complete the sentences with words that make sense.

   During the Renaissance, art began to reflect the new thinking of humanism. Humanists looked to Islamic, Roman and Greek writing, art, and architecture for inspiration. They became more interested in the world around them than in the afterlife and believed that they were entitled to have beauty and joy in this earthly life. The artists changed their painting styles dramatically, portraying humanist subject matter or religious works in humanist style. In turn, their beautiful art reinforced the humanist philosophy and they were supported by wealthy humanist patrons.

   During the fourteenth and early fifteen centuries, Renaissance art continued to focus primarily on religious themes. Figures in the paintings were more lifelike than before, with realistic human proportions and facial expressions. Some of these developments came from knowledge of the human body gained from human dissection. The backgrounds in paintings also became more natural because artists began attempting to draw the world as it really looked.

   During the fifteenth century, Renaissance artists began to paint non-religious subjects, such as classical Greek and Roman myths. Humanism emphasized the importance of the individual, so portraits of important people became more popular. Wealthy merchants and nobles paid artists to create portraits of them and their families.

   Now that it was important for good artists to be recognized for their work, and art became a marketable commodity, artists began to sign their paintings. Sometimes painters even incorporated their own portrait into the picture as a secondary figure. Many experimented with new artistic techniques.

2. In a sentence or two, explain the Renaissance worldview when it comes to attitudes about artists. Answers may vary.

   During the Renaissance, artists gained more freedom over the subject matter and style of their creations. As they became more respect for their intellect and creative genius, they began to sign their works.
3. Select one work for each artist. Then tell how it reflects the humanist worldview. The first is done for you as an example. **Answers may vary.**

<table>
<thead>
<tr>
<th>Artist</th>
<th>Name of Work</th>
<th>How It Reflects Humanist Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filippo Brunelleschi</td>
<td>Florence Cathedral</td>
<td>Renaissance architects studied Muslim buildings for inspiration. The Duomo has an octagonal design from the Turks.</td>
</tr>
<tr>
<td>Donatello Bardi</td>
<td>David (statue)</td>
<td>Life-like, detailed</td>
</tr>
<tr>
<td>Pietro Perugio</td>
<td>Christ Handing the Keys to St. Peter (fresco)</td>
<td>Used perspective to show more realism</td>
</tr>
<tr>
<td>Tommaso Masaccio</td>
<td>The Trinity (fresco)</td>
<td>Used linear perspective to make painting more real</td>
</tr>
<tr>
<td>Sofonisba Anguissola</td>
<td>Game of Chess (painting)</td>
<td>Showed individuality and personality of people</td>
</tr>
<tr>
<td>Michelangelo Buonarroti</td>
<td>David (statue)</td>
<td>Life-like, detailed</td>
</tr>
<tr>
<td>Leonardo da Vinci</td>
<td>Mona Lisa (painting)</td>
<td>Showed emotion, personality</td>
</tr>
<tr>
<td>Jan Van Eyck</td>
<td>Ghent Altarpiece</td>
<td>Used oils to more realistically represent world. Attention to detail, use of depth</td>
</tr>
<tr>
<td>Jean Fouquet</td>
<td>Hebrews in the Desert (painting)</td>
<td>Detailed subject. Use of light and shadow</td>
</tr>
<tr>
<td>Albrecht Durer</td>
<td>Self-portrait (painting)</td>
<td>Fine detail. Light and shadow. Mood</td>
</tr>
</tbody>
</table>
Lesson 8.2.5

Concept: Renaissance Scientists and Mathematicians

Resources/Materials: Our Worldviews, pages 69 – 71
Worksheet #8.2.5 (student copies)

Introduction: Recall that part of the humanist philosophy was the interest in portraying people and landscapes realistically. This including such techniques as including perspective, light and shadow, and emotion. Explain that the Renaissance saw a great surge in interest in the arts. Explain that during the Middle Ages, only some work was being done in Europe in the fields of science and mathematics. This began to change during the Renaissance. During the Age of Enlightenment, that followed the Renaissance, progress in science and mathematics really exploded. So the work of scientists and mathematicians during the Renaissance was really the groundwork for the Age of Enlightenment.

Procedure:

1. Explain that the Church had preached that God had made the Earth as the centre of the universe. During the Renaissance scientists began to examine the world more closely. Some began to come up with ideas that went against what the Church had been telling people.

2. Have students turn to textbook, page 69. Guide the reading of the opening paragraphs.

3. Have students read about the contributions of four scientists/inventors on pages 69 – 71.

4. Distribute Worksheet #8.2.5. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 71.

6. OPTIONAL. Have students research and compare the ideas of Ptolemy and Copernicus.

Assignments:

2. Do Worksheet #8.2.5.
3. ALTERNATELY. Do the Reflect and Respond questions, page 71.
4. OPTIONAL. Research, then compare Ptolemy’s and Copernicus’s models of the universe.
How Did the Ideas Spread Among Scientists and Mathematicians?

Directions: Use Our Worldviews, pages 69 – 71 to help you with the questions.

1. Compare the worldview of the European Middle Ages and the Renaissance when it comes to science and mathematics.

<table>
<thead>
<tr>
<th>SCIENCE AND MATHEMATICS IN EUROPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Ages Worldview</td>
</tr>
<tr>
<td>Renaissance Worldview</td>
</tr>
</tbody>
</table>

2. Briefly tell about the accomplishments of each of the following scientists and inventors.

<table>
<thead>
<tr>
<th>Scientist/Inventor</th>
<th>Accomplishment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicolaus Copernicus</td>
<td></td>
</tr>
<tr>
<td>Leonardo da Vinci</td>
<td></td>
</tr>
<tr>
<td>François Viète</td>
<td></td>
</tr>
<tr>
<td>Peter Henlein</td>
<td></td>
</tr>
</tbody>
</table>

3. How do you think the invention of the clock might affect worldview?
How Did the Ideas Spread Among Scientists and Mathematicians?

Directions: Use Our Worldviews, pages 69 – 71 to help you with the questions.

1. Compare the worldview of the European Middle Ages and the Renaissance when it comes to science and mathematics.

<table>
<thead>
<tr>
<th>SCIENCE AND MATHEMATICS IN EUROPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Ages Worldview</td>
</tr>
<tr>
<td>People believed in superstition, astrology, magic, witchcraft</td>
</tr>
<tr>
<td>Religion put focus on afterlife</td>
</tr>
<tr>
<td>Universities focused more on liberal arts, not sciences</td>
</tr>
</tbody>
</table>

2. Briefly tell about the accomplishments of each of the following scientists and inventors.

<table>
<thead>
<tr>
<th>Scientist/Inventor</th>
<th>Accomplishment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicolaus Copernicus</td>
<td>Observations led him to believe that Sun, not Earth was at the centre Earth rotated on its axis once a day</td>
</tr>
<tr>
<td>Leonardo da Vinci</td>
<td>Dissected cadavers to find out more about human body Recorded plans for numerous inventions</td>
</tr>
<tr>
<td>François Viète</td>
<td>Wrote books on trigonometry/geometry</td>
</tr>
<tr>
<td>Peter Henlein</td>
<td>Invented spring-powered clock</td>
</tr>
</tbody>
</table>

3. How do you think the invention of the clock might affect worldview? Answers may vary

People began to think of time in smaller units that were consistent regardless of time of day or season.
Lesson 8.2.6

Concept: Renaissance Writers

Resources/Materials: Our Worldviews, pages 72 and 73
Worksheet #8.2.6 (student copies)

Introduction: Think about any children’s book or story that has a “message”, such as fable, a Robert Munsch, or Franklin book, with which the students will be familiar. Discuss the story and the message. Conclude that people can be influenced by the written word.

Explain that Renaissance writers changed the ways in which people viewed the world and themselves. Discuss that the invention of the printing press in 1450 resulted in more people reading books and more people learning to read.

Procedure:

1. Remind students that during medieval times, the worldview was that we must accept things the way they are. This type of thinking did not promote the idea of learning new ideas and gaining more knowledge. The ideas of the humanists changed all this. The printing press helped spread ideas across Europe.

2. Have students turn to textbook, page 72. Guide the reading of the opening section. Discuss the ideas of using “standardized” spellings and grammars.

3. Tell students to read about the ideas of some of the Renaissance writers on textbook, pages 72 and 73.

4. Distribute Worksheet #8.2.6. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 73.

Assignments:

1. Read Our Worldviews, pages 72 and 73.
2. Do Worksheet #8.2.6.
3. ALTERNATELY. Do the Reflect and Respond questions, page 73.
Directions: Use Our Worldviews, pages 72 and 73 to help you with the questions.

1. What challenges did writers face once they decided to write their works in their own vernacular?

2. How would the invention of the printing press have affected writers during the Renaissance?

3. Which of the writers described on pages 72 and 73 might have said each of the following?

   "We here in Europe think that our ways of life are the only ones. That is a mistake. There are other societies around the world that have different cultures and different systems. I am wondering if there is a society where everything is perfect."

   "There are so many things in French society that need to be changed. I know that if I speak out directly against them, I will be severely punished. Instead, I think I will use stories to poke fun at what’s wrong with our society. Hopefully, people will get the point."

   "I wrote about the political social circumstances in England. I wrote tales that are humorous, but really they are serious."

   "I write plays and poems for everyone, but it seems that the lower classes like my works the most. I want to provide insights into human nature."

   "We are seven French poets. What is the point of writing literature in Latin? French literature can imitate classical Greek and Roman literature, but it should be written in French."
How Did Writers Influence the Renaissance Worldview?

Directions: Use Our Worldviews, pages 72 and 73 to help you with the questions.

1. What challenges did writers face once they decided to write their works in their own vernacular?
   Vocabularies, spellings, and grammar had to be standardized

2. How would the invention of the printing press have affected writers during the Renaissance?
   Their works would be available to a wider range and number of people

3. Which of the writers described on pages 72 and 73 might have said each of the following?

   “We here in Europe think that our ways of life are the only ones. That is a mistake. There are other societies around the world that have different cultures and different systems. I am wondering if there is a society where everything is perfect.”
   
   Sir Thomas More

   “There are so many things in French society that need to be changed. I know that if I speak out directly against them, I will be severely punished. Instead, I think I will use stories to poke fun at what’s wrong with our society. Hopefully, people will get the point.”
   
   François Rabelais

   “I wrote about the political social circumstances in England. I wrote tales that are humorous, but really they are serious.”
   
   Geoffrey Chaucer

   “I write plays and poems for everyone, but it seems that the lower classes like my works the most. I want to provide insights into human nature.”
   
   William Shakespeare

   “We are seven French poets. What is the point of writing literature in Latin? French literature can imitate classical Greek and Roman literature, but it should be written in French.”
   
   Pléiade
Lesson 8.2.7

Concept: Leonardo da Vinci

Resources/Materials: Our Worldviews, pages 74 and 75
Worksheet #8.2.7 (student copies)

Introduction: Draw a rectangle on the board 77 cm high and 53 cm wide. Explain that a painting the size of the rectangle is the most famous painting in the world. It hangs in a museum in Paris, France called the Louvre. The painting is called the Mona Lisa and was created by an Italian artist named Leonardo da Vinci. (Have students turn to textbook, page 67 to view the Mona Lisa.)

Explain that during the Renaissance, it was common practice for wealthy people to commission or pay artists to create paintings and sculptures. These wealthy people were called patrons.

Explain that painting was only one of the things that da Vinci excelled at. He was extraordinary in many ways.

Procedure:

1. Explain that in modern times, we sometimes say that a particular person is Renaissance Man or Woman. This means that he or she is very good at many different types of things. Leonardo da Vinci was a Renaissance Man.

2. Have students turn to textbook, page 74. Have students read each of the subheading. Note the diversity of his accomplishments.

3. Have students read pages 74 and 75 independently.

4. Then distribute Worksheet #8.2.7. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 75.

6. OPTIONAL. Have students do more research in an encyclopaedia on Leonardo da Vinci. Have the students, as a group, make an illustrated wall display on the many accomplishment of Leonardo da Vinci.

Assignments:

1. Read Our Worldviews, page 74 and 75.
2. Do Worksheet #8.2.7.
3. ALTERNATELY. Do the Reflect and Respond questions, page 75.
4. OPTIONAL. Make an illustrated wall display showing da Vinci’s accomplishments.
**Leonardo da Vinci: Renaissance Man**

**Directions:** Use *Our Worldviews*, pages 74 and 75 to help you with the questions.

1. Fill in the chart with facts about Leonardo da Vinci.

<table>
<thead>
<tr>
<th>LEONARDO DA VINCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born/Died</td>
</tr>
<tr>
<td>Place of Birth</td>
</tr>
<tr>
<td>Character Traits</td>
</tr>
<tr>
<td>Other Traits</td>
</tr>
<tr>
<td>Areas of Interest</td>
</tr>
</tbody>
</table>

2. Why is the term “Renaissance man” appropriate for Leonardo da Vinci?

________________________________________________________________________

________________________________________________________________________

3. Briefly tell about his accomplishments.

<table>
<thead>
<tr>
<th>Painting</th>
<th>Inventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>Anatomy</td>
</tr>
</tbody>
</table>
Directions: Use Our Worldviews, pages 74 and 75 to help you with the questions.

1. Fill in the chart with facts about Leonardo da Vinci.

<table>
<thead>
<tr>
<th>LEONARDO DA VINCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born/Died</td>
</tr>
<tr>
<td>Place of Birth</td>
</tr>
<tr>
<td>Character Traits</td>
</tr>
<tr>
<td>Other Traits</td>
</tr>
<tr>
<td>Dyslexic</td>
</tr>
<tr>
<td>Areas of Interest</td>
</tr>
</tbody>
</table>

2. Why is the term “Renaissance man” appropriate for Leonardo da Vinci?

   Was interested and accomplished in a variety of areas.

3. Briefly tell about his accomplishments.

<table>
<thead>
<tr>
<th>Painting</th>
<th>Inventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mona Lisa, The Last Supper</td>
<td>Bicycle, airplane, helicopter, parachute</td>
</tr>
<tr>
<td>Used detail, perspective to make paintings realistic</td>
<td>Drew plans for many others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Architecture</th>
<th>Anatomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designed domes, buildings, bridges</td>
<td>Dissected cadavers and made detailed notes</td>
</tr>
</tbody>
</table>
Lesson 8.2.8

Concept: Renaissance Social and Economic Systems

Resources/Materials: Our Worldviews, pages 76 – 80
Worksheets #8.2.8a and #8.2.8b (student copies)

Introduction: Discuss the students’ own households and the roles that each person plays (e.g., father – head of the household, go out of house to work each day; mother – takes care of babies, household chores, cooking; children – help in garden, go to school, babysit). Explain that structure of many traditional households in Canada today goes back many years to the Renaissance.

Explain that in Canada today, the largest social class by far is the middle class. This is in direct contrast to the Middle Ages where the middle class was more or less non-existent. The Renaissance changed all that. The humanism worldview emphasized that people did not have to accept their lot in life. With effort and learning they could improve their quality of life. This attitude gave rise to the middle class. Poor people could strive for a better life.

Procedure:

1. Have students turn to textbook, page 76. **If at all possible, guide the reading of pages 76 and 77.** Discuss how the Renaissance changed the social system and the economic system.

2. Have students read pages 78 – 80 to find out about families and women in the Renaissance.

3. Distribute Worksheets #8.2.8a and #8.2.8b. Go over the directions, if necessary.

4. **ALTERNATELY.** Do the Reflect and Respond questions #1, #, and #3 on textbook, page 80.

Assignments:

2. Do Worksheets #8.2.8a and #8.3.8b.
3. **ALTERNATELY.** Do the Reflect and Respond questions #1, #2, and #3, page 80.
Directions: Use *Our Worldviews*, pages 76 – 80 to help you with the questions.

1. Explain how the European Renaissance worldview affected each of the following:
   - social classes
   - economic system
   - roles of religion and the Church

2. Complete the chart to describe the Renaissance family.

<table>
<thead>
<tr>
<th>THE RENAISSANCE FAMILY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of Father:</td>
</tr>
<tr>
<td>Role of Mother:</td>
</tr>
<tr>
<td>Role of Children:</td>
</tr>
<tr>
<td>Marriage:</td>
</tr>
</tbody>
</table>
3. Use the Venn diagram to compare the Renaissance worldview of women and the modern-day Canadian worldview of women.

Renaissance

Modern-Day Canada

4. Briefly tell about the activities or accomplishments of these women.

Agrippa of Nettelsheim

Maria de Zayas y Sotomayer

Sofonisba Anguissola

Anna Bijins

Christine de Pizan

Marguerite de Navarre
How Did the Ideas of the Renaissance Change Social and Economic Systems?

Directions: Use *Our Worldviews*, pages 76 – 80 to help you with the questions.

1. Explain how the European Renaissance worldview affected each of the following:
   - **Social classes**: Social class distinctions not as well-defined
   - **Through effort people had some opportunity to rise in social class.**
   - **Trade produced a new merchant class, some who became wealthy and powerful.**
   - **Economic system**: More of the economy was based on trade. This led to the use of currency instead of barter. Wealthy merchants became patrons of the arts.
   - **Roles of religion and the Church**: Religion remained an important part of life, but life was becoming more secular. The power of the Church weakened, to a degree.

2. Complete the chart to describe the Renaissance family.

### The Renaissance Family

<table>
<thead>
<tr>
<th>Role of Father:</th>
<th>head of household</th>
<th>made all important decisions</th>
<th>managed finances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of Mother:</td>
<td>maintain household</td>
<td>help husband/children succeed</td>
<td></td>
</tr>
<tr>
<td>Role of Children:</td>
<td>participate in family’s activities</td>
<td>regarded as miniature adults</td>
<td></td>
</tr>
<tr>
<td>Marriage:</td>
<td>usually arranged to create political/financial alliances</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Use the Venn diagram to compare the Renaissance worldview of women and the modern-day Canadian worldview of women. Answers will vary depending on whether students use Hutterite women or Canadian women.

Renaissance

Modern-Day Canada

4. Briefly tell about the activities or accomplishments of these women.

Agrippa of Nettelsheim wrote that there was no difference in the intellectual potential of women and men.

Maria de Zayas y Sotomayer believed in a liberal education for women.

Sofonisba Anguissola became an accomplished painter.

Anna Bijins, Dutch schoolteacher, promoted Catholicism.

Christine de Pizan was the first to make a living as a writer.

Marguerite de Navarre, highly educated, knew many languages, was a patron of the arts, and thought the Bible should be translated into French.
Lesson 8.2.9

Concept: Renaissance Education

Resources/Materials: Our Worldviews, page 81 – 83
Worksheet #8.2.9 (student copies)

Introduction: Discuss how life would be different if students did not have education. What is it that education enables you do to?

Review that the Renaissance worldview led to the creation and rise of a middle class. Explain that when people had the idea that they could do things to control much of their life on Earth, they began to see how education could help them have more control over their lives and how it helped them earn a better living.

Procedure:

1. Explain that during the Middle Ages, the Church played a major role in education. Since the Middle Ages worldview was that people should accept their lot in life, education focused on a relatively narrow range of topics. The Renaissance emphasized personal development, which meant that education changed to help people achieve these goals.

2. Have students turn to textbook, page 81. Explain that page 81 gives information about the roles of women in the Italian city-states and in the Haudenosaunee First Nations in the late 1300s.

3. Explain that textbook, pages 82 and 83 describe Renaissance education. Have students read pages 81 – 83.

4. Distribute Worksheet #8.2.9. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 83.

Assignments:

1. Read Our Worldviews, pages 81 – 83.
2. Do Worksheet #8.2.9.
3. ALTERNATELY. Do the Reflect and Respond questions, page 83.
Role of Women, 1390s

Directions: Use Our Worldviews, pages 81 – 83 to help you with the questions.

1. Briefly describe the role of women in the 1390s.

<table>
<thead>
<tr>
<th>THE ROLE OF WOMEN IN THE 1390s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian City-States:</td>
</tr>
<tr>
<td>Haudenosaunee:</td>
</tr>
<tr>
<td>Japan:</td>
</tr>
</tbody>
</table>

2. Compare education during the Middle Ages in Europe with education during the Renaissance.

<table>
<thead>
<tr>
<th>EDUCATION IN EUROPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Ages</td>
</tr>
<tr>
<td>Renaissance</td>
</tr>
</tbody>
</table>
Directions: Use *Our Worldviews*, pages 81 – 83 to help you with the questions.

1. Briefly describe the role of women in the 1390s.

   **THE ROLE OF WOMEN IN THE 1390s**

   - **Italian City-States:**
     - no political rights
     - few allowed to go to school
     - role – be a good wife and mother
   - **Haudenosaunee:**
     - clan mothers
     - had power to remove chiefs
     - treated with honour/respect
   - **Japan:**
     - could not appear in public
     - not allowed to own property

2. Compare education during the Middle Ages in Europe with education during the Renaissance.

   **EDUCATION IN EUROPE**

<table>
<thead>
<tr>
<th>Middle Ages</th>
<th>Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>- usually provided by Roman Catholic Church</td>
<td>- knowledge built on Islamic, Jewish scholars</td>
</tr>
<tr>
<td>- focused on grammar, rhetoric, and logic</td>
<td>- studied classical Ancient Greek/Roman writings</td>
</tr>
<tr>
<td>- students accepted what was taught as truth</td>
<td>- promoted the value of the individual and personal potential</td>
</tr>
<tr>
<td></td>
<td>- students taught to be good citizens</td>
</tr>
<tr>
<td></td>
<td>- promoted value of knowledge and encouraged to ask questions</td>
</tr>
</tbody>
</table>
Lesson 8.2.10 (optional)

Concept: How Individuals Reflected and Influenced Worldviews

Resources/Materials: Our Worldviews, pages 84 and 85
Encyclopaedias and other Resources

Introduction: Relate this situation:
“In Florence, the Medici had commissioned Michelangelo to create a statue that symbolized the city of Florence. The Medici were patrons of the arts and thought they were doing something beautiful for the city they controlled. Michelangelo felt the ordinary people of Florence were being oppressed by the Medici. He decided to create a statue of David, the Biblical hero who fought the giant Goliath. To him, the small and humble David represented the Florentines who were lived in the shadow of the Medici – Goliath.” Explain that the Medici saw the creation of the statue differently than did Michelangelo.

Discuss how different people can have different recollections about the same event. Similarly, discuss how two groups can have different perspectives on the same issue or situation.

Explain that people who write about the contributions of people in history, including scholars and artists often have different points of view. For this reason, you are more likely to get more rounded information about any particular person by examining several different sources.

Procedure:

1. Explain that in today’s lesson students will use their textbook and at least one other resource to find out more about some people from the Renaissance.

2. Have students turn to textbook, page 84. With students go through pages 84 and 85.

3. Then have students, as a group, or individually, select a group of Renaissance characters to research.

Assignments:

1. Read Our Worldviews, pages 84 and 85.
2. Research a group of Renaissance characters.
Lesson 8.2.11

Concept: Chapter 2 – Review

Resources/Materials: Our Worldviews, pages 86 and 87  
Chapter 2 – Review Sheets (student copies)

Introduction: Explain that Chapter 2 described by the Renaissance, which began in Italy, spread to the rest of Europe. It is now time to review and prepare for a test.

Procedure:

1. Have students turn to textbook, page 86. With students go through the page. This will take 10 – 15 minutes.

2. Have students do the questions on textbook, page 87. You may want to select the questions you want students to do, as doing them all will take some time.

3. ALTERNATELY. Distribute the Chapter 2 – Review Sheets. Have students complete the sheets independently.

4. If you have the time, check the questions in class as a group.

Assignments:

1. Read Our Worldviews, page 86.
2. Do some or all of the questions on textbook, page 87.
3. ALTERNATELY. Do the Chapter 2 – Review Sheets.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>status quo</th>
<th>humanism</th>
<th>vernacular</th>
<th>contemporary</th>
</tr>
</thead>
<tbody>
<tr>
<td>perspective</td>
<td>Trinity</td>
<td>heresy</td>
<td>discipline</td>
</tr>
<tr>
<td>quality of life</td>
<td>secular</td>
<td>capitalist society</td>
<td>feudalism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>the feudal system</th>
</tr>
</thead>
<tbody>
<tr>
<td>at the time</td>
</tr>
<tr>
<td>a society with an economic system that depends on private investment and profit</td>
</tr>
<tr>
<td>a branch or category of learning or study</td>
</tr>
<tr>
<td>an opinion against the beliefs of a religion</td>
</tr>
<tr>
<td>a system of thought that centres on humans and their values, potential and worth</td>
</tr>
<tr>
<td>the artistic technique of showing depth and three-dimensional objects on a two-dimensional surface</td>
</tr>
<tr>
<td>the sense of safety, comfort, security, health, and happiness that a person has in his or her life</td>
</tr>
<tr>
<td>having to do with physical things; the opposite of spiritual</td>
</tr>
<tr>
<td>a Christian belief that God consists of three parts: the Father, the Son (Jesus), and the Holy Spirit</td>
</tr>
<tr>
<td>local, common, or native, referring in particular to languages</td>
</tr>
<tr>
<td>the existing way of doing things</td>
</tr>
</tbody>
</table>
2. Write **F** if the statement is consistent with the European worldview during feudalism and **H** if it is consistent with a humanist worldview.

- Our life on Earth should be spent on preparing for life after death.
- A person's life on Earth is completely in God's hands.
- With effort, a person can control the quality of his or her life.
- People should develop their minds, learning about new ideas and knowledge.
- A person must try to develop mentally, artistically, and physically.
- If you are born into a particular social class, you will die as a member of that same social class.
- We must look to classical Greek and Roman writings and Muslim writings for inspiration.
- Artistic works should reflect reality.
- The Catholic Church knows what is best and we must trust that the Church's leaders tell us to do.
- Those who are wealthy have civic duty to help those who are less fortunate.
- God has given me a mind and a body and wants me to use them to become the best I can possibly be.
- Humans should accept things the way they are.
- People should try to develop their own potential. Individuality is important.
- Curiosity is a desirable character trait.
- If you are wealthy, it is important that you support artists.
- We should look to other cultures for information and ideas.
- An artist uses a variety of techniques to try to make his works realistic. Great artistic works should evoke emotion in those that view them.
- Individuality is not important.
- Life on Earth has value.
3. List three factors that slowed the spread of Renaissance ideas from Italy to the rest of Europe and three factors that sped up the spread of Renaissance ideas from Italy to the rest of Europe.

<table>
<thead>
<tr>
<th>Factors That Slowed the Spread of Renaissance Ideas</th>
<th>Factors That Hastened the Spread of Renaissance Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. In one or two sentences tell how humanism affected the European worldview during the Renaissance.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Put a check mark (✓) beside the sentences that tell about the ideas of scholars and philosophers and how they helped to spread the ideas of humanism.

_____ People in the poorer classes received free public education.

_____ They studied and translated ancient classical Greek and Roman literature and promoted their study.

_____ A person can believe in God and at the same time believe that there is value in life on Earth.

_____ The Bible should be translated into the vernacular.

_____ Individuals should study the Bible and the classics in order to understand the importance of citizenship; doing good works and being useful to other people and to society.

_____ We should apply the ideas from the classics to contemporary issues.

_____ Friendship, love, and courage should form the basis of human actions.
6. Put a check mark (✓) beside the sentences that tell about artists, and how they helped to spread the ideas of the Renaissance.

  _____ Artists became more respected for their intellect and creative genius.
  _____ They wanted to be recognized for their work.
  _____ They used techniques that made their works more realistic.
  _____ Architects designed buildings that had many features of buildings found in the Muslim world.
  _____ Painters preferred not to include much detail in their paintings.
  _____ It was not common for artists to paint portraits.
  _____ Artists never used events or people from the Bible as their subjects.
  _____ Wealthy citizens often commissioned artists and architects to create works of art and buildings that could be viewed and used by all citizens.
  _____ Artists often used their works to express their own thoughts.

7. Put a check mark (✓) beside the sentences that tell about the activities of scientists and mathematicians during the Renaissance.

  _____ During the Renaissance, science and mathematics made great gains.
  _____ Copernicus challenged the Church's view that God had made Earth the centre of the universe.
  _____ With the Pope's permission, Leonardo da Vinci began dissecting cadavers, which helped doctors and artists better understand the human body.
  _____ The invention of the mechanical clock resulted in Europeans thinking about time in small standardized units rather than more general ways, such as day, night, and season.
  _____ Mathematicians became more interested in geometry and trigonometry.
8. Put a check mark (✓) beside those sentences that tell how writers influence the Renaissance worldview.

_____ The printing press helped writers reach more people.

_____ Through their works, writers often used humour to criticize the activities of their governments.

_____ Most writers were hired by monarchs to tell people to be content with their lives.

_____ Because of many writers, schools began to place more emphasis on the humanities: literature, art, religion, psychology, and history.

_____ Writers believed that religion should have no part in people's lives.

_____ Through their works, writers wanted to give people insights into human nature.

_____ Writers sometimes used their works to make comments on society.

9. Put a check mark (✓) beside the sentences that tell how the ideas of the Renaissance changed social and economic systems.

_____ The quality of life improved greatly for all classes of people.

_____ A new merchant class of people was born, which became the middle class.

_____ Trade became an important part of the economy.

_____ The economic system changed from using barter to one using a currency.

_____ Religion remained an important part of the people's lives, but society was becoming more secular.

_____ By developing their own talents, individuals began developing their own identities, which resulted in the blurring of social class lines.

_____ The Renaissance family consisted on the father, who was the head of the household; the mother, who kept the house and looked after the children; and the children who were given duties as their ages permitted.

_____ Women became equal to men and were able to take work outside the home.

_____ Many of the merchant class became wealthy and powerful.

_____ Only the Roman Catholic Church provided education and writings from other religious traditions were not allowed.

_____ Educators promoted the value of individual human life and personal potential.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>status quo</th>
<th>humanism</th>
<th>vernacular</th>
<th>contemporary</th>
</tr>
</thead>
<tbody>
<tr>
<td>perspective</td>
<td>Trinity</td>
<td>heresy</td>
<td>discipline</td>
</tr>
<tr>
<td>quality of life</td>
<td>secular</td>
<td>capitalist society</td>
<td>feudalism</td>
</tr>
</tbody>
</table>

- **feudalism**: the feudal system
- **contemporary**: at the time
- **capitalist society**: a society with an economic system that depends on private investment and profit
- **discipline**: a branch or category of learning or study
- **heresy**: an opinion against the beliefs of a religion
- **humanism**: a system of thought that centres on humans and their values, potential and worth
- **perspective**: the artistic technique of showing depth and three-dimensional objects on a two-dimensional surface
- **quality of life**: the sense of safety, comfort, security, health, and happiness that a person has in his or her life
- **secular**: having to do with physical things; the opposite of spiritual
- **Trinity**: a Christian belief that God consists of three parts: the Father, the Son (Jesus), and the Holy Spirit
- **vernacular**: local, common, or native, referring in particular to languages
- **status quo**: the existing way of doing things
2. Write F if the statement is consistent with the European worldview during feudalism and H if it is consistent with a humanist worldview.

F  Our life on Earth should be spent on preparing for life after death.
F  A person’s life on Earth is completely in God’s hands.
H  With effort, a person can control the quality of his or her life.
H  People should develop their minds, learning about new ideas and knowledge.
H  A person must try to develop mentally, artistically, and physically.
F  If you are born into a particular social class, you will die as a member of that same social class.
H  We must look to classical Greek and Roman writings and Muslim writings for inspiration.
H  Artistic works should reflect reality.
F  The Catholic Church knows what is best and we must trust that the Church’s leaders tell us to do.
H  Those who are wealthy have civic duty to help those who are less fortunate.
H  God has given me a mind and a body and wants me to use them to become the best I can possibly be.
F  Humans should accept things the way they are.
H  People should try to develop their own potential. Individuality is important.
H  Curiosity is a desirable character trait.
H  If you are wealthy, it is important that you support artists.
H  We should look to other cultures for information and ideas.
H  An artist uses a variety of techniques to try to make his works realistic. Great artistic works should evoke emotion in those that view them.
F  Individuality is not important.
H  Life on Earth has value.
3. List three factors that slowed the spread of Renaissance ideas from Italy to the rest of Europe and three factors that sped up the spread of Renaissance ideas from Italy to the rest of Europe.

<table>
<thead>
<tr>
<th>Factors That Slowed the Spread of Renaissance Ideas</th>
<th>Factors That Hastened the Spread of Renaissance Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>feudalism</td>
<td>increased travel throughout Europe</td>
</tr>
<tr>
<td>war</td>
<td>increased trade</td>
</tr>
<tr>
<td>religion</td>
<td>printing press</td>
</tr>
</tbody>
</table>

4. In one or two sentences tell how humanism affected the European worldview during the Renaissance.  
   *Answers may vary*

Humanism emphasized that with effort people could control more of their own destiny. Quality of life would improve if people developed their intellect and artistry.

5. Put a check mark (✓) beside the sentences that tell about the ideas of scholars and philosophers and how they helped to spread the ideas of humanism.

- [ ] People in the poorer classes received free public education.
- [X] They studied and translated ancient classical Greek and Roman literature and promoted their study.
- [X] A person can believe in God and at the same time believe that there is value in life on Earth.
- [X] The Bible should be translated into the vernacular.
- [X] Individuals should study the Bible and the classics in order to understand the importance of citizenship; doing good works and being useful to other people and to society.
- [X] We should apply the ideas from the classics to contemporary issues.
- [X] Friendship, love, and courage should form the basis of human actions.
6. Put a check mark (√) beside the sentences that tell about artists, and how they helped to spread the ideas of the Renaissance.

√ Artists became more respected for their intellect and creative genius.

√ They wanted to be recognized for their work.

√ They used techniques that made their works more realistic.

√ Architects designed buildings that had many features of buildings found in the Muslim world.

___ Painters preferred not to include much detail in their paintings.

___ It was not common for artists to paint portraits.

___ Artists never used events or people from the Bible as their subjects.

√ Wealthy citizens often commissioned artists and architects to create works of art and buildings that could be viewed and used by all citizens.

√ Artists often used their works to express their own thoughts.

7. Put a check mark (√) beside the sentences that tell about the activities of scientists and mathematicians during the Renaissance.

___ During the Renaissance, science and mathematics made great gains.

√ Copernicus challenged the Church’s view that God had made Earth the centre of the universe.

√ With the Pope’s permission, Leonardo da Vinci began dissecting cadavers, which helped doctors and artists better understand the human body.

√ The invention of the mechanical clock resulted in Europeans thinking about time in small standardized units rather than more general ways, such as day, night, and season.

√ Mathematicians became more interested in geometry and trigonometry.
8. Put a check mark (✓) beside those sentences that tell how writers influence the Renaissance worldview.

✓ The printing press helped writers reach more people.

✓ Through their works, writers often used humour to criticize the activities of their governments.

___ Most writers were hired by monarchs to tell people to be content with their lives.

✓ Because of many writers, schools began to place more emphasis on the humanities: literature, art, religion, psychology, and history.

___ Writers believed that religion should have no part in people's lives.

✓ Through their works, writers wanted to give people insights into human nature.

✓ Writers sometimes used their works to make comments on society.

9. Put a check mark (✓) beside the sentences that tell how the ideas of the Renaissance changed social and economic systems.

✓ The quality of life improved greatly for all classes of people.

✓ A new merchant class of people was born, which became the middle class.

✓ Trade became an important part of the economy.

✓ The economic system changed from using barter to one using a currency.

✓ Religion remained an important part of the people's lives, but society was becoming more secular.

✓ By developing their own talents, individuals began developing their own identities, which resulted in the blurring of social class lines.

✓ The Renaissance family consisted on the father, who was the head of the household; the mother, who kept the house and looked after the children; and the children who were given duties as their ages permitted.

___ Women became equal to men and were able to take work outside the home.

✓ Many of the merchant class became wealthy and powerful.

___ Only the Roman Catholic Church provided education and writings from other religious traditions were not allowed.

✓ Educators promoted the value of individual human life and personal potential.
Lesson 8.2.12

Concept: Chapter 2 – Test

Resources/Materials: Chapter 2 – Test (student copies)

NOTE: Teachers may choose to have students do Part A, Part B, or both Parts A and B of the test.

An alternate form of assessment is available in the Our Worldviews Teacher Resource.
Chapter 2
How Did the Ideas of the Italian Renaissance Spread Throughout Europe?
Test

Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Write T if the statement is true and F if it is false.

1. During feudalism, people focused more on preparing for life after death rather than trying to improve their lives on Earth.
   T

2. The increase in trade gave rise to a new class of people that showed citizens they could improve their quality of life.
   F

3. During the Renaissance all adults were literate.
   T

4. The invention of the printing press helped to spread humanist ideas throughout Europe.
   F

5. Renaissance humanism challenged the worldview of medieval Europe.
   T

6. Humanism in most of Europe was more closely tied to the Roman Catholic Church than it was in Italy.
   T

7. Translating classical Greek and Roman writing and those from the Muslim world into the vernacular was an unpopular movement during the Renaissance.
   F

8. Many writers believed that neither the Church nor any individual had all the answers to life’s questions.
   T

9. During the Renaissance all artists were thought of as being craftsmen.
   F

10. Many wealthy merchants commissioned artists to create works for the enjoyment of all citizens.
    T

11. The techniques used by artists and architects changed little from feudal times.
    T

12. The invention of the mechanical clock made people view time in a different way.
    T

13. During the Renaissance writers sometimes used humour to criticize governments.
    T
14. The term “Renaissance man” refers to a person who is focused on one area of study.

15. During the Renaissance, the father ruled the household by making all the important decisions and controlling the household finances.

**Multiple Choice**
Choose the best answer to each question.

16. Which of the following best tells how humanism affected the European Renaissance worldview?

a. Scholars found that classical Greek and Roman writings had little to do with life in Europe during the 1500s.
b. People had faith that decisions made by the Catholic Church were always in their best interests.
c. Humanists felt that individuals had value and through their own efforts could improve the quality of their lives.
d. Humanists felt that the Catholic Church had no purpose in people’s lives.

*Use the information below to answer question 17.*

| Human beings can use the power of reason, that is, thinking to find truth for themselves. | It is important for a person to have an open, curious, and questioning mind. |
| People can achieve great things through learning. | Individuals should be skilled in many different areas. They should develop not just their minds but also their bodies and spirits. |

17. Which of the statements tells what the sentences above have in common?

a. They explain the European worldview during feudalism.
b. They state how most people in the world feel about a good life.
c. They explain the reasons why great strides were made in science and mathematics during the Renaissance.
d. They explain the ideas of humanists.
18. Which of the following would best describes a humanist education?

   a. Educators believed that it was important to train young people’s characters and bodies as well as their minds.
   b. A child’s education should consist of memorizing scriptures, learning grammar and rhetoric.
   c. A child of a lower class family does not have the ability to benefit from an education.
   d. Education should focus on the sciences and mathematics.

19. Which of the following best reflects the humanist worldview of education in schools in Alberta today?

   a. Students do not have to memorize.
   b. Students are taught a variety of subjects.
   c. Most teachers teach in classrooms where there is a single grade.
   d. Physical education must be done daily.

Use the following information to answer question 20.

Lorenzo de Medici wrote the following in a letter to his children.

I find we have spent a large sum of money from 1434 to 1471 on buildings, charities, and taxes. But I am not complaining. It is money well spent so that all citizens can benefit from our family’s wealth.

20. Which aspect of the Renaissance worldview does the information above best illustrate?

   a. Wealthy people should not complain about paying taxes.
   b. People have a civic duty to contribute to the welfare of all.
   c. There should be a rigid class system.
   d. The construction of beautiful buildings is important to the merchant class.

21. Erasmus believed that the Bible should be translated into vernacular languages because

   a. scholars of the time could not read Latin or Greek.
   b. he felt that all should be able to read and interpret the Bible.
   c. it would provide work for many unemployed scribes and translators.
   d. he felt that only Catholic Church priests had the ability to interpret the Bible correctly.
Use the following information to answer question 22.

*The Trinity*. Tommaso Masaccio, fresco from Santa Maria Novella, 1427-1428

22. Which technique does Masaccio use in his painting that would most likely not have been used in a painting created in feudal times?

   a. perspective  
   b. colour blocking  
   c. light and dark  
   d. buildings

Use the following information to answer question 23.

The new political leaders of Florence had hired Michelangelo, the most skilled sculptor of his time, to create a work that would symbolize the city. He decided on the young Biblical hero, David, who defeated the giant Goliath with a single slingshot and stone. Michelangelo wanted his work to encourage the people of Florence in their struggle to be free of their enemies and the powerful Medici family who had controlled the city for so long.

23. In what way does Michelangelo best reflect the Renaissance worldview?

   a. He did as the leaders of Florence asked.  
   b. He used a character from the Bible.  
   c. He created a statue.  
   d. He depicted a personal reflection on how he saw a particular situation.
24. Which of the following is not true about art and artists during the Renaissance.
   a. They began to sign their works.
   b. They gained more freedom over their subject matter and the style of their creations.
   c. They were commissioned by patrons of the arts, but never gained in status in the class system.
   d. They created more realistic images of the human form.

25. Which of the following is true about the sciences and mathematics during the Renaissance?
   a. During the Renaissance more advances were made in science and mathematics than in the periods before and after the Renaissance.
   b. The Renaissance was not a time of many scientific advancements, but scientific curiosity led more scholars to begin recording their observations of the natural world.
   c. Scientists use the ideas developed in Asia to make significant advancements.
   d. Most scientists and mathematicians had no interest in study.

26. Nicolaus Copernicus concluded that the planets revolved around the Sun. His views were regarded as heresy by the Roman Catholic Church because
   a. he was a Polish citizen.
   b. it had preached that God had made the Earth the centre of the universe.
   c. it was not sure if he was a practising Catholic.
   d. his father was not nobility, but of the merchant class.

Use the information below to answer question 27.

Humanists scholars believed that classical writings from the ancient Greeks and Romans and from Muslim writings could help them learn more about human nature.

27. The information above illustrates how
   a. geography can influence worldview.
   b. the ideas and knowledge of others can influence worldview.
   c. how political systems can influence worldview.
   d. contact with other groups can influence worldview.
28. Which of the following is not an effect of the invention of the printing press?

a. More people had access to books.
b. Books were less expensive to reproduce.
c. It provided reading materials to the lower classes.
d. More books were written or translated into the vernacular.

*Use the following information to answer question 29.*

Geoffrey Chaucer was an early writer of English. In his *Canterbury Tales*, he wrote about the social and political circumstances of the time, using humorous stories of pilgrims on their way to Canterbury Cathedral.

29. In what way does Chaucer’s writing reflect a Renaissance worldview?

a. He comments on the status quo.
b. He shows that he does not support the Roman Catholic Church.
c. He uses humour.
d. He creates tales about pilgrims.

*Use the following information to answer question 30.*

<table>
<thead>
<tr>
<th>Leonardo da Vinci (1452 – 1519)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
</tr>
<tr>
<td>Architecture</td>
</tr>
<tr>
<td>Inventions</td>
</tr>
<tr>
<td>Anatomy</td>
</tr>
<tr>
<td>Other Interests</td>
</tr>
</tbody>
</table>

30. Da Vinci is often referred to as a Renaissance man. According to the information above a Renaissance man is

a. a person who is curious about many things.
b. a person who know a little about many things.
c. a person who is curious about many things, and also has a deep understanding of many subject areas and the ability to accomplish feats in many disciplines.
d. A person who was born between the years 1400 – 1700.
31. Which of the following best tells how the ideas of the Renaissance changed the social system in Europe?

a. The emphasis on individual effort and improvement gave rise to the merchant class, which developed into a middle class.
b. The quality of life for the poor improved such that they no longer worried about meeting basic needs.
c. The upper classes felt that children of all citizens should receive a free and public education.
d. The nobility no longer dressed differently from people in other social classes.

32. Which of the following best tells how the ideas of the Renaissance changed the economic system in Europe?

a. The merchant class grew wealthy and became much more skilled at bartering for goods.
b. Most members of the nobility sold their lands in exchange for businesses in villages and towns.
c. Through hard work and intelligence the merchant class became wealthier, which led to the use of coins as currency instead of bartering.
d. Monarchs decided their countries were better off as republics.

33. Which of the following best describes the role of the religion during the Renaissance?

a. Religion remained an important part of people’s lives, but society became more secular.
b. The Church became more politically powerful than any of the monarchs.
c. The Catholic Church lost most of its influence over ordinary citizens.
d. Many new religions came to Europe from other continents.
34. In which of the above sentences is the family different from a typical family in your community?
   a. A
   b. B
   c. C
   d. D

35. One of the following is the cause of the others. Which one is it?

   A Writers began to comment on the issues of the day.
   B People valued the human mind’s ability to reason, think, and question.
   C Through their works some painters gave their personal interpretations of historical events.
   D Scientists began to challenge some of the Church’s teachings.

36. Which of the following best describes women during the Renaissance?
   a. Some women were involved in activities that helped promote rights for women, but most were busy with their traditional roles as housekeeper, wife, and mother.
   b. Most became major decision makers within their own households.
   c. Many earned livings as painters, authors, and teachers.
   d. Although they were not allowed to take jobs outside their homes, most obtained a well-rounded education.
Part B

Directions: Write the answers to the following questions on a separate sheet of paper.

1. What were the main ideas of the humanists?

2. Explain how artists contributed to the Renaissance worldview.

3. How did the influence of the Catholic Church change during the Renaissance?

4. What are three ways in which your own lifestyle is consistent with the Renaissance worldview?
Chapter 2
How Did the Ideas of the Italian Renaissance Spread Throughout Europe?
Test

Part A – Answer Sheet

1. _______ 13. _______ 25. _______

2. _______ 14. _______ 26. _______

3. _______ 15. _______ 27. _______

4. _______ 16. _______ 28. _______

5. _______ 17. _______ 29. _______

6. _______ 18. _______ 30. _______

7. _______ 19. _______ 31. _______

8. _______ 20. _______ 32. _______

9. _______ 21. _______ 33. _______

10. _______ 22. _______ 34. _______

11. _______ 23. _______ 35. _______

12. _______ 24. _______ 36. _______
Chapter 2
How Did the Ideas of the Italian Renaissance Spread Throughout Europe?
Test

Part A – Answer Sheet

1. T
2. T
3. F
4. T
5. T
6. T
7. F
8. T
9. F
10. T
11. F
12. T
13. T
14. F
15. T
16. C
17. D
18. A
19. B
20. B
21. B
22. A
23. D
24. C
25. b
26. b
27. b
28. c
29. a
30. C
31. A
32. c
33. a
34. d
35. b
36. a
1. What were the main ideas of the humanists?
   - People’s life on Earth had value.
   - People should do their best to develop their minds and bodies.
   - Through their own efforts, humans can improve their quality of life.
   - Curiosity, questioning and appreciation of the arts are valued qualities

2. Explain how artists contributed to the Renaissance worldview.
   - Sought to represent humans and landscapes in realistic ways through techniques such as using perspective, light and shadow, and their subjects showing emotion.
   - Artists encouraged to use their creativity and intellect.
   - Artists could use their works as symbolic works and to make commentaries.

3. How did the influence of the Catholic Church change during the Renaissance?
   - The Catholic Church remained as an important guiding force in the lives of Europeans.
   - The power of the Catholic Church lessened somewhat.
   - People felt that the Church did not have all the answers to life on Earth.
   - The teachings of the Church were combined with people wanting to gain knowledge and ideas.

4. What are three ways in which your own lifestyle is consistent with the Renaissance worldview? ANSWERS WILL VARY.
   - Education involves studying many different subjects.
   - Education is valued.
   - Religion and seeking scientific and mathematical knowledge are combined and not seen as conflicting.
   - Value is placed on a person’s life on Earth.
   - With hard work and determination, we can improve quality of life.
   - People can feel free to express opinions.
Chapter 3

How Did the Western Worldview Grow Out of the Renaissance?
Chapter 3
How Did the Western Worldview Grow Out of the Renaissance?

Contents

Lesson 8.3.1 The Western Worldview: Introduction 3
Lesson 8.3.2 The Influence of Religion 4
Lesson 8.3.3 National Identity and Citizenship 5
Lesson 8.3.4 Exploration and the Western Worldview 6
Lesson 8.3.5 How the Age of Exploration Began 7
Lesson 8.3.6 Imperialism 8
Lesson 8.3.7 The Exchange of Goods and Products 9
Lesson 8.3.8 Imperialism and European Worldviews 10
Lesson 8.3.9 Focus on Inquiry 11
Lesson 8.3.10 Chapter 3 Review 12
Lesson 8.3.11 Chapter 3 Test 13
Lesson 8.3.12 Case Study One: Conclusion 14
**Lesson 8.3.1**

**Concept:** The Western Worldview: Introduction

**Resources/Materials:** Our Worldviews, pages 88 and 89  
Worksheet #8.3.1 (optional, student copies)

**Introduction:** Start out the chapter by asking questions such as the following to clarify that values and beliefs are things that we accept as right and true.
- Should people always tell the truth?
- Is having fun important to have a good life?
- Is it important to make more money so that you can buy better and nicer things?
- Is the individual more important than the group?

Remind students that a country’s worldview is a collection of values and beliefs. Discuss whether or not it is possible for a multicultural country like Canada to have a worldview. (Yes, there is a Canadian worldview, which is more or less based on a European worldview. Aboriginal peoples and immigrants often have a different worldview, but end up adopting most elements of the Canadian worldview. At the same time, the Canadian worldview is constantly in a state of change, often because of the influence of immigrant cultures and changes in the world.) Explain that today, students will be thinking about the Canadian worldview.

**Procedure:**

1. Have students turn to textbook, page 88. Guide the reading of pages 88 and 89.

2. Tell students they are to come up with eight values and beliefs they think describe the Canadian worldview. (If you think it is necessary, distribute Worksheet #8.3.1. On this worksheet are a list of questions designed to help students think about values and beliefs that are consistent with the Canadian worldview.)

3. In their notebooks, have students list the values and beliefs and then write a sentence or two of explanation.

**ALTERNATELY.** Instead of having students do the exercise in their notebooks, have them do one of the following:
- Cut out a large circle from chart paper, etc. Divide it into eight segments. Write a value or belief in each segment a brief note of explanation.
- Make an eight-panel wall display. On each panel write the name of a value or belief and illustrate each.
- On chart paper make a map showing eight values or beliefs.

**Assignments:**

1. Read *Our Worldviews*, pages 88 and 89.
2. Make a list of eight values and beliefs that you feel describe the Canadian worldview.
**What Is the Canadian Worldview?**

**Directions:** To help you identify the elements of the Canadian worldview, answer the questions in the boxes.

<table>
<thead>
<tr>
<th>What is the best way to select leaders?</th>
<th>To what extent is individualism important?</th>
<th>How should we interact with people from different cultural groups?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent should people be treated as equals?</td>
<td>How important is getting an education?</td>
<td>Do all Canadians have the right to have their basic needs looked after?</td>
</tr>
<tr>
<td>To what extent should we tolerate cultural differences?</td>
<td>To what extent should Canadians be concerned with make a lot of money?</td>
<td>How important is it that Canadians develop a variety of interests?</td>
</tr>
<tr>
<td>To what extent should we tolerate religious differences?</td>
<td>When, if at all, should people be allowed to carry a weapon?</td>
<td>Should Canada go to war to settle differences with other countries?</td>
</tr>
<tr>
<td>How should we treat senior citizens?</td>
<td>To what extent is it important that we look after the environment?</td>
<td>What three character traits do we think of as being the most important?</td>
</tr>
</tbody>
</table>
### What Is the Canadian Worldview?

**Directions:** To help you identify the elements of the Canadian worldview, answer the questions in the boxes. Answers will vary. Encourage students to respond the way they feel a "typical" Canadian would respond.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the best way to select leaders?</td>
<td>election, secret ballot</td>
</tr>
<tr>
<td>To what extent is individualism important?</td>
<td>relatively important; must be some conformity</td>
</tr>
<tr>
<td>How should we interact with people from different cultural groups?</td>
<td>show interest; tolerate them to a certain extent; respect them as long as they do not infringe on rights of others</td>
</tr>
<tr>
<td>To what extent should people be treated as equals?</td>
<td>all people are equal</td>
</tr>
<tr>
<td>How important is getting an education?</td>
<td>education is seen as way to get ahead</td>
</tr>
<tr>
<td>Do all Canadians have the right to have their basic needs looked after?</td>
<td>mostly yes</td>
</tr>
<tr>
<td>To what extent should we tolerate cultural differences?</td>
<td>tolerate them to a point</td>
</tr>
<tr>
<td>To what extent should Canadians be concerned with make a lot of money?</td>
<td>relatively important</td>
</tr>
<tr>
<td>How important is it that Canadians develop a variety of interests?</td>
<td>relatively important</td>
</tr>
<tr>
<td>To what extent should we tolerate religious differences?</td>
<td>quite tolerant, but are of suspicious of non-Christian religions</td>
</tr>
<tr>
<td>When, if at all, should people be allowed to carry a weapon?</td>
<td>only carry weapon for hunting animals</td>
</tr>
<tr>
<td>Should Canada go to war to settle differences with other countries?</td>
<td>only as a last resort</td>
</tr>
<tr>
<td>How should we treat senior citizens?</td>
<td>mostly with respect; although some would rather ignore them</td>
</tr>
<tr>
<td>To what extent is it important that we look after the environment?</td>
<td>relatively important</td>
</tr>
<tr>
<td>What three character traits do we think of as being the most important?</td>
<td>hardworking, courageous, integrity</td>
</tr>
</tbody>
</table>
Lesson 8.3.2

**Concept:** The Influence of Religion

**Resources/Materials:** Our Worldviews, pages 90 – 93  
Worksheets #8.3.2a and #8.3.2b (student copies)

**Introduction:** Explain that during the Middle Ages, people believed the teachings of the Catholic Church. But during the first parts of the Renaissance, some began to question whether the Catholic Church or the Bible should be the authority for living life on earth. So there were two different perspectives.

Explain that a German priest and professor named Martin Luther believed that individuals should seek their personal religious understanding. He translated the Bible into German so that the German people could read the Bible for themselves and not simply accept what teachings of the Catholic Church. He thought that the Catholic Church should reform or change. For his criticisms, Luther was expelled from the Church.

**Procedure:**

1. Explain that the Catholic Church did not agree with Luther, but Luther persisted. He led the Protestant Reformation. **Note that the root word of Protestant is protest.**

2. Explain that eventually, several new religions were formed in various parts of Europe.

3. The worldview of Europeans changed, from acceptance of the Catholic Church to an acceptance that there was more than one way to interpret the Bible.

4. Have students turn to textbook, page 90. Guide the reading of page 90. Then have students read pages 91 – 93 independently.

5. Distribute Worksheets #8.32a and #8.3.2b. Go over the directions, if necessary.

6. ALTERNATELY. Have students do the Reflect and Respond questions, on textbook, page 93.

**Assignments:**

2. Do Worksheets #8.3.2a and #8.3.2b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 93.
Social Studies Grade 8 Our Worldviews Chapter 3
Worksheets

How Did New Religious Views Become Part of the Western Worldview?

Directions: Use Our Worldviews, page 90 – 93 to help you with the questions.

1. At the beginning of the Renaissance what were the two main views of religion?
   a. _________________________________________________________________
   _________________________________________________________________
   b. _________________________________________________________________
   _________________________________________________________________

2. What was the Protestant Reformation?
   _________________________________________________________________
   _________________________________________________________________

3. What role did the printing press play in the Protestant Reformation?
   _________________________________________________________________
   _________________________________________________________________

4. Who was Martin Luther?
   _________________________________________________________________
   _________________________________________________________________

5. What were three of Luther’s beliefs?
   a. _________________________________________________________________
   _________________________________________________________________
   b. _________________________________________________________________
   _________________________________________________________________
   c. _________________________________________________________________
   _________________________________________________________________

Worksheet #8.3.2a ___________________________________________________________
6. Complete the cause and effect charts.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1517, Luther began to speak publicly of his concerns with Church teachings and practices. He wrote a pamphlet that listed 95 Church reforms he felt were necessary.</td>
<td></td>
</tr>
<tr>
<td>Martin Luther was expelled from the Catholic Church.</td>
<td></td>
</tr>
</tbody>
</table>

7. Tell a little about each of the following. (The first is done for you as an example.)

- **Lutheran Church** — started in Northern Europe and named after Martin Luther.
- **Presbyterian Church**
- **Anglican Church**

- **Huguenots**
- **Calvinists**
- **Catholic Church in Spain (1492)**

8. Explain how the European worldview changed during the Renaissance.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
How Did New Religious Views Become Part of the Western Worldview?

Directions: Use Our Worldviews, page 90 – 93 to help you with the questions.

1. At the beginning of the Renaissance what were the two main views of religion?
   a. Individuals should follow the rules, rituals, and teachings of the Roman Catholic Church
   b. Individuals should question and respond to the Bible personally

2. What was the Protestant Reformation?
   - the 16th century movement to reform the doctrines and practices of the Roman Catholic Church, which resulted in the formation of the Protestant churches.

3. What role did the printing press play in the Protestant Reformation?
   - Printing press was used to produce and distribute short fliers and tracts urging church reform

4. Who was Martin Luther?
   - German Roman Catholic priest and university professor who questioned the practices of the Catholic Church

5. What were three of Luther’s beliefs?
   a. Following the rituals of the institution of the Church was not enough to get into heaven
   b. Individuals should seek personal religious understanding
   c. Individuals should not pay the Church to receive forgiveness for their sins
6. Complete the cause and effect charts.

**Cause**

In 1517, Luther began to speak publicly of his concerns with Church teachings and practices. He wrote a pamphlet that listed 95 Church reforms he felt were necessary.

Martin Luther was expelled from the Catholic Church.

**Effect**

Pope Leo III declared 41 of the reforms to be heresy

Luther's books publicly burned

Started the Protestant Church

7. Tell a little about each of the following. (The first is done for you as an example.)

**Lutheran Church** – started in Northern Europe and named after Martin Luther.

**Presbyterian Church** - started in Scotland by John Knox

**Anglican Church** - started in England by King Henry VIII who wanted to control the property of the Church of England

**Hugenots** - started in France. Had war with Catholic Church

**Calvinists** - started in Switzerland by John Calvin; based on belief that must believe and practise only what is in the Bible

**Catholic Church in Spain** (1492) King Ferdinand and Queen Isabella did not allow people to practise any religion but Catholicism; expelled or executed all non-Catholics

8. Explain how the European worldview changed during the Renaissance.

At the beginning of Renaissance Europeans thought there was only one true religion - the Catholic Church. By the end Europeans felt there was more of a choice.
Lesson 8.3.3

Concept: National Identity and Citizenship

Resources/Materials: Our Worldviews, pages 94 – 97
Worksheets #8.3.3a and #8.3.3b (student copies)

Introduction: Discuss with students the characteristics of a good Canadian citizen. Conclude that a good citizen does things to make the country a good place to live – ethical, law abiding, generous, hardworking, etc. (Since most Hutterites do not vote in elections outside their own communities, you might want to be tactful when discussing this aspect of citizenship.)

Then discuss aspects of the Canadian identity. (e.g. peace-loving, good social programs, willingness to compromise, friendly, not as self-centred as some countries).

Explain that Europe today does not look like it did five or six hundred years ago. It was divided up into many smaller states. The countries in Europe today formed because of a number of different factors.

Procedure:

1. Have students turn to textbook, page 94. Guide the reading of the page.

2. Then explain that forming nations had an impact on social systems, political and economic systems and culture. Have students read pages 95 – 97 to find out more.

3. Distribute Worksheets #8.3.3a and #8.3.3b. Go over the directions, if necessary.

4. ALTERNATELY. Make point-form notes on pages 94 – 97.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 97.

Assignments:

2. Do Worksheets #8.3.3a and #8.3.3b.
3. ALTERNATELY. Make point-form notes on what was read.
4. ALTERNATELY. Do the Reflect and Respond questions, page 97.
How Did Ideas of National Identity and Citizenship Begin to Develop During the Renaissance?

Directions: Use *Our Worldviews*, pages 94 – 97 to help you with the questions.

1. Small political units joined together to form larger states. Following are some of the reasons that these states began to develop into countries. However, something is wrong with each. Correct each mistake.
   
a. Monarchs supported the growth of cities by improving trade laws and imposing trade barriers in exchange for allegiance to the monarch.
   
b. Citizens began developing new identities of belonging to a state, in spite of such common elements as language, religion, and beliefs.
   
c. Monarchs sold gunpowder and hired mercenaries to gain control over the nobles’ lands, forming increasingly larger states.
   
d. Because of the invention of the printing press and the publishing of books in the Latin and Greek, people began to identify with their country.
   
e. People developed a sense of national identity when monarchs sent explorers to new lands. Exploration often led to destroying colonies, which brought prestige and wealth to the founding country.

2. In what year did each of the following become countries?

   Italy ____________ Germany ____________ Canada ____________

3. Changes in worldview also changed the social, political, and economic systems as well as culture. Write S if the sentence tells mostly about how the shift in worldview caused a change in the social system, P if it tells mostly about how it caused a change in the political and economic system, or C if it tells mostly about how it caused a change in culture.

   _____ Common national languages united the citizens.
   _____ There was more chance of moving out of a particular social class.
   _____ National economic policies controlled trade and business.
   _____ Resources were provided for large projects of national importance.
   _____ The states became more powerful and put them in competition with the Church.
A single, unified language was chosen from the various dialects and became the national language of each country. These national languages expressed a shared culture.

Government policies were set up to ensure political and economic independence.

When religious literature was translated and published in local languages, it promoted the development of a national identity.

The central government set up public services.

Centralized laws and rules were put in place by the monarch and his court.

People began to see themselves as citizens of a country and became more willing to give their allegiance to the monarch.

As more books were published in the local language, more middle and upper people became literate and could read about their country’s history.

Permanent armies were established and paid for by the central government.

4. Many of Canada’s cultural groups have found that preserving their language is an important part of maintaining their culture. Think about your own cultural group. Do you think that learning your traditional language helps to preserve your culture? Explain your answer.
How Did Ideas of National Identity and Citizenship Begin to Develop During the Renaissance?

Directions: Use Our Worldviews, pages 94 – 97 to help you with the questions.

1. Small political units joined together to form larger states. Following are some of the reasons that these states began to develop into countries. However, something is wrong with each. Correct each mistake.
   a. Monarchs supported the growth of cities by improving trade laws and imposing trade barriers in exchange for allegiance to the monarch.
   b. Citizens began developing new identities of belonging to a state, in spite of such common elements as language, religion, and beliefs.
   c. Monarchs sold gunpowder and hired mercenaries to gain control over the nobles’ lands, forming increasingly larger states.
   d. Because of the invention of the printing press and the publishing books in the Latin and Greek, people began to identify with their country.
   e. People developed a sense of national identity when monarchs sent explorers to new lands. Exploration often led to destroying colonies, which brought prestige and wealth to the founding country.

2. In what year did each of the following become countries?
   1861
   Italy 1870        Germany 1872        Canada 1867

3. Changes in worldview also changed the social, political, and economic systems as well as culture. Write S if the sentence tells mostly about how the shift in worldview caused a change in the social system, P if it tells mostly about how it caused a change in the political and economic system, or C if it tells mostly about how it caused a change in culture.

   C  Common national languages united the citizens.
   S  There was more chance of moving out of a particular social class.
   P  National economic policies controlled trade and business.
   P  Resources were provided for large projects of national importance.
   P  The states became more powerful and put them in competition with the Church.
Social Studies Grade 8 Our Worldviews Chapter 3
Worksheets

C A single, unified language was chosen from the various dialects and became the national language of each country. These national languages expressed a shared culture.

P Government policies were set up to ensure political and economic independence.

C When religious literature was translated and published in local languages, it promoted the development of a national identity.

S The central government set up public services.

P Centralized laws and rules were put in place by the monarch and his court.

S People began to see themselves as citizens of a country and became more willing to give their allegiance to the monarch.

C As more books were published in the local language, more middle and upper people became literate and could read about their country’s history.

P Permanent armies were established and paid for by the central government.

4. Many of Canada’s cultural groups have found that preserving their language is an important part of maintaining their culture. Think about your own cultural group. Do you think that learning your traditional language helps to preserve your culture? Explain your answer.  Answers will vary

Yes. Low German dialect helps us to express culture. Also is a link to the past. Gives us sense of identity.
Lesson 8.3.4

Concept: Exploration and the Western Worldview

Resources/Materials: Our Worldviews, pages 98 – 102
Worksheets #8.3.4a and #8.3.4b (student copies)
Worksheet #8.3.4c (optional, student copies)
Encyclopaedias and other references (optional)

Introduction: Recall from past grades that sailors, fur traders, and settlers from Britain and France came to Canada in the 1500s and 1600s. Explain that almost all European countries located on the Atlantic coast, explored unknown parts of the world and claimed them as territories. Each of these countries established an empire. Canada was part of the French Empire for a while; then it became part of the British Empire.

Explain that there were many reasons that European countries began to explore and expand their empires. One of them was that they used the resources found in these territories and became wealthier. European countries competed with each other to see which could become bigger and wealthier. They even went to war to get a hold of each other’s territories.

Procedure:

1. Recall that Italy became wealthy because of trade with Asia. Explain that the “age of exploration” really went into high gear when the Silk Road became un-secure for European traders. They had to find a new way to get to Asia.

2. This coupled with increased knowledge and technology enabled European countries to explore areas on all continents except for Antarctica.

3. Have students turn to textbook, page 98. If you have the time, guide the reading of page 98.

4. Then have students read pages 99 – 102 to find out more about exploration became part of the Western worldview.

5. Distribute Worksheets #8.3.4a and #8.3.4b. Go over the directions, if necessary.

6. ALTERNATELY. Have students do the Respond and Reflect questions on textbook, page 102.

7. OPTIONAL. Have students use encyclopaedias to determine the countries of the British Empire and/or French Empires. They can use the map of the world (Worksheet #8.3.4c) to colour and label the countries.

Procedure:

2. Do Worksheets #8.3.4a and #8.3.4b.
3. ALTERNATELY. Do the Respond and Reflect questions, page 102.
4. OPTIONAL. On the outline map of the world (Worksheet #8.3.4c) label and colour the countries of the British Empire and/or French Empire.
How Did a Spirit of Exploration Become Part of the Western Worldview?

Directions: Use Our Worldviews, pages 98 – 102 to help you answer the questions.

Page 98

1. Match the sentence beginnings with the endings.

| a. spurred the need for new trade routes. | b. so that exotic goods from beyond their empires made their way back to Europe. |
| c. the Age of Exploration arrived.     | d. with people beyond their borders for thousands of years.                   |
| e. to control more of the land around the Mediterranean. | f. for luxury goods desired by a growing wealthy middle class and upper classes. |
| g. because they wanted the wealth that came from trade with the East.      |                                                                         |

By the Renaissance, Europeans had traded _____.
The Greek and Roman Empires expanded their trade routes _____.
During the Middle Ages, Italian city-states traded with Islamic and Asian civilizations _____.
During the Renaissance, city-states in Italy expanded their trade routes _____.
In the rest of Europe, monarchs competed with each other _____.
The competition between European countries for trade _____.
With increasing geographic knowledge and new sailing technologies, _____.

2. What is expansionism?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
3. Complete the map below to tell about the factors affecting expansionism.

**The Need for New Trade Routes**

**FACTORS AFFECTING EXPANSIONISM**

- Geography

**Interest in Learning More About the World**

- Travel Writers
- Better Maps
- Better Navigational Instruments
- Better Ships

4. Complete the chart about Henry the Navigator.

<table>
<thead>
<tr>
<th>Who He Was</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.3.4b
How Did a Spirit of Exploration Become Part of the Western Worldview?

Directions: Use Our Worldviews, pages 98 – 102 to help you answer the questions.

Page 98

1. Match the sentence beginnings with the endings.

   a. spurred the need for new trade routes.
   b. so that exotic goods from beyond their empires made their way back to Europe.
   c. the Age of Exploration arrived.
   d. with people beyond their borders for thousands of years.
   e. to control more of the land around the Mediterranean.
   f. for luxury goods desired by a growing wealthy middle class and upper classes.
   g. because they wanted the wealth that came from trade with the East.

By the Renaissance, Europeans had traded  d  .

The Greek and Roman Empires expanded their trade routes  b  .

During the Middle Ages, Italian city-states traded with Islamic and Asian civilizations  f  .

During the Renaissance, city-states in Italy expanded their trade routes  e  .

In the rest of Europe, monarchs competed with each other  g  .

The competition between European countries for trade  a  .

With increasing geographic knowledge and new sailing technologies,  c  .

2. What is expansionism?

   a government policy encouraging territorial or economic  a  .

   expansion to other countries, often by force  b  .
3. Complete the map below to tell about the factors affecting expansionism.

**The Need for New Trade Routes**
- Europeans wanted to deal directly with producers rather than going through Italian or Muslim traders
- Existing trade routes were no longer secure

**Geography**
- People felt Earth was spherical as opposed to being shaped like a disc, as they once did
- Thought they could reach Asia by sailing west

**Interest in Learning More About the World**

**Travel Writers**
- Created interest in trade and exploration

**Better Maps**
- As people travelled more, better maps were created

**Better Navigational Instruments**
- Inventors created navigational instruments like the astrolabe, which made exploration more accurate

**Better Ships**
- Newer ships were designed to travel farther and more safely on oceans

4. Complete the chart about Henry the Navigator.

<table>
<thead>
<tr>
<th>Who He Was</th>
<th>Portuguese prince who set up a navigational school in 1419 in Portugal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplishments</td>
<td>First to require ship captains to keep logs</td>
</tr>
<tr>
<td></td>
<td>Required captains to conscript speakers of the languages of the explored languages</td>
</tr>
</tbody>
</table>
Lesson 8.3.5

Concept: How the Age of Exploration Began

Resources/Materials: Our Worldviews, pages 103 – 108
Worksheets #8.3.5a, #8.3.5b, and #8.3.5c (student copies)

Introduction: On the board write “Might makes right.” Discuss the meaning of this saying. (Basically, those who are strongest, rule others and have the right to determine right from wrong.) Explain that this belief formed the European worldview during the Renaissance. To a large extent, it is still part of the Western worldview today.

Explain that for European countries, this belief justified their going to areas of the world, dominating the people, and using the resources. Europeans were at war with each other much of the time. They developed technologically advanced weaponry and were able to conquer peoples they encountered.

Explain that at the same time, Europeans valued material goods and wanted to accumulate wealth. These factors all contributed to a worldview that encouraged expansionism.

Procedure:

1. Explain that the European countries that bordered on the Atlantic Ocean were the most active during the Age of Exploration. They were Portugal, Spain, France, the Netherlands, and England.

2. Explain that Portugal was the first European country to benefit from expansionism. The Portuguese first explored the west coast of Africa and found gold and ivory. Gold was used to make currency, so it was very important. The Portuguese also captured Africans and engaged in the slave trade. When other European countries saw how expansionism was making Portugal wealthy, they decided to do the same.

3. Have students turn to textbook, page 103. Guide the reading of the opening section.

4. Explain that pages 103 – 108 tell about the expansionist activities of Portugal, Spain, England, and France. Have them read the pages independently.

5. Distribute Worksheets #8.3.5a, #8.3.5b, and #8.3.5c. Go over the directions, if necessary.

6. ALTERNATELY. Have students do the Reflect and Respond questions, on textbook page 108.

Assignments:

1. Read Our Worldviews, pages 103 – 108.
2. Do Worksheets #8.3.5a, #8.3.5b, and #8.3.5c.
3. ALTERNATELY. Do the Reflect and Respond questions, page 108.
How Did the Age of Exploration Begin?

Directions: Use Our Worldviews, pages 103 – 108 to help you with the questions.

1. What three things did the countries involved in the Age of Exploration have in common?
   a. 
   b. 
   c. 

2. The activities of the exploring countries reflect certain values and beliefs. For each activity, tell what value or belief you feel it reflects.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Value or Belief It Reflects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merchants send traders to faraway places to buy luxury goods.</td>
<td></td>
</tr>
<tr>
<td>Missionaries and priests usually accompanied explorers on their voyages.</td>
<td></td>
</tr>
<tr>
<td>Explorers were willing to sail to unknown places on unknown waters.</td>
<td></td>
</tr>
<tr>
<td>Explorers often captured peoples and sold them as slaves.</td>
<td></td>
</tr>
<tr>
<td>With their superior weapons, Europeans were able to dominate Indigenous peoples and use them as free labour.</td>
<td></td>
</tr>
<tr>
<td>Europeans took natural resources from these newly found lands and shipped them back to the mother country.</td>
<td></td>
</tr>
<tr>
<td>European monarchs competed with each other to see who could build the largest empire.</td>
<td></td>
</tr>
</tbody>
</table>
3. Complete the chart about Portuguese exploration.

<table>
<thead>
<tr>
<th>Area of exploration:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activities of Bartholomew Diaz:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activities of Vasco da Gama:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other Interesting Information:</th>
</tr>
</thead>
</table>

4. Complete the chart about Spanish exploration:

<table>
<thead>
<tr>
<th>Area of Exploration:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activities of Christopher Columbus (Cristoforo Colombo):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activities of Ferdinand Magellan:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other Interesting Information:</th>
</tr>
</thead>
</table>
5. Complete the chart about English exploration.

<table>
<thead>
<tr>
<th>Area of Exploration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities of John Cabot (Giovanni Caboto):</td>
</tr>
<tr>
<td>Activities of Martin Frobisher:</td>
</tr>
<tr>
<td>Activities of John Davis:</td>
</tr>
<tr>
<td>Other Interesting Information:</td>
</tr>
</tbody>
</table>

6. Complete the chart about French exploration.

<table>
<thead>
<tr>
<th>Area of Exploration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities of Jacques Cartier:</td>
</tr>
<tr>
<td>Other Interesting Information:</td>
</tr>
</tbody>
</table>

7. From what you read in this section, what was the main reason behind European exploration?
How Did the Age of Exploration Begin?

Directions: Use *Our Worldviews*, pages 103 – 108 to help you with the questions.

1. What three things did the countries involved in the Age of Exploration have in common?
   a. an Atlantic coastline
   b. monarchs of these countries financed expeditions, hoping to establish independent connections with the Far East
   c. had new ship designs, navigational tools, and navigational information

2. The activities of the exploring countries reflect certain values and beliefs. For each activity, tell what value or belief you feel it reflects.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Value or Belief It Reflects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merchants send traders to faraway places to buy luxury goods.</td>
<td>valued material goods</td>
</tr>
<tr>
<td>Missionaries and priests usually accompanied explorers on their voyages.</td>
<td>belief that spreading Christianity was important</td>
</tr>
<tr>
<td>Explorers were willing to sail to unknown places on unknown waters.</td>
<td>wanted to be adventurous</td>
</tr>
<tr>
<td>Explorers often captured peoples and sold them as slaves.</td>
<td>believed they were superior to the captives</td>
</tr>
<tr>
<td>With their superior weapons, Europeans were able to dominate Indigenous</td>
<td>believed they were superior</td>
</tr>
<tr>
<td>peoples and use them as free labour.</td>
<td></td>
</tr>
<tr>
<td>Europeans took natural resources from these newly found lands and shipped</td>
<td>believed the resources belonged to them</td>
</tr>
<tr>
<td>them back to the mother country.</td>
<td></td>
</tr>
<tr>
<td>European monarchs competed with each other to see who could build the</td>
<td>believed bigger is better value wealth</td>
</tr>
<tr>
<td>largest empire.</td>
<td></td>
</tr>
</tbody>
</table>
3. Complete the chart about Portuguese exploration.

<table>
<thead>
<tr>
<th>Area of exploration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa, India, China, Japan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities of Bartholomew Diaz:</th>
</tr>
</thead>
<tbody>
<tr>
<td>sailed along western coast of Africa</td>
</tr>
<tr>
<td>first European to reach Cape of Good Hope</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities of Vasco da Gama:</th>
</tr>
</thead>
<tbody>
<tr>
<td>first European to cross Indian Ocean to India</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Interesting Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>defeated Arab stronghold in the region and set up trading posts along coasts of Africa and India</td>
</tr>
<tr>
<td>establish port city of Macau off coast of China</td>
</tr>
</tbody>
</table>

4. Complete the chart about Spanish exploration:

<table>
<thead>
<tr>
<th>Area of Exploration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central, South America west to Philippines / Indonesia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities of Christopher Columbus (Cristoforo Colombo):</th>
</tr>
</thead>
<tbody>
<tr>
<td>made four voyages to Caribbean</td>
</tr>
<tr>
<td>looked for way to reach the Far East by sailing west</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities of Ferdinand Magellan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>sailed around south tip of South America; reached Pacific Ocean</td>
</tr>
<tr>
<td>killed in Philippines; but crew managed to sail back to Spain</td>
</tr>
<tr>
<td>one of his ships was first to circumnavigate Earth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Interesting Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>became interested in exploration because of Portugal’s success</td>
</tr>
</tbody>
</table>

Worksheet #8.3.5b
5. Complete the chart about English exploration.

<table>
<thead>
<tr>
<th>Area of Exploration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Started out in northern North America</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities of John Cabot (Giovanni Caboto):</th>
</tr>
</thead>
<tbody>
<tr>
<td>· First European to reach North America after the Vikings about 400 years earlier</td>
</tr>
<tr>
<td>· Claimed parts of North America for England</td>
</tr>
<tr>
<td>· Sponsored by Queen Elizabeth I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities of Martin Frobisher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· English merchants funded his expedition in search of Northwest Passage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities of John Davis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Also sailed along North Atlantic coast of North America</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Interesting Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Explorers were looking for Northwest Passage</td>
</tr>
<tr>
<td>· By 17th century, England had established more colonies along the North American coast and in the West Indies than any other European country</td>
</tr>
</tbody>
</table>

6. Complete the chart about French exploration.

<table>
<thead>
<tr>
<th>Area of Exploration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· St. Lawrence area of North America</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities of Jacques Cartier:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Explored St. Lawrence as far as present-day Montreal</td>
</tr>
<tr>
<td>· Set stage for France’s future explorations/colonization of New World</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Interesting Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Was later in expansionist activities because at war with England, then Italy</td>
</tr>
</tbody>
</table>

7. From what you read in this section, what was the main reason behind European exploration?

· Expansion of empire; competitions with other countries; wanted resources
Lesson 8.3.6

Concept: Imperialism

Resources/Materials: Our Worldviews, pages 109 – 111
Worksheet #8.3.6a (transparency or enlargement)
Worksheets #8.3.6b and #8.3.6c (student copies)

Introduction: Recall that the European countries bordering the Atlantic Ocean competed with each other for territory.

Explain that between the years 1957 and 1975 the United States and the Soviet Union were engaged in a competition (The Space Race) to see who could do more space exploration.
Put up the transparency of Worksheet #8.3.6a. Explain that it shows a photo of Neil Armstrong, an American astronaut. The photo was taken in 1969. Armstrong was the first man on the Moon. Discuss the significance of the Armstrong erecting a US flag on the Moon’s surface (essentially, he is claiming the Moon for the United States. With this action, the United States felt it was also claiming rights to all resources the Moon might have, which are useful to the US.)

Explain that the worldview held by the United States was essentially the same as the worldview of the Europeans when they sailed to new parts of the world and claimed the land as theirs. This is called imperialism.

Procedure:

1. Explain that the policy of imperialism helped the Europeans to become wealthy. They needed the wealth because they were more often than not engage in war with each other and needed the money to finance their war activities.

2. Have students turn to textbook, page 109. Explain that pages 109 – 111 explain more about European imperialism during the Renaissance. Direct students to read the pages independently.

3. Distribute Worksheets #8.3.6b and #8.3.6c. Go over the directions, if necessary.

4. ALTERNATELY. Have students make point-form notes on pages 109 – 111.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 111.

Assignments:

1. Read Our Worldviews, pages 109 – 111.
2. Do Worksheets #8.3.6b and #8.3.6c.
3. ALTERNATELY. Make point-form notes on pages 109 – 111.
4. ALTERNATELY. Do the Reflect and Respond questions, page 111.
In 1969, Neil Armstrong of the United States of America became the first human to walk on the Moon. He erected the American flag on the Moon’s surface. He is famous for uttering the words “One small step for man, one giant leap for mankind.”
Directions: Use *Our Worldviews*, pages 109 – 111 to help you with the questions.

1. What is *imperialism*?

2. Complete the web to tell about European countries’ imperialism.

   ![Diagram of European Imperialism Web]

   - Reasons
   - Underlying Beliefs and Values
   - How It Was Done

3. What is *ethnocentrism*?

   ____________________________
   ____________________________
4. From pages 110 and 111, give three examples of ethnocentric attitudes or behaviour on the part of the European countries.

a. 

b. 

c. 

5. Not long after Canada became a country, the Canadian government's policy was that all First Nations children would be taken out of their homes and placed in residential schools. In these schools students were forbidden to speak their native languages. They could speak only English. They were strictly forbidden to engage in any traditional First Nations activities. The whole point was that the Canadian government wanted to civilize First Nations people and make them adopt British ways.

How does this demonstrate ethnocentrism?

6. Do you feel the people of your culture are ethnocentric? Give reasons for your answer.
How Did the Age of Exploration Lead to Imperialism?

Directions: Use Our Worldviews, pages 109 – 111 to help you with the questions.

1. What is imperialism?

   - the policy of a country or empire to extend its authority or domination by political, economic, or military means

2. Complete the web to tell about European countries’ imperialism.

   - Underlying Beliefs and Values
     - had the right to control their colonies based on a belief of cultural and political superiority → i.e., ethnocentrism
     - indigenous peoples and culture not viewed as equals

   - How It Was Done
     - usually by military force to begin with
     - then political and economic means
     - domination, usually technologically with respect to weaponry

   - Reasons
     - desire to increase wealth and power

3. What is ethnocentrism?

   belief that one’s own race or culture is superior to others
4. From pages 110 and 111, give three examples of ethnocentric attitudes or behaviour on the part of the European countries. *Answers will vary.*

   a. Spanish treated Aztec/Inca as inferior, even though these peoples had developed highly sophisticated societies

   b. Chinese/Indian civilizations were viewed as barbarous, even though they had both existed for thousands of years.

   c. Europeans imposed their social structures and cultures on Indigenous peoples

5. Not long after Canada became a country, the Canadian government’s policy was that all First Nations children would be taken out of their homes and placed in residential schools. In these schools students were forbidden to speak their native languages. They could speak only English. They were strictly forbidden to engage in any traditional First Nations activities. The whole point was that the Canadian government wanted to civilize First Nations people and make them adopt British ways.

   How does this demonstrate ethnocentrism?

   Canadian government believed that it was “helping” First Nations by forcing them to abandon their traditional lifestyle and adopt British ways. It felt British ways were superior to traditional First Nations ways.

6. Do you feel the people of your culture are ethnocentric? Give reasons for your answer. *Answers may vary*

   Probably yes. Reasons?

   ____________________________________________________________

   ____________________________________________________________
Lesson 8.3.7

Concept: The Exchange of Goods and Products

Resources/Materials: Our Worldviews, pages 112 and 113
Worksheet #8.3.7 (student copies)

Introduction: On the board write the words: cow, sheep, and apple. Ask students how they are alike. Explain that these were all things brought by Europeans to the Americas during the ages of exploration and imperialism.

Explain that Europeans brought foods from the Americas back to Europe: beans, tomatoes, potatoes, and chocolate.

Conclude that the ages of exploration and imperialism led to changes in lifestyle.

Procedure:

1. Explain that the Spanish introduced the horse to the Americas. Prior to this, Plain First Nations used dogs to help transport goods. The horse made buffalo hunting much easier, and this became one of the factors that led to the buffalo population to decrease almost to the point of extinction.

2. Have students turn to textbook, page 112. Direct students to read pages 112 and 113.

3. Distribute Worksheet #8.3.7. Go over the directions, if necessary.

4. ALTERNATELY. Have students do the Reflect and Respond question on textbook, page 113.

Assignments:

1. Read Our Worldviews, pages 112 and 113.
2. Do Worksheet #8.3.7.
3. ALTERNATELY. Do the Reflect and Respond question, page 113.
How Did the Exchange of Goods and Products Change the World?

Directions: Use *Our Worldviews*, pages 112 and 113 to help you with the questions.

1. Complete each chart.

<table>
<thead>
<tr>
<th>Goods and Products Originating in the Americas</th>
<th>Goods and Products Originating in Europe</th>
<th>Goods and Products Originating in Asia</th>
</tr>
</thead>
</table>

2. What effect did the introduction of the following have on First Nations cultures?

a. European diseases ____________________________
   ____________________________
   ____________________________

b. horse ____________________________
   ____________________________
   ____________________________

3. What effect does the exchange of goods and products have on worldview?

   ________________________________________
   ________________________________________
   ________________________________________
How Did the Exchange of Goods and Products Change the World?

Directions: Use *Our Worldviews*, pages 112 and 113 to help you with the questions.

1. Complete each chart.

<table>
<thead>
<tr>
<th>Goods and Products Originating in the Americas</th>
<th>Goods and Products Originating in Europe</th>
<th>Goods and Products Originating in Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td>corn, potatoes, tomatoes, beans, peppers, peanuts, pineapple, chocolate, squash, pumpkin, vanilla, avocado, tobacco, turkey</td>
<td>cattle, horses, pigs, sheep, chicken, olives, grapes</td>
<td>sugar cane, coffee, tea</td>
</tr>
<tr>
<td>citrus, pears, apples, bananas, wheat, barley, oats</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What effect did the introduction of the following have on First Nations cultures?
   a. European diseases \[\text{between } 75\% \text{ and } 90\% \text{ died because they had }\] no immunity to these diseases \[\rightarrow \text{loss of traditions}\]
   b. horse \[\text{made transportation easier; for Plains peoples, made buffalo hunt easier, which hastened the near extinction of buffalo population}\]

3. What effect does the exchange of goods and products have on worldview?
   - greater emphasis on material goods
   - accept that world is diverse place
   - exposure to other cultures can foster wider views of the world
Lesson 8.3.8

Concept: Imperialism and European Worldviews

Resources/Materials: Our Worldviews, pages 114 and 115
Worksheet #8.3.8 (student copies)

Introduction: Explain how the introduction of tractors, combines, and other machines affected Hutterites’ worldview. (e.g., faster is better; competition among colonies with regard to having the latest and most powerful; belief that the forces of nature can be overcome; etc.)

Explain that Europeans interacting with other cultural groups and Europeans having easier access to new sources of goods and products had an impact on their lifestyle and consequently their worldviews.

Procedure:

1. Have students turn to textbook, page 114. Explain that pages 114 and 115 tell about the impact that European imperialism had on their worldviews.

2. If possible, guide the reading of page 115. The concept of inflation is relatively complex for most students and may need teacher guidance.

3. Then have students read page 114.

4. Distribute Worksheet #8.3.8. Go over the directions, if necessary. **WARN STUDENTS THAT HIS ACTIVITY MAY BE CHALLENGING. IT REQUIRES THAT THEY MAKE INFERENCES ABOUT EUROPEAN WORLDVIEWS.**

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 115.

Assignments:

1. Read Our Worldviews, pages 114 and 115.
2. Do Worksheet #8.3.8.
3. ALTERNATELY. Do the Reflect and Respond questions, page 115.
**How Did Imperialism Affect European Worldviews?**

**Directions:** Use *Our Worldviews*, pages 114 and 115 to help you with the questions.

Explain how each of the following affected European worldviews.

<table>
<thead>
<tr>
<th>How It Affected European Worldviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations had more personal freedom and different ideas about leadership</td>
</tr>
<tr>
<td>Europeans understood that First Nations societies were complex.</td>
</tr>
<tr>
<td>Michel de Montaigne felt that the Indigenous peoples of the Americas were innocent and pure because they had not been exposed to European ways.</td>
</tr>
<tr>
<td>Europeans saw living in the New World as an opportunity to live independent lives.</td>
</tr>
<tr>
<td>The Spanish found gold and silver in the mines of South America.</td>
</tr>
<tr>
<td>Germany, the Netherlands, and England developed manufacturing industries.</td>
</tr>
</tbody>
</table>
Directions: Use *Our Worldviews*, pages 114 and 115 to help you with the questions.

Explain how each of the following affected European worldviews.

<table>
<thead>
<tr>
<th>How It Affected European Worldviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations had more personal freedom and different ideas about leadership</td>
</tr>
<tr>
<td>- Europeans were inspired to seek these aspects of lifestyle/culture for themselves.</td>
</tr>
<tr>
<td>Europeans understood that First Nations societies were complex.</td>
</tr>
<tr>
<td>- Europeans began to appreciate that different does not necessarily mean inferior</td>
</tr>
<tr>
<td>Michel de Montaigne felt that the Indigenous peoples of the Americas were innocent and pure because they had not been exposed to European ways.</td>
</tr>
<tr>
<td>- Europeans appreciated that their own culture had difficulties and felt they could learn from the cultures of Indigenous peoples</td>
</tr>
<tr>
<td>Europeans saw living in the New World as an opportunity to live independent lives.</td>
</tr>
<tr>
<td>Europeans believed they could improve their lives by living in the New World. They could escape the oppression they experienced in Europe.</td>
</tr>
<tr>
<td>The Spanish found gold and silver in the mines of South America.</td>
</tr>
<tr>
<td>Europeans looked on the Americas as a source of wealth. The gold and silver were theirs for the taking</td>
</tr>
<tr>
<td>Germany, the Netherlands, and England developed manufacturing industries.</td>
</tr>
<tr>
<td>These countries felt they must seek other ways to create wealth as their colonies did not provide riches in gold/silver. Spain and Portugal believed they could remain wealthy by exploiting gold/silver reserves in Central South America</td>
</tr>
</tbody>
</table>

Worksheet #8.3.8
Lesson 8.3.9 (optional)

Concept: Focus on Inquiry

Resources/Materials: Our Worldviews, pages 116 – 119
Various reference materials

Introduction: Explain that the Canadian worldview has been influenced by worldviews from around the world. Still, the greatest influence is the European worldview, which has its roots in the Renaissance. The Canadian worldview is considered to be a variation of the Western worldview.

Explain that for the next few days, students will be thinking about the Canadian worldview and deciding how the values and beliefs of the Canadian worldview are a reflection of the Renaissance worldview.

Procedure:

1. To help guide the students through the inquiry process, have them turn to textbook, page 116. Guide the reading of pages 116 – 119.

2. Then have students work on the assignment as described in the Introduction.

Assignments:

2. Research, reflect, and write a report on the aspects of the Canadian worldview that have their roots in the European Renaissance worldview.
**Lesson 8.3.10**

**Concept:** Chapter 3 Review

**Resources/Materials:** Our Worldviews, pages 120 and 121
Chapter 3 Review Sheets (optional, student copies)

**Introduction:** Review that Canada’s worldview is really a Western worldview. Refer back to textbook, page 4. Explain that a worldview is constantly changing because of new ideas and knowledge. It time to prepare for a test.

**Procedure:**

1. Have students turn to textbook, page 120. Guide the reading of the page.

2. Then have students do one or more of the questions on textbook, page 121.

3. ALTERNATELY. Distribute the Chapter 3 Review Sheets.

4. If possible, check the questions in class as a group.

**Assignments:**

1. Read *Our Worldviews*, page 120.

2. Do one or more of the questions on page 121.

3. ALTERNATELY. Do the *Chapter 3 Review Sheets.*
Chapter 3
How Did the Western Worldview Grow Out of the Renaissance?
Review

1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>literate</th>
<th>nation</th>
<th>expansionism</th>
<th>cartography</th>
</tr>
</thead>
<tbody>
<tr>
<td>conscript</td>
<td>consumerism</td>
<td>indigenous</td>
<td>ethnocentrism</td>
</tr>
<tr>
<td>imperialism</td>
<td>inflation</td>
<td>circumnavigate</td>
<td>mercenary</td>
</tr>
</tbody>
</table>

____________________ the science of mapmaking
____________________ to travel around the whole of the Earth
____________________ to force someone to join or enlist
____________________ focusing on collecting and using material goods or products
____________________ a belief that one’s own culture or race is superior to others
____________________ a government policy encouraging territorial or economic expansion to other countries, often by force
____________________ the policy of a country or empire to extend its authority or domination by political, economic, or military means
____________________ referring to the original inhabitants of a region
____________________ able to read and write
____________________ selling services for money, especially military services
____________________ a group of people, mainly of common descent, history, and language, often forming a state or inhabiting a territory
____________________ an increase in prices and a decrease in the purchasing power of money
2. Each of the sentences tells about some aspect of the Western worldview. Match one or more with each cause. Also, you may put the same letter on more than one space.

<table>
<thead>
<tr>
<th>a</th>
<th>The Protestant Reformation led to the establishment of the Protestant Churches, which include the Lutherans, Presbyterians, Anglicans, Hugenots, and Calvinists. People began to appreciate that there was more than one religious alternative to Catholicism.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>People began to see themselves as citizens of a country and became more willing to give their allegiance to the monarchs.</td>
</tr>
<tr>
<td>c</td>
<td>Travel writers during the sixteenth century created interest in parts of the world previously unknown to Europeans</td>
</tr>
<tr>
<td>d</td>
<td>Citizens wanted more luxury goods and felt it was necessary to explore the world to get them.</td>
</tr>
<tr>
<td>e</td>
<td>Europeans felt their cultures were superior to those of the Indigenous people they encountered. Europeans felt it was God’s will that they dominate the Indigenous people and use the resources they found.</td>
</tr>
<tr>
<td>f</td>
<td>People saw the importance of common national languages unified citizens</td>
</tr>
<tr>
<td>g</td>
<td>New knowledge revealed that the Earth is spherical in shape and not disc-like in shape. This meant that sailors could travel west on the Atlantic Ocean to reach the Far East.</td>
</tr>
<tr>
<td>h</td>
<td>People appreciated the need for governments to establish military forces, which were paid for by taxes levied by the government.</td>
</tr>
<tr>
<td>i</td>
<td>More and more Europeans were becoming wealthy, resulting in increased consumerism.</td>
</tr>
<tr>
<td>j</td>
<td>It was important for there to be centralized laws and rules set in place by the king and his court.</td>
</tr>
<tr>
<td>k</td>
<td>New navigational equipment and better ships allowed European countries to explore many unknown places in search of resources.</td>
</tr>
<tr>
<td>l</td>
<td>Europeans felt that the cultures of the Indigenous peoples they encountered were inferior to those of Europeans. They decided it was only right to try to make the Indigenous peoples adopt European traditions and customs.</td>
</tr>
</tbody>
</table>

Causes

_________ Martin Luther and others felt that some of the practices of the Roman Catholic Church needed to be changed. The Catholic Church did not agree.

_________ Small political units were joining together to form larger states.

_________ Traders brought more and more exotic goods and products back from faraway lands.

_________ Europeans heard stories of new lands and different goods and products

_________ Europeans had a spirit of ethnocentrism.

_________ Europeans wanted to know more about other places in the world.
Put a check mark (✓) beside the sentence that are true.

_____ Up until the 1500s most people did not question the teachings and practices of Roman Catholic Church.

_____ Different interpretations of the Bible led to the formation of many different Protestant religions.

_____ National identities and citizenships developed as smaller kingdoms joined together.

_____ Having a common language helped the people of a country develop a national identity.

_____ More middle and upper class people became literate, which helped them to learn more about their society’s history.

_____ When people of a country paid taxes to pay for a permanent military, roads, and public buildings, they took more pride in their country.

_____ The invention of the printing press had no significant effect on the development of ethnocentrism in European cultures.

_____ An increase of the value of material goods changed the social system in some European countries.

_____ European countries wanted to expand their territories strictly because they thought this would benefit the Indigenous peoples who inhabited the new lands.

_____ During the Renaissance, expansionism was more common in the Western European countries than in the Eastern European countries.

_____ Most Europeans did not admire the spirit of adventure that all explorers seemed have.

_____ More knowledge of the world, better maps, better navigational instruments, and better ships were all reasons why expansionism increased during the Renaissance.

_____ During the Renaissance, European countries engaged in imperialism because the resources from the newly dominated lands would increase their wealth.

_____ Most Indigenous people did not feel ethnocentric.

_____ In general, Europeans encouraged Indigenous peoples to continue with their traditions and customs.

_____ The Western worldview was not affected by interactions with Indigenous peoples.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

- **cartography** — the science of mapmaking
- **circumnavigate** — to travel around the whole of the Earth
- **conscript** — to force someone to join or enlist
- **consumerism** — focusing on collecting and using material goods or products
- **ethnocentrism** — a belief that one’s own culture or race is superior to others
- **expansionism** — a government policy encouraging territorial or economic expansion to other countries, often by force
- **imperialism** — the policy of a country or empire to extend its authority or domination by political, economic, or military means
- **indigenous** — referring to the original inhabitants of a region
- **literate** — able to read and write
- **mercenary** — selling services for money, especially military services
- **nation** — a group of people, mainly of common descent, history, and language, often forming a state or inhabiting a territory
- **inflation** — an increase in prices and a decrease in the purchasing power of money
2. Each of the sentences tells about some aspect of the Western worldview. Match one or more with each cause. Also, you may put the same letter on more than one space.

| a | The Protestant Reformation led to the establishment of the Protestant Churches, which include the Lutherans, Presbyterians, Anglicans, Huguenots, and Calvinists. People began to appreciate that there was more than one religious alternative to Catholicism. |
| b | People began to see themselves as citizens of a country and became more willing to give their allegiance to the monarchs. |
| c | Travel writers during the sixteenth century created interest in parts of the world previously unknown to Europeans |
| d | Citizens wanted more luxury goods and felt it was necessary to explore the world to get them. |
| e | Europeans felt their cultures were superior to those of the Indigenous people they encountered. Europeans felt it was God’s will that they dominate the Indigenous people and use the resources they found. |
| f | People saw the importance of common national languages unified citizens |
| g | New knowledge revealed that the Earth is spherical in shape and not disc-like in shape. This meant that sailors could travel west on the Atlantic Ocean to reach the Far East. |
| h | People appreciated the need for governments to establish military forces, which were paid for by taxes levied by the government. |
| i | More and more Europeans were becoming wealthy, resulting in increased consumerism. |
| j | It was important for there to be centralized laws and rules set in place by the king and his court. |
| k | New navigational equipment and better ships allowed European countries to explore many unknown places in search of resources. |
| l | Europeans felt that the cultures of the Indigenous peoples they encountered were inferior to those of Europeans. They decided it was only right to try to make the Indigenous peoples adopt European traditions and customs. |

Causes

- a
- b
- c
- d
- e
- f
- g
- h
- i
- j
- k
- l

Martin Luther and others felt that some of the practices of the Roman Catholic Church needed to be changed. The Catholic Church did not agree.

Small political units were joining together to form larger states.

Traders brought more and more exotic goods and products back from faraway lands.

Europeans heard stories of new lands and different goods and products

Europeans had a spirit of ethnocentrism.

Europeans wanted to know more about other places in the world.
3. Put a check mark (✓) beside the sentence that are true.

✓ Up until the 1500s most people did not question the teachings and practices of Roman Catholic Church.

✓ Different interpretations of the Bible led to the formation of many different Protestant religions.

✓ National identities and citizenships developed as smaller kingdoms joined together.

✓ Having a common language helped the people of a country develop a national identity.

✓ More middle and upper class people became literate, which helped them to learn more about their society’s history.

✓ When people of a country paid taxes to pay for a permanent military, roads, and public buildings, they took more pride in their country.

___ The invention of the printing press had no significant effect on the development of ethnocentrism in European cultures.

✓ An increase of the value of material goods changed the social system in some European countries.

___ European countries wanted to expand their territories strictly because they thought this would benefit the Indigenous peoples who inhabited the new lands.

✓ During the Renaissance, expansionism was more common in the Western European countries than in the Eastern European countries.

___ Most Europeans did not admire the spirit of adventure that all explorers seemed have.

✓ More knowledge of the world, better maps, better navigational instruments, and better ships were all reasons why expansionism increased during the Renaissance.

✓ During the Renaissance, European countries engaged in imperialism because the resources from the newly dominated lands would increase their wealth.

___ Most Indigenous people did not feel ethnocentric.

___ In general, Europeans encouraged Indigenous peoples to continue with their traditions and customs.

___ The Western worldview was not affected by interactions with Indigenous peoples.
Lesson 8.3.11

Concept: Chapter 3 Test

Resources/Materials: Chapter 3 Test (student copies)

NOTE: Teachers may choose to have students do Part A, Part B, or both Parts A and B of the test. There is an alternate assessment in the Our Worldviews Teacher Resource, which teachers may want to use instead.
Chapter 3
How Did the Western Worldview Grow Out of the Renaissance?
Test

Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Write T for true and F for false.

1. During the Middle Ages, people accepted the teachings and practices of the Roman Catholic Church. T

2. The Roman Catholic Church accepted some of the suggestions that Martin Luther made. T

3. As smaller political units joined together to make larger states, their sense of national identity began to fade. T

4. The invention of the printing press and the use of vernaculars helped create national identities. F

5. During the Renaissance, social systems remained basically as they were in medieval times. F

6. The Renaissance saw taxpayer money being used to establish permanent armies and construct roads and bridges. T

7. The Age of Exploration was spurred on by demand for goods and products from far away lands. T

8. Merchants and traders wanted to increase their profits by finding new trade routes to Asia so they could deal directly with producers. T

9. Before the Renaissance, it was common knowledge that the world was spherical in shape. T

10. Caravels and carracks were navigational instruments used by explorers. T

11. The countries most active during the Age of Exploration bordered on the Indian Ocean. T

12. Portugal became wealthy, partly because of its activities in the slave trade. T

13. John Cabot and Christopher Columbus were both Italian sailors hired by the monarchs of other European countries. F

15. Western European countries' desire for more wealth and power led to imperialism.

16. Christians believed that they should accept and respect that Indigenous peoples have their own beliefs.

**Multiple Choice**
Choose the best answer to each question.

17. Presbyterian, Lutheran, and Anglican are all
   a. branches of the Roman Catholic Church.
   b. types of Protestant religions.
   c. religions criticized by Martin Luther.
   d. religions supported by King Ferdinand and Queen Isabella of Spain.

*Use the information below to answer question 18.*

- Having a common language
- Books written about the history of a country
- The building of empires by countries
- The establishment of permanent armies to protect a country

18. The above are the same in that
   a. they describe all European countries in the Middle Ages.
   b. they are reasons that countries engaged in expansionism.
   c. they describe how European nations interacted with each other.
   d. they tell about factors that led European nations to develop identities.

19. The main effect of a demand for more exotic goods and products was
   a. an increase in the number of explorers.
   b. a decrease in prices.
   c. more middle and upper class citizens became literate.
   d. European countries on the Atlantic coast began to raise their own sugar cane, make their own silk, and cultivate their own pearls.
Use the following information to answer question 20.

The trading economy of Europe depended on the exchange of goods and resources for money. Traders used money for their business transactions; people used money to buy goods. Only coins were used and gold coins were more valuable than silver. The problem was that European mines were running out of gold and silver. Europeans needed to find new sources of these precious metals so that their economy could continue to grow. Spanish explorer found plenty of gold and silver in Central and South America, which they shipped back to the homeland.

20. From the information above, you can infer that

a. the Spanish treated the Indigenous peoples in the Americas very poorly.
b. gold and silver were not used as money.
c. Spain’s discovery of gold and silver made it wealthy.
d. gold coins were smaller than silver coins.

21. Citizens felt more free to move out of their class because

a. the European worldview about social classes had shifted.
b. monarchs saw the benefits of establishing a middle class.
c. people had clearer ideas about good citizenship.
d. there were more luxury goods for sale.

Use the following information to answer question 22.

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The collapse of the Mongol Empire in 1405</td>
<td>Trade routes to and from China were no longer secure.</td>
</tr>
<tr>
<td>The conquest of Christian Constantinople by the Muslim Turks in 1453</td>
<td>?</td>
</tr>
</tbody>
</table>

22. Which of the following would best fit in the lower right-hand box?

a. An increase in trade between Europe and the Far East.
b. Trade between Europe and the East was threatened.
c. The flow of goods from Muslim countries increased.
d. Much of Europe became Muslim.
23. If an explorer wanted to record the shape of the shoreline of an unknown territory, which of the following would be most helpful on an expedition?

a. pilot  
b. navigator  
c. carrack builder  
d. cartographer

*Use the following information to answer question 24.*

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass</td>
<td>used for finding the direction a ship is travelling</td>
</tr>
<tr>
<td>Astrolabe</td>
<td>used the North Star or Sun to calculate latitude, the distance north or south of the Equator</td>
</tr>
<tr>
<td>Cross-staff</td>
<td>used to measure the altitude of the Pole star above the horizon to determine latitude</td>
</tr>
<tr>
<td>Back-staff</td>
<td>used to measure the altitude of the Sun to determine latitude</td>
</tr>
</tbody>
</table>

24. The best heading for the above would be:

a. Navigational Instruments  
b. Musical Instruments  
c. Gauges  
d. Portable Fixtures

*Use the following information to answer question 25.*

<table>
<thead>
<tr>
<th>Country</th>
<th>Areas Explored</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Portugal</td>
<td>Coast of Africa; India</td>
</tr>
<tr>
<td>B Spain</td>
<td>Central America; South America</td>
</tr>
<tr>
<td>C England</td>
<td>Northern North America; Northeast Coast of Africa</td>
</tr>
<tr>
<td>D France</td>
<td>St. Lawrence River</td>
</tr>
</tbody>
</table>

25. Which of the above is not correct?

a. A  
b. B  
c. C  
d. D
26. Which of the following is not a value or belief that influenced European countries’ expansionist activities?

a. consumerism  
b. duty to spread Christianity  
c. desire for adventure  
d. better ships

*Use the information below to answer question 27.*

**The Treaty of Tordesillas**

At the beginning of the Age of Exploration, Portugal and Spain sent out expeditions to find trade routes to Asia. After Cristoforo Colombo had discovered what he thought was a sea route to Asia for Spain, Portugal wanted to make sure that it got its share of the Asian trade. The rulers of Spain and Portugal could not come to an agreement, so they asked the pope to settle the matter. In 1494, the pope proposed a secret treaty, the Treaty of Tordesillas, that would divide the world between the Spanish and Portuguese. Spain would have all the land west of an imaginary line running north and south through the Atlantic and Portugal would have any land east of the line.

27. From the above information, what can you conclude about the European worldview during the Age of Exploration?

a. Spain was more powerful and important than Portugal.  
b. Secrecy was a normal way of conducting business during the Renaissance.  
c. European countries felt they had the right to claim territories in other parts of the world.  
d. The Roman Catholic Church cooperated with the monarchs of countries.

28. The imperialism of the Western European countries was built on

a. the desire to increase their wealth and power.  
b. their need for satisfying the basic needs of their citizens.  
c. their desire for civic responsibility.  
d. a desire to help others.
Use the information below to answer questions 29 and 30.

They [Indigenous people] require, by their own nature and in their own interests, to be placed under the authority of civilized and virtuous princes or nations, so that they may learn from the might, wisdom, and law of their conquerors, to practise better morals, worthier customs, and a more civilized ways of life.

29. The above is most likely the perspective of

a. Indigenous peoples.
b. historians.
c. a European king.
d. Europeans.

30. The above demonstrates which of the following?

a. ethnocentrism
b. sympathy
c. expansionism
d. imperialism

31. Which of the following is not true about European imperialism during the Renaissance?

a. Traditional methods of governance were replaced with the European system, as were social structures.
b. In many places, colonists completely took over the land as their own, displacing the indigenous population who either had to stay to work the land or move on to find other ways of supporting themselves.
c. Ancient African civilizations were almost wiped out through the slave trade.
d. The Europeans admired and tried to copy the Chinese and Indian civilizations, which had been in existence for thousands of years.

32. Which of the following had the most negative impact on the Indigenous peoples of the Americas?

a. the introduction of the horse from Europe
b. the introduction of foods such as chicken, citrus, and wheat
c. European diseases
d. the introduction of metal goods, such as kettles and axes
33. Which of the following modern-day events would be an example of imperialism?

a. Canada, Mexico, and the United States established the North American Free Trade Agreement.
b. The first human on the Moon was Neil Armstrong, who erected an American flag on the Moon’s surface, claiming the Moon for the United States.
c. Canada responded by sending a navy frigate to the North Pole when a Danish ship was found sailing around one of islands of Canada’s north.
d. Thousands of Canadian tourists visit other countries each month.

34. Which of the following best tells how imperialism affected European worldviews?

a. Europeans realized that there were people with entirely different civilizations and histories than their own.
b. Europeans were satisfied that their ways of life could not be improved.
c. Europeans decided to make major changes in their political systems.
d. Europeans felt it was better to return to the systems that were in place during the Middle Ages.
Part B

Directions: Write the answers to these questions on a separate sheet of paper.

1. How did Martin Luther’s actions cause a change in the European worldview?

2. Is ethnocentrism part of the modern Western worldview? Give reasons for your answer.

3. Some people feel that the way the Europeans treated the Indigenous peoples of the Americas was wrong. Others feel that we should not judge the Europeans negatively because they were doing what they thought was right at the time. How do you feel? Give reasons for your answer.

4. Give an example in the history of your culture when your culture’s worldview has come into conflict with the Western worldview.
Chapter 3
How Did the Western Worldview Grow Out of the Renaissance?
Test

Part A – Answer Sheet

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</table>
1. How did Martin Luther's actions cause a change in the European worldview?
   - Luther questioned some of the Church’s practices.
   - Felt that the Bible, not the Church should be the ultimate source of religious practice
   - Made list of 95 reforms, which in the end, got him expelled from the Catholic Church
   - Led the Protestant Reformation, in which various groups wanted more religious freedom, forming their own Churches, based on their interpretations of scripture.

2. Is ethnocentrism part of the modern Western worldview? Give reasons for your answer. ANSWERS MAY VARY.
   - Ethnocentrism, for the most part, is part of the Western worldview.
   - Although many are more accepting of different cultures, generally we tend to judge others by our own moral codes, beliefs, and values. For example, we feel that women in many Middle East countries are oppressed and should not be. We feel that democracy is the only legitimate form of government.

3. Some people feel that the way the Europeans treated the Indigenous peoples of the Americas was wrong. Others feel that we should not judge the Europeans negatively because they were doing what they thought was right at the time. How do you feel? Give reasons for your answer. ANSWERS MAY VARY.
   - Europeans were justified. In any given period of time, the citizens of a culture are really conscious of their worldview because it is so pervasive. Our worldviews evolve over time.
   - Europeans were wrong. It is not right to judge others the way the Europeans judged Indigenous people. They deemed themselves as superior and the Indigenous people as inferior. We must learn from these events in history so we do not repeat them.

4. Give an example in the history of your culture when your culture’s worldview has come into conflict with the Western worldview. ANSWERS MAY VARY.
   - Hutterites are pacifists. This has led to their persecutions as several points in their history.
   - Hutterites live a communal lifestyle. This has most likely led to conflict when they leave their communities. They may be ridiculed because of their similar dress. There may also be issues surrounding the fact that they have little personal spending money.
   - Hutterites put much effort into maintaining traditions and customs. These may seem rather odd to non-Hutterites.
Lesson 8.3.12

Concept: Case Study One: Conclusion

Resources/Materials: Our Worldviews, pages 122 and 123

Introduction: Review that worldview affects the way a society operates. It is affected by geography, contact with other cultures, and ideas and knowledge. It affects political and economic systems, social systems, and culture.

Understanding worldview helps us to appreciate that different cultures and societies have different worldviews. It is up to each of us to appreciate this fact, and this will promote respect and understanding.

Procedure:

1. Have students turn to textbook, page 122. Guide the reading of the page.

2. Then have students do one or more of the Think About It activities on textbook, page 123.

3. OPTIONAL. You may want students to do the Case Study One Test.

Assignments:

1. Read Our Worldviews, page 122.
2. Do one or more of the Think About It activities, page 123.
3. OPTIONAL. Do the Case Study One Test.
Case Study One
How Did the Exchange of Ideas and Knowledge During the Renaissance Shape the Worldviews of the Western World?

Test

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

Use the attached map to answer questions 1, 2, and 3.

1. During the Middle Ages, the traders travelled along the Silk Road to which destination to obtain exotic goods?
   a. I
   b. II
   c. III
   d. IV

2. During the Middle Ages, armies from Europe organized crusades to try to recapture which area that was under Muslim control?
   a. III
   b. IV
   c. V
   d. VI

3. Before the Age of Exploration, which regions were least well-known to Europeans?
   a. I and II
   b. II and III
   c. II and IV
   d. III and V

4. Which of the following is the most important reason why the European Renaissance began in Italy?
   a. Most Italians were Roman Catholics.
   b. Italy was located at one end of trade routes connecting Europe with Asia.
   c. Italians all spoke the same language.
   d. Italians were masters of cooking.
5. Which of the following would not be part of the European worldview during the Middle Ages?

   a. Poor people accepted that their life on Earth would be short and harsh, but that they would be rewarded after death by going to heaven.
   b. If a person worked hard and made clever decisions, he could become wealthy.
   c. You are born into a particular social class and you will die as a member of that same social class.
   d. Roman Catholic Church officials are God’s chosen representatives on Earth.

Use the following information to answer question 6.

Several outbreaks of the plague caused millions of Europeans to die between 1346 and 1350. It had severe consequences for how nobles ran their manors.

<table>
<thead>
<tr>
<th>THE BLACK DEATH AND THE RURAL ECONOMY</th>
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</thead>
<tbody>
<tr>
<td>Before the Black Death</td>
</tr>
<tr>
<td>Two hundred serfs live and work on the manor. Freemen are sometimes hired, but wages are low.</td>
</tr>
</tbody>
</table>

**Expenses:**
To hire 80 additional workers for 300 days per year at 1 penny per day:

80 X 300 X 1 = 24 000 pennies

**Total expenses for one year:**
24 000 pennies

80 X 300 X 3 = 72 000 pennies

**Total expenses for one year:**
72 000 pennies

6. From the above information, you can conclude that a consequence of the Black Death was

   a. many nobles went bankrupt and moved to cities.
   b. serfs took over manors.
   c. prices for goods produced on manors decreased.
   d. manor profits increased.
Use the following information to answer questions 7 and 8.

**Reasons Why City-States Prospered in Italy**

- Mountains to the north helped protect Italy from invaders.
- Italy was already more urbanized than Northern Europe.
- The feudal system was not strong in Italy due to the urban lifestyle and lack of agricultural land.
- The architectural ruins of the glorious city-states of Ancient Rome reminded the population of how effective that style of government had been.
- The power of the Roman Catholic Church over the Italian city-states weakened when the pope and his court moved from Rome to Avignon, in southern France.

7. According to the information above, which of the following is true?

   a. The area marked A is most suited to agriculture.
   b. The area marked B is mountainous.
   c. The area marked C was the new home of the pope.
   d. The area marked D had many beautiful architectural ruins.

8. The cities where you would most likely find shipyards are

   a. Rome and Venice.
   b. Naples and Milan.
   c. Genoa and Venice.
   d. Florence and Rome.

9. Which of the following most influenced the emergence of powerful Italian city-states?

   a. increased trade between Europe and Asia
   b. the growth of the Roman Catholic Church
   c. the spread of feudalism from northern Europe to Italy.
   d. the expulsion of the Moors from Spain.
10. Florence, Venice, and Genoa were typical of Renaissance Italian city-states. From the information above, you can conclude that

a. in Italian city-states, the lower social classes were mistreated by people of other social classes.
b. those in the merchant class were wealthy and powerful.
c. Italian city-states had a hierarchical social structure.
d. in Italian city-states organizing into trade unions was not allowed.

11. In Florence, the Medici were merchants and bankers who eventually became the most powerful and wealthy family in the city-state. They formed an oligarchy that controlled the government.

From the information above and in the chart, you can infer that

a. social mobility was possible in the Italian city-states.
b. the Medici were ruthless and often dishonest.
c. lower classes suffered because of the Medici.
d. the wealth of the upper classes declined during the Renaissance.

12. Which of the following was not a reason why the Renaissance was slow to spread from Italy to other parts of Europe?

a. The rigid government and social system of feudalism was not welcoming to new ideas.
b. Many of the northern European states were engaged in war and did not use their resources for advancing arts or sciences.
c. The Roman Catholic Church encouraged countries to maintain the status quo.
d. Northern Europeans did not like Italians or their ideas.
13. Which of the following best tells about the impact the invention of the printing press had on the spread of the Renaissance?

a. Books could be reproduced less expensively and were translated into vernaculars.
b. Germany now felt it was as technologically as advanced as Italy.
c. Europeans were able to show Asian cultures the secrets of paper-making.
d. The people of the lowest social classes could now afford to buy books.

Use the following information to answer question 14.

| **Statement I:** Humanism and the revival of classical learning in Renaissance Europe were only possible because the growth of trade brought the Europeans into contact with Muslim learning, civilization, and technology. | **Statement II:** One of the most significant developments of the Renaissance was that it was the start of a change in Europe from a traditional agricultural society to a more urban society in which rapid change was taking place. |

14. Which of the following is true?

a. Both Statement I and Statement II are false.
b. Both Statement I and Statement II are true.
c. Statement I is true, but Statement II is false.
d. Statement I is false, but Statement II is true.

15. In the period before the Reformation, many became critical of the Roman Catholic Church, mainly because they felt

a. it was not basing its teachings on the Bible.
b. it was too involved in helping the poor improve their quality of life.
c. it was becoming too powerful and corrupt.
d. it had given away too much authority to the state.

16. Which of the following best describes humanism?

a. a system of thought that centres on humans and their values, potential, and worth
b. a system of belief that emphasizes how humans are different from other organisms.
c. a system of belief that emphasizes that as humans we should treat all living creatures with respect
d. a system of belief that encourages the development of the arts
17. Which of the following is not a characteristic of Italian Renaissance art?

a. created more realistic images of the human form
b. depicted more personal reflections of how artists saw the world
c. created more realistic representations of buildings by using techniques such as perspective and the use of light and shadow
d. emphasized the human form without any expression of emotion

Use the following information to answer question 18.

One morning Michelangelo had gone to the place where the Pietà stands and observed a number of visitors who were praising it loudly. One of them asked another the name of the sculptor, and he replied, “Our Gobbo of Milan.”

Michelangelo said nothing, but he resented the injustice of having his work attributed to another, and that night shut himself in chapel where he was working on the sculpture and with a light and his chisels, and carved his name on it.

Michelangelo’s Pietà shows Mary holding the dead body of Jesus.

18. Which of the following changes in ideas does the above information illustrate?

a. Painters and sculptors were no longer considered mere artisans but artists who put their names on their works.
b. Sculptors began to use marble instead of limestone.
c. Artists were now allowed to portray Biblical events.
d. People were now allowed to observe while a piece of art was being created instead of waiting until it was finished.

19. Leonardo da Vinci is often referred to as a Renaissance man because

a. he lived during the time of the Renaissance.
b. he was an accomplished painter.
c. he had a deep understanding of subjects and had the ability to accomplish feats in many disciplines.
d. he was read about events in classical writings.
20. Which of the following does not tell about how the Renaissance changed social and economic systems.

a. The quality of life of the poor in rural and urban areas improved to a point where they no longer struggled to live.
b. In cities, the middle class became much more wealthy and powerful because of increased trade.
c. Humanism emphasized that through an individual’s own efforts, he or she could improve his or her quality of life.
d. Although religion remained important, people began to focus more on life on Earth.

21. In what way did the Protestant Reformation affect the Western worldview?

a. People felt that the Roman Catholic Church should no longer be able to collect donations from its members.
b. People felt that there was greater freedom and individual choice within Christianity.
c. People felt that Christianity should spread to the people of northern Europe.
d. People felt the Roman Catholic Church only represented the people of Italy.

Use the information below to answer question 22.

| European countries were looking to expand their network of trade routes. | Through the work of Islamic scientists and scientists like Copernicus, sailors knew more about the earth. |
| | |
| | ? |
| More accurate maps were available and better navigational instruments were available. | New types of ships could travel farther and in rougher seas. |

22. What do the above have in common?

a. They are reasons that the idea of expansionism became part of the western worldview.
b. They are ways that made sailing safer.
c. They show why Muslim trade routes were overtaken by the Italians.
d. They are reasons that the Renaissance spread from Italy to other parts of Europe.
23. Which of the following is accurate about the Age of Exploration?

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<tbody>
<tr>
<td>a</td>
<td>Portuguese sailors headed west across the Atlantic and around the southern tip of South America.</td>
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<tr>
<td>b</td>
<td>Spanish explorers sailed west to central and South America.</td>
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<tr>
<td>c</td>
<td>English had been at war and could not afford to sponsor any expeditions.</td>
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<tr>
<td>d</td>
<td>The French explored lands on all seven continents.</td>
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*Use the information below to answer questions 24 and 25.*

<table>
<thead>
<tr>
<th>ELEMENTS OF THE EUROPEAN RENAISSANCE WORLDVIEW</th>
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<tbody>
<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
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<tr>
<td>D</td>
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24. To the Indigenous people of the Americas, the most appropriate title for the above would have been

a. Motives for the European conquest of the Americas  
b. Causes of the increase in trade between Europe and the Americas  
c. The results of humanism on the worldview of Europeans  
d. The effects of classical ideas on European expansion.

25. Read the following:

The Indigenous people need to be placed under the authority of more civilized and virtuous people, so they might learn from the might, wisdom, and law of their conquerors, to practise better morals, worthier customs, and a more civilized way of life.

Which of the elements in the chart best reflects the above comments?

a. A  
b. B  
c. C  
d. D
Case Study One
How Did the Exchange of Ideas and Knowledge During the Renaissance Shape the Worldviews of the Western World?

Test

Answer Sheet

1. ________

2. ________

3. ________

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Case Study One
How Did the Exchange of Ideas and Knowledge During the Renaissance Shape the Worldviews of the Western World?
Test

Answer Sheet

1. d
2. c
3. a
4. b
5. b
6. a
7. b
8. c
9. a
10. c
11. a
12. d
13. a
14. b
15. c
16. a
17. d
18. a
19. c
20. a
21. b
22. a
23. b
24. a
25. c
Case Study Two

How Did Beliefs, Values, and Knowledge Shape the Worldviews in Japan Between 1600 and 1900?
Chapter 4

What Were the Effects of Japan’s Policies of Isolation During the Edo Period?
Chapter 4
What Were the Effects of Japan's Policies of Isolation During the Edo Period?

Contents

Lesson 8.4.1 Introduction to the Case Study 4
Lesson 8.4.2 Japan: Geography 5
Lesson 8.4.3 How the Edo Period Began 6
Lesson 8.4.4 Reasons for Isolation 7
Lesson 8.4.5 The Political System During the Edo Period 8
Lesson 8.4.6 Social Systems 9
Lesson 8.4.7 Communities During Isolation 10
Lesson 8.4.8 Popular Culture During the Edo Period 11
Lesson 8.4.9 Changes in the Lives of Samurai 12
Lesson 8.4.10 Foreign Influence During Isolation 13
Lesson 8.4.11 Chapter 4 - Review 14
Lesson 8.4.12 Chapter 4 - Test 15
Lesson 8.4.1

Concept: Introduction to the Case Study

Resources/Materials: Our Worldviews, pages 124 and 125
Worksheets #8.4.1a and #8.4.1b (student copies)
Wall Map of the World

Introduction: With students briefly review some of the aspects of the Western worldview: value freedom, individual initiative, individual choice, equality, fairness and justice, hard work, diversity, etc. Explain that the values and beliefs that make up our worldview are interwoven with all aspects of our lives to such an extent that we take them for granted. They are often not even part of our consciousness.

Remind students that one of the challenges in having a multicultural society like Canada’s is that immigrants to Canada often come from parts of the world that have different worldviews. Different worldviews develop because of different geographies and different histories. One country that has a different worldview from the Western worldview is Japan. Case Study Two is about how Japan developed its unique worldview.

Procedure:

1. On the wall map of the world, point out Japan. Have students give it relative location. Note that it is an archipelago – a group of islands. Explain that Japan’s area is a little more than half of the area of the Alberta. Japan’s population, however, is about 33 times larger than Alberta’s. What is more, is that most of Japan is mountainous and not suitable for building houses or for agriculture. The habitable areas of Japan are very crowded.

2. Have students turn to textbook, page 124. Compare the map with the wall map of the world. Discuss how the two are different. (Be sure to note that on the map in the textbook, Japan is at the centre.) Explain that throughout history, cartographers tend to put their own countries at the centre of their maps.

3. Have students examine the timeline. Explain that Case Study Two concentrates primarily on the Edo and Meiji Periods.

4. Distribute Worksheets #8.4.1a and #8.4.1b. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Think About It questions on textbook, page 125.

6. OPTIONAL. Have students make a Japan title page.

Assignments:

1. Read Our Worldviews, pages 124 and 125.
2. Do Worksheets #8.4.1a and #8.4.1b.
3. ALTERNATELY. Do the Think About It questions, page 125.
4. OPTIONAL. Make a title page.
Social Studies Grade 8 Our Worldviews Chapter 4
Worksheets

Case Study Two: Introduction

Directions: Use Our Worldviews, pages 124 and 125 to help you with the questions.

1. Define each of the following terms:
   
   isolate __________________________________________________________
   __________________________________________________________________
   
   adaptation _______________________________________________________
   __________________________________________________________________
   
   modernize _________________________________________________________
   __________________________________________________________________

2. What is the relative location of Japan?
   __________________________________________________________________
   __________________________________________________________________

3. Copy the timeline of Recent Periods in Japanese History on page 124 onto the timeline on Worksheet #8.4.2b. Be sure to
   
   • give the timeline a title.
   • colour-code the periods in Japanese history.
   • include a legend.
Directions: Use *Our Worldviews*, pages 124 and 125 to help you with the questions.

1. Define each of the following terms:
   - **isolate**: to seclude; to follow a policy of having no relationships with other nations.
   - **adaptation**: the changing of attitudes and behaviours to suit a new situation.
   - **modernize**: to adopt new ideas and technologies that are considered to be of the present time or times, not long past.

2. What is the relative location of Japan?
   - northwest part of Pacific Ocean
   - east of Asian countries of China, Russia, North Korea, South Korea

3. Copy the timeline of Recent Periods in Japanese History on page 124 onto the timeline on Worksheet #8.4.2b. Be sure to
   - give the timeline a title.
   - colour-code the periods in Japanese history.
   - include a legend.
Recent Periods in Japanese History

1500  1600  1700  1800  1900  2000

Edo Period

Meiji Period  Modern Period

Present-day Japan

Students should include a colour-coded legend.
Lesson 8.4.2

Concept: Japan: Geography

Resources/Materials: Our Worldviews, pages 126 – 129
Worksheets #8.4.2a and #8.4.2b (student copies)
atlas

Introduction: Have students turn to textbook, page 126. After briefly reading page 127, focus students’ attention on the “Worldview Investigation” on page 127. As a group, discuss the questions.

Remind students that geography affects lifestyle. (If necessary, remind students that geography refers to landforms, bodies of water, and climate.) Explain that Japan is no different.

Procedure:

1. Have students turn to textbook, page 128. Explain that pages 128 and 129 give information about Japan’s geography and how it affects its worldview.

2. Have students read pages 128 and 129 independently.

3. Distribute Worksheets #8.4.2a, #8.4.2b, and #8.4.2c. Go over the directions, if necessary.

4. ALTERNATELY. Make notes on what you read on pages 126 – 129.

5. ALTERNATELY. Have students do one or more of the Reflect and Respond questions on textbook, page 129.

6. OPTIONAL. Have students pretend that their colony community was closed off from the outside world, including other colonies for two centuries. Have them write about:
   • the changes in their own colony.
   • how their colony compared with other colonies.
   • changes in the outside world.

Assignments:

1. Read Our Worldviews, pages 126 – 129.
2. Do Worksheets #8.4.2a, #8.4.2b, and #8.4.2c.
3. ALTERNATELY. Make notes on what was read.
4. ALTERNATELY. Do one or more of the Reflect and Respond questions, page 129.
5. OPTIONAL. Pretend that your colony has been shut off from the outside world for two centuries. Tell about the changes you might notice at your colony, at other colonies, in the outside world.
Directions: Use *Our Worldviews*, pages 126 – 129 to help you with the questions. You may have to use an atlas and an encyclopaedia as well.

1. Complete the chart about geographic facts about Japan.

<table>
<thead>
<tr>
<th>FACTS ABOUT JAPAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute Location</td>
</tr>
<tr>
<td>Main Islands</td>
</tr>
<tr>
<td>Other Islands</td>
</tr>
<tr>
<td>Area</td>
</tr>
<tr>
<td>Population</td>
</tr>
<tr>
<td>Neighbouring Countries</td>
</tr>
<tr>
<td>Major Bodies of Water</td>
</tr>
<tr>
<td>Landforms</td>
</tr>
<tr>
<td>Natural Disasters</td>
</tr>
<tr>
<td>Climate</td>
</tr>
</tbody>
</table>
2. Complete the cause and effect charts.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan has little flat area for cultivation.</td>
<td></td>
</tr>
<tr>
<td>Japan has a moderate moist climate.</td>
<td></td>
</tr>
<tr>
<td>Japan is surrounded by ocean.</td>
<td>Japan is made up of many small districts.</td>
</tr>
<tr>
<td>Japan is geographically close to China.</td>
<td></td>
</tr>
</tbody>
</table>

3. On the map of Japan label the following:

- **Main Islands of Japan**
  - Hokkaido
  - Honshu
  - Shikoku
  - Kyushu

- **Bodies of Water**
  - Pacific Ocean
  - Sea of Japan
  - East China Sea
  - Yellow Sea

- **Neighbouring Countries**
  - Russia
  - North Korea
  - South Korea
  - China

- **Cities**
  - Tokyo
  - Osaka
  - Kyoto
  - Nagasaki
How Did the Geography of Japan Affect Its Worldview?

**Directions:** Use *Our Worldviews*, pages 126 – 129 to help you with the questions. You may have to use an atlas and an encyclopaedia as well.

1. Complete the chart about geographic facts about Japan.

<table>
<thead>
<tr>
<th>FACTS ABOUT JAPAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Absolute Location</strong></td>
</tr>
<tr>
<td><strong>Main Islands</strong></td>
</tr>
<tr>
<td><strong>Other Islands</strong></td>
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<tr>
<td><strong>Neighbouring Countries</strong></td>
</tr>
<tr>
<td><strong>Major Bodies of Water</strong></td>
</tr>
<tr>
<td><strong>Landforms</strong></td>
</tr>
<tr>
<td><strong>Natural Disasters</strong></td>
</tr>
<tr>
<td><strong>Climate</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
2. Complete the cause and effect charts.

**Cause**

Japan has little flat area for cultivation.

Japan has a moderate moist climate.

Japan is surrounded by ocean.

Mountains divide the country naturally into separate areas.

Japan is geographically close to China.

**Effect**

Farming is done in the valleys, along the coastline, and on terraces on hills and mountainsides.

Farmers grow rice and fruits.

Japanese like seafood.

Japan is made up of many small districts.

Japanese culture has many aspects of Chinese culture.

3. On the map of Japan label the following:

**Main Islands of Japan**

Hokkaido

Honshu

Shikoku

Kyushu

**Bodies of Water**

Pacific Ocean

Sea of Japan

East China Sea

Yellow Sea

**Neighbouring Countries**

Russia

North Korea

South Korea

China

**Cities**

Tokyo

Osaka

Kyoto

Nagasaki
Lesson 8.4.3

Concept: How the Edo Period Began

Resources/Materials: Our Worldviews, pages 132 and 133
Worksheets #8.4.3a and #8.4.3b (student copies)

Introduction: Recall that Japan is roughly 60% of the size of Alberta with over 30 times the population. Explain that today, Japan is divided into 47 prefectures. (Prefectures are the equivalent of Canadian provinces.) Explain that 500 years ago Japan was divided into 250 tiny regions. Discuss why there might have been so many (mountainous terrain made larger regions more difficult to rule; communication and transportation five centuries ago was poor; etc.) Each of the regions was called a domain. The ruler of each domain was called a daimyo.

Explain that at that time a person called the emperor was the ruler of the country. The people of Japan thought he had divine powers. (This is similar to the Pope being God’s representative on Earth.) The leader of the military government was called a shogun. For all intents and purposes, the shogun had more power than the emperor.

Procedure:


2. Explain that all three shoguns starting with Shogun Nobunaga introduced changes to Japan, but it was Shogun Tokugawa Ieyasu that made a decision that changed Japan for 250 years.

   NOTE: You may want students to know a little about Japanese names. In Japan, the surname is always placed before the given name. If a person’s name is Jennifer White, her name would be White Jennifer in Japan. In the name Tokugawa Ieyasu, Tokugawa is the surname and Ieyasu is the given name. This system of naming is a reflection of the importance of the family in Japan.

   On the “Unification of Japan” map on textbook, page 132, the textbook authors have used the given names of the first two shoguns, but the surname of the third shogun.

3. Have students read the rest of textbook, page 132 and all of page 133.

4. Distribute Worksheets #8.4.3a and #8.4.3b. Go over the directions, if necessary.

5. ALTERNATELY. Do the Reflect and Respond questions, pages 133.

Assignments:

1. Read Our Worldviews, pages 132 and 133.
2. Do Worksheets #8.4.3a and #8.4.3b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 133.
Social Studies Grade 8 Our Worldviews Chapter 4
Worksheets

How Did the Edo Era of Great Peace Begin?

Directions: Use Our Worldviews, pages 132 and 133 to help you with the questions.

1. Define the terms.

   emperor ____________________________________________________________
   ____________________________________________________________

   daimyo __________________________________________________________
   ____________________________________________________________

   shogun ____________________________________________________________
   ____________________________________________________________

2. What is the present-day name for the city of Edo? ______________________

3. Which shogun achieved what?

   ON = Oda               TH = Toyotomi               TI = Tokugawa

   _____ tried to decrease the influence of religious leaders
   _____ established a rigid and formal class structure
   _____ created a permanent military
   _____ moved the capital city from Kyoto to Edo
   _____ tried to expand Japan’s territory
   _____ built a series of castles to defend his lands
   _____ finalized the unification of Japan
   _____ taxes were paid in rice and not with money
   _____ reduced threat that farmers posed
   _____ first to take steps towards unifying Japan.
4. What do you think would be the effects of each of the following:

<table>
<thead>
<tr>
<th>Action</th>
<th>Effect on the Shogun</th>
<th>Effect on Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced the influence of Buddhist control over Japanese politics.</td>
<td>Effect on Buddhist leaders:</td>
<td></td>
</tr>
<tr>
<td>Brought Japan under the control of a centralized government.</td>
<td>Effect on the daimyo:</td>
<td></td>
</tr>
<tr>
<td>Decided that taxes would be paid in koku and not money.</td>
<td>Effect on landowners:</td>
<td></td>
</tr>
<tr>
<td>Disarmed the farmers by making a rule that men could no longer be part farmer or part warrior. They had to choose one or the other.</td>
<td>Effect on farmers:</td>
<td></td>
</tr>
</tbody>
</table>

5. What would the establishment of a formal class structure reflect about Japan’s worldview during Shogun Toyotomi’s rule?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Use Our Worldviews, pages 132 and 133 to help you with the questions.

1. Define the terms.

emperor _the hereditary ruler of Japan_

_daimyo a feudal lord of a region in Japan_

_shogun the leader of the military government in Japan_

2. What is the present-day name for the city of Edo? _Tokyo_

3. Which shogun achieved what?

   ON = Oda  TH = Toyotomi  TI = Tokugawa

   ON tried to decrease the influence of religious leaders
   TH established a rigid and formal class structure
   TH created a permanent military
   TI moved the capital city from Kyoto to Edo
   TH tried to expand Japan’s territory
   ON built a series of castles to defend his lands
   TI finalized the unification of Japan
   TH taxes were paid in rice and not with money
   TH reduced threat that farmers posed
   ON first to take steps towards unifying Japan.
4. What do you think would be the effects of each of the following:

<table>
<thead>
<tr>
<th>Action</th>
<th>Effect on the Shogun</th>
<th>Effect on Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced the influence of Buddhist control over Japanese politics.</td>
<td>Increased control</td>
<td>Effect on Buddhist leaders:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decreased influence, politically</td>
</tr>
<tr>
<td>Brought Japan under the control of a centralized government.</td>
<td>Easier to control Japan</td>
<td>Effect on the daimyo:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reduced authority</td>
</tr>
<tr>
<td>Decided that taxes would be paid in koku and not money.</td>
<td>Consistent supply of rice</td>
<td>Effect on landowners:</td>
</tr>
<tr>
<td></td>
<td>that could be sold</td>
<td>Difficult because had to pay same</td>
</tr>
<tr>
<td></td>
<td></td>
<td>amount regardless of the yield</td>
</tr>
<tr>
<td>Disarmed the farmers by making a rule that men could no longer be</td>
<td>Less threat because those</td>
<td>Effect on farmers:</td>
</tr>
<tr>
<td>part farmer or part warrior. They had to choose one or the other.</td>
<td>opposed to shogun could not</td>
<td>Less powerful</td>
</tr>
<tr>
<td></td>
<td>suddenly take up arms</td>
<td></td>
</tr>
</tbody>
</table>

5. What would the establishment of a formal class structure reflect about Japan’s worldview during Shogun Toyotomi’s rule?

People felt they had a particular station in life that could
not be strayed from.

Some people should have more rights/privileges than others
Lesson 8.4.4

Concept: Reasons for Isolation

Resources/Materials: Our Worldviews, pages 134 – 137
Worksheets #8.4.4a and #8.4.4b (student copies)

Introduction: Discuss the meaning of the word isolation. (Example: Students may sometimes just want to be alone for a few moments, for a little privacy.)
   Discuss why Hutterites live in their own communities and do not want to live in towns or cities. (want the greatest influence on Hutterites to be other Hutterites; leaders want to have more control over the influences that affect the people). Explain that living on a colony is a type of isolation.
   Explain that Japan’s leaders thought it was best if Japan were isolated from other countries. There were several reasons for this.

Procedure:

1. Discuss that Hutterites interact with non-Hutterites regularly. (Example: Hutterite children interact with English teachers daily.)

2. In contrast, the leaders of Japan during the Edo Period, wanted Japanese to have no interaction with non-Japanese.

3. Have students turn to textbook, page 134. Discuss the main heading of the section and then the two subheadings. Each subheading tells about a reason for Japan wanting to isolate itself.

4. Explain that the decision to isolate was outlined in the National Exclusion Policy.

5. Finally, explain that a philosopher from China, whose name was Confucius had a great influence on the Japanese. This is explained on textbook, page 137.

6. Have students read textbook, pages 134 – 137.

7. Distribute Worksheets #8.4.4a and #8.4.4b. Go over the directions, if necessary.

8. ALTERNATELY. Do the Reflect and Respond questions on textbook, page 136.

Assignments:

1. Read Our Worldviews, pages 134 – 137.
2. Do Worksheets #8.4.4a and #8.4.4b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 136.
Why Did Japan Isolate Itself from Much of the World?

Directions: Use *Our Worldviews*, pages 134 – 137 to help you with the questions.

1. Complete maps to tell about reasons Japan decided to isolate itself.

   **FOREIGN INFLUENCES**
   - Interaction with Foreigners
   - Concern
   - Action Taken

   **SPREAD OF CHRISTIANITY**
   - Christianity in Japan
   - Concern
   - Action Taken
2. Define the terms.

Bakufu

edict

3. What were the six key items of the National Seclusion Policy?

a.

b.

c.

d.

e.

f.

4. Read about Confucian beliefs and values on pages 137. Then answer this question.
Companies in Japan today feel they have a duty to look after their employees and their families. In turn, employees feel loyalty and duty to the companies for whom they work. How is this part of worldview consistent with the worldview in Edo Japan?
Directions: Use Our Worldviews, pages 134 – 137 to help you with the questions.

1. Complete maps to tell about reasons Japan decided to isolate itself.

### FOREIGN INFLUENCES

- **Interaction with Foreigners**
  - trade with Korea
  - trade with China
  - trade with Philippines and Thailand
  - European ships began visiting Japan

- **Concern**
  - Tokugawa leyasu did not want Japanese people exposed to Western ideas
  - Concerned because Europeans had established colonies in areas they explored

- **Action Taken**
  - Shogun allowed foreign ships to land at one port - the island of Deshima in Nagasaki Bay

### SPREAD OF CHRISTIANITY

- **Christianity in Japan**
  - Roman Catholic missionaries and priests had converted 150,000 in the Nagasaki area

- **Concern**
  - Christians, especially Christian daimyo would follow their spiritual leaders rather than the shogun

- **Action Taken**
  - Christians teaching Christianity may be put in prison
  - Isolate Japan from the Western world
2. Define the terms.

Bakufu  the centralized military government headed by the shogun

edict  legal order; a command to the public by an authority

3. What were the six key items of the National Seclusion Policy?

a. Japanese ships are strictly forbidden to travel to foreign countries.

b. No Japanese is permitted to go abroad. Anyone who attempts to do so must be executed.

c. If any Japanese returns from overseas after residing there, he must be put to death.

d. If any Westerners teach Christianity or commit crimes, they may be put in prison.

e. No single trading city shall be permitted to purchase all the merchandise brought by foreign ships.

f. Portuguese ships are banned from Japanese ports. Any ship disobeying this order will be destroyed and its crew and passengers executed.

4. Read about Confucian beliefs and values on pages 137. Then answer this question. Companies in Japan today feel they have a duty to look after their employees and their families. In turn, employees feel loyalty and duty to the companies for whom they work. How is this part of worldview consistent with the worldview in Edo Japan?

The Tokugawa shoguns ruled in a caring manner; in return, the people were expected to be loyal and carry out the functions that were expected of their class.
Lesson 8.4.5

Concept: The Political System During the Edo Period

Resources/Materials: Our Worldviews, pages 138 – 140
Worksheets #8.4.5a and #8.4.5b (student copies)

Introduction: Recall with students, the feudal system in place in Europe during the Middle Ages. A landowner allowed peasants to farm his land in exchange for a portion of the peasants’ crop. Explain that a similar system was in place in Japan during the Edo Period.

Recall that Japan was divided into tiny provinces called domains. Each domain was headed by a daimyo. The daimyo controlled the land, which was farmed by peasants. He was a feudal lord. The daimyo headed the government of each domain. This local government was called a han.

The shogun was actually a daimyo who had gained enough power and authority to rule over all the daimyo. Recall that once there was warring among daimyo for more control and power. The shogun was the daimyo that eventually gained the most and became the ruler of the whole country.

Procedure:

1. Recall that the Bakufu was the government headed by the shogun that ruled over the entire country.

2. Explain that the shogun had created many enemies on his quest to control the country. He needed ways to make sure he stayed in power. The last lesson showed how he used a policy of isolation to ensure that foreign ways did not undermine his power. Today’s readings tell about how he structured the political system within Japan to stay in power.


4. Distribute Worksheets #8.4.5a and #8.4.5b. Go over the directions, if necessary.

5. ALTERNATELY. In their notebooks, have students draw a graphic that shows the political hierarchy of Edo Japan. Then have them list the ways that the Bakufu controlled the daimyo.

6. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 140.

Assignments:

1. Read Our Worldviews, pages 138 – 140.
2. Do Worksheets #8.4.5a and #8.4.5b.
3. ALTERNATELY. In notebook, draw a graphic to show the political hierarchy and make a list of the measures designed to control the daimyo.
4. ALTERNATELY. Have students do the Reflect and Respond questions, page 140.
How Did the Political System During the Edo Period Reflect Worldview?

Directions: Use *Our Worldviews*, pages 138 – 140 to help you with the questions.

1. Complete the graphic organizer about the political system during Edo Japan.

   ![Graphic Organizer]

   **CENTRAL GOVERNMENT**
   
   Called:
   
   Headed by:
   
   **LOCAL GOVERNMENT**
   
   Called:
   
   Headed by:

2. Following are the laws instituted by the shogun to maintain control of the daimyo. Match them with the explanations on Worksheet #8.4.5b.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>There will be no unnecessary contact between neighbouring daimyo. Report any suspicious activities in neighbouring domains to the Bakufu.</td>
</tr>
<tr>
<td>b</td>
<td>There can be only one castle in each domain. Daimyo must provide detailed maps of their landholdings to the Bakufu.</td>
</tr>
<tr>
<td>c</td>
<td>Daimyo must support public building projects.</td>
</tr>
<tr>
<td>d</td>
<td>Daimyo are required to spend every second year in Edo.</td>
</tr>
<tr>
<td>e</td>
<td>All commoners must register at Buddhist temples.</td>
</tr>
<tr>
<td>f</td>
<td>Marriages of daimyo must have the permission of the Bakufu.</td>
</tr>
<tr>
<td>g</td>
<td>Travel and shipbuilding are restricted.</td>
</tr>
</tbody>
</table>
Explanations:

_____ The daimyo’s family spent its time in Edo. By requiring each daimyo to spend half his time in Edo, the Bakufu could keep a close watch on his activities. In addition, the daimyo would have less opportunity to gather support if he wanted to challenge the shogun. The policy of having to spend every second year in Edo also meant that a daimyo had the expense of operating two households. This helped to ensure that a daimyo could not accumulate too much wealth.

_____ The daimyo would not have much opportunity to interact with other daimyo who might be unhappy with the shogun. The daimyo would not be able to go by ship to other parts of the country.

_____ The shogun wanted to make sure that no daimyo were plotting against him. If they were, he wanted to know about it. He did not want daimyo to unite against him.

_____ The Bakufu wanted to ensure that commoners did not convert to Christianity. It wanted to the shogun to be the greatest authority and not God. Registering at Buddhist temples would put commoners under the influence of Buddhist monks.

_____ The Bakufu did not want any daimyo to become extremely wealthy. If they too wealthy, they might also become too powerful. By demanding they support public building projects, much of any money they had would be used up.

_____ The Bakufu wanted to make sure that they knew of all the daimyos’ landholdings. This would ensure that any daimyo did have too many.

_____ In Edo Japan, marriages were often used to make alliances between families. Marriages were often arranged and had little to do with love. The Bakufu wanted to make sure that the marriage between the families of two daimyo did not create too powerful a force.

3. In what ways did the status of a daimyo affect his life?
   a. 
   b. 
   c. 
   d. 
   e. 

Worksheet #8.4.5b
How Did the Political System During the Edo Period Reflect Worldview?

Directions: Use *Our Worldviews*, pages 138 – 140 to help you with the questions.

1. Complete the graphic organizer about the political system during Edo Japan.

   **CENTRAL GOVERNMENT**
   
   Called: **Bakufu**
   
   Headed by: **Shogun**
   
   **LOCAL GOVERNMENT**
   
   Called: **Han**
   
   Headed by: **daimyo**

2. Following are the laws instituted by the shogun to maintain control of the daimyo. Match them with the explanations on Worksheet #8.4.5b.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>There will be no unnecessary contact between neighbouring daimyo. Report any suspicious activities in neighbouring domains to the Bakufu.</td>
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<tr>
<td>b</td>
<td>There can be only one castle in each domain. Daimyo must provide detailed maps of their landholdings to the Bakufu.</td>
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<td>c</td>
<td>Daimyo must support public building projects.</td>
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<td>d</td>
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<td>e</td>
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<td>f</td>
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</tr>
<tr>
<td>g</td>
<td>Travel and shipbuilding are restricted.</td>
</tr>
</tbody>
</table>
Explanations:

_d_ The daimyo’s family spent its time in Edo. By requiring each daimyo to spend half his time in Edo, the Bakufu could keep a close watch on his activities. In addition, the daimyo would have less opportunity to gather support if he wanted to challenge the shogun. The policy of having to spend every second year in Edo also meant that a daimyo had the expense of operating two households. This helped to ensure that a daimyo could not accumulate too much wealth.

_g_ The daimyo would not have much opportunity to interact with other daimyo who might be unhappy with the shogun. The daimyo would not be able to go by ship to other parts of the country.

_q_ The shogun wanted to make sure that no daimyo were plotting against him. If they were, he wanted to know about it. He did not want daimyo to unite against him.

_e_ The Bakufu wanted to ensure that commoners did not convert to Christianity. It wanted to the shogun to be the greatest authority and not God. Registering at Buddhist temples would put commoners under the influence of Buddhist monks.

_c_ The Bakufu did not want any daimyo to become extremely wealthy. If they too wealthy, they might also become too powerful. By demanding they support public building projects, much of any money they had would be used up.

_b_ The Bakufu wanted to make sure that they knew of all the daimyos’ landholdings. This would ensure that any daimyo did have too many.

_f_ In Edo Japan, marriages were often used to make alliances between families. Marriages were often arranged and had little to do with love. The Bakufu wanted to make sure that the marriage between the families of two daimyo did not create too powerful a force.

3. In what ways did the status of a daimyo affect his life?
   
a. determined the location and size of his residence at Edo
   
b. determined the number of samurai he was allowed to bring to Edo
   
c. determined where he would be seated in the audience chamber
   
d. determined the status of all who lived under his Han
   
e. affected his credit rating and commercial relationship with the Edo artisans and merchants.
Lesson 8.4.6

Concept: Social Systems

Resources/Materials: Our Worldviews, pages 141 – 145
Worksheet #8.4.6a (transparency or enlargement)
Worksheets #8.4.6b and #8.4.6c (student copies)

Introduction: Discuss that in the Hutterite culture, there is basically one social class and everyone belongs to it. In a one-class society, everyone is thought of as being equal and everyone is treated the same. Canadian society is divided into several social classes, usually determined by wealth, power, and sometimes family. People in upper classes usually have more power, live in nicer homes, and drive better cars. In Canadian society, people move up or down in social class.

Both of these are in distinct contrast to the social system in Japan during the Edo Period. There was a distinct class system. A person was born into a particular social class and you died as a member of that class. People in any particular social class were expected to behave and dress in a particular way and earn a living in a certain way.

During the Edo Period, Japanese believed that it was important for society to be well-organized. Everyone knew the rules. The rigid class system was a way to keep things organized. This was part of their worldview.

Procedure:

1. Put up the transparency of Worksheet #8.4.6a. Point out that there were two main social classes, and within each of those, there were other social classes.

2. There were three groups outside the social class system. People did not associate with them unless they absolutely had no choice.

3. Have students turn to textbook, page 141. Explain that pages 141 – 145 give detailed information about most of the social classes.

4. Distribute Worksheets #8.4.6b and #8.4.6c. Go over the directions, if necessary.

5. ALTERNATELY. Do the Reflect and Respond questions on textbook, page 145.

6. OPTIONAL. Have the group make a wall display illustrating and describing the hierarchical social class system in Edo Japan.

Assignments:

1. Read Our Worldviews, pages 141 – 145.
2. Do Worksheets #8.4.6b and #8.4.6c.
3. ALTERNATELY. Do the Reflect and Respond questions, page 145.
4. OPTIONAL. Make a wall display illustrating and describing the social class system in Edo Japan.
In feudal Japan there was a two-class system. Each class was further sub-divided. Those who were shunned were generally ignored by the rest of society and had to live apart from others. They had no status.
How Did Social Systems Change During Isolation?

Directions: Use *Our Worldviews*, pages 141 – 145 to help you with the questions.

1. Complete the chart to tell about some of the social classes in Edo Japan.

<table>
<thead>
<tr>
<th>Social Class</th>
<th>Roles and Responsibilities</th>
<th>Other Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samurai</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artisans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merchants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hinin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Complete the cause and effect charts.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Bakufu, led by Tokugawa leyasu wanted a society that was organized and where all people knew their roles and responsibilities.</td>
<td>Strong feelings of prejudice existed toward the shunned social groups.</td>
</tr>
</tbody>
</table>

3. How does having a rigid class structure keep a society organized?  

________________________________________________________________________
________________________________________________________________________

**Read the following. Then answer the questions.**

**Behaviour and Dress**
- Upper class women had to wear 12 silk kimonos with an exact combination of colours showing.
- Peasants were not allowed to wear clothing made of silk.
- People in peasant classes were not allowed to have surnames (family names).
- It was customary for two people to bow to each other when they met. The person of lower class, must always bow lower than the person of upper class.
- Upper and lower class boys and men participated in different sports. For example, sumo was strictly a merchant class sport, kendo, an upper class sport.

4. How does having strict rules for behaviour and dress help to maintain the social class structure?  

________________________________________________________________________
________________________________________________________________________

5. What aspect of Japan’s worldview was reflected in its social class system?  

________________________________________________________________________
**Social Class** | **Roles and Responsibilities** | **Other Information**
--- | --- | ---
Samurai | - lived by code of behaviour called bushido  
  - model of cultural, moral, and intellectual development  
  - helped govern domain, manage the affairs of daimyo household, maintain and support daimyo residences in Edo | - most lived in castle towns; some in countryside  
  - katana changed how samurai were ranked  
  - first to become literate  
  - many struggled because of lack of work and insufficient incomes |
Farmers | - responsible for production of rice | - held position of high esteem  
  - had difficult lives  
  - not allowed to leave their lands or village  
  - had to follow strict dress code  
  - some farmers held supervisory positions |
Artisans | - made objects for daily lives and for decorating homes  
  - created goods for trade. | - lived in towns and cities |
Merchants | - provided goods to city population | - formed part of middle class  
  - some became powerful |
Eta | - primarily involved in slaughtering animals, disposing of and disposing of animal carcasses, and removing corpses | - shunned  
  - status hereditary  
  - not allowed to enter shops  
  - other social classes would not enter eta community |
Hinin | - fortune telling, begging, acting, prostitution | - regarded as inferior  
  - status based on activity, not hereditary |

*Worksheet #8.4.6b*
2. Complete the cause and effect charts.

**Cause**

The Bakufu, led by Tokugawa leyasu wanted a society that was organized and where all people knew their roles and responsibilities.

- social classes were legalized

**Effect**

- Created hierarchical social class system
- Strong feelings of prejudice existed toward the shunned social groups.

3. How does having a rigid class structure keep a society organized?

   Everyone knows his/her station in life; knows how to behave; and knows how others should/will behave.

---

Read the following. Then answer the questions.

**Behaviour and Dress**

- Upper class women had to wear 12 silk kimonos with an exact combination of colours showing.
- Peasants were not allowed to wear clothing made of silk.
- People in peasant classes were not allowed to have surnames (family names).
- It was customary for two people to bow to each other when they met. The person of lower class, must always bow lower than the person of upper class.
- Upper and lower class boys and men participated in different sports. For example, sumo was strictly a merchant class sport; kendo, an upper class sport.

4. How does having strict rules for behaviour and dress help to maintain the social class structure?

   know immediately someone else’s social class and how to behave toward him/her

5. What aspect of Japan’s worldview was reflected in its social class system?

   valued order; believed an orderly society was best.
Lesson 8.4.7

Concept: Communities During Isolation

Resources/Materials: Our Worldviews, pages 146 – 150
Worksheet #8.4.7a (transparency or enlargement)
Worksheets #8.4.7b and #8.4.7c (student copies)

Introduction: Remind students that during feudal Japan, daimyo ruled over small domains. Each daimyo’s family lived in Edo. The daimyo himself spent alternate years living in his domain. In addition, each daimyo built a castle. Castles in Japan were quite different from those built in medieval Europe. (Put up the transparency of Worksheet #8.4.7a.)

Explain that the shogun constructed and maintained the major roadways in Japan. There was lots of travel between cities. Communities along the main roadways grew. Eventually, Japan began to shift to an increasingly urban society.

Procedure:

1. Discuss why communities along major roadways usually grow more than those off the beaten track. (These communities provide products and services, like lodging, food, repairs, etc. to travellers.)

2. Recall that daimyo had to travel to Edo to live every other year. Also because of having a centralized government, there was much travel to Edo from other parts of the country. All of these factors led to the development of communities.

3. Have students turn to textbook, page 146. Have students read pages 146 – 150.

4. Distribute Worksheets #8.4.7b and #8.4.7c. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 150.

6. OPTIONAL. Consider having students use encyclopaedias and other reference materials to do research on one of the modern cities of Tokyo, Osaka, or Kyoto.

Assignments:

1. Read Our Worldviews, pages 146 – 150.
2. Do Worksheets #8.4.7b and #8.4.7c.
3. ALTERNATELY. Do the Reflect and Respond questions, page 150.
4. OPTIONAL. Do research on one of the modern cities of Tokyo (Edo), Osaka, or Kyoto.
Osaka Castle was built in 1583 by the order of shogun Toyotomi Hideyoshi. The steep walls, which rise close to 30 m high, are made of huge blocks of stone that were transported to Osaka from quarries over 100 km away. No mortar is used to hold the stone blocks in place.

The original castle was surrounded by a moat. A long winding road circles up to the main entrance to the castle. Both of these features help protect the castle from intruders.

Today, Osaka Castle is a major tourist attraction.
Directions: Use *Our Worldviews*, pages 146 – 150 to help you with the questions.

1. Define the terms.
   
   **entourage**
   ________________________________________________________________

   ________________________________________________________________

   **metropolis**
   ________________________________________________________________

   ________________________________________________________________

2. Finish the sentences with phrases and clauses that make sense.
   
   a. A network of quality roads was needed in Japan to ________________________

      ________________________________________________________________

   b. As the daimyo and their entourages made their way across the country along the roadways, ________________________

      ________________________________________________________________

   c. Artisans and merchants catered to the needs of the travellers. They provided services in the villages and post stations along the highway and, as a result, ________________________

      ________________________________________________________________

   d. With more and more centres of larger populations, the economy of the country began to change. Cities could not be self-sufficient, so the economies ________________________

      ________________________________________________________________

   e. The castle towns within each domain grew because ________________________

      ________________________________________________________________

   f. Within each domain, the daimyo could build ________________________

      ________________________________________________________________

   g. Urbanization changed the nature of Japanese society, although ________________________

      ________________________________________________________________

   h. The growth of large cities created the ________________________

      ________________________________________________________________
3. In Edo Japan and in Japan today, there are many very large cities in the area between Osaka and Tokyo (Edo). Why do you suppose this is? (The map of page 148 might give you a clue.)

4. Complete the chart to tell about Edo Japan’s three metropolises.

<table>
<thead>
<tr>
<th>City</th>
<th>Benefits of Its Location</th>
<th>Activities/Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kyoto</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Osaka</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Did Communities Change During Isolation?

Directions: Use Our Worldviews, pages 146 – 150 to help you with the questions.

1. Define the terms.
   - entourage: a group of attendants or other people who accompany someone, usually of important rank
   - metropolis: a large, important city of a country or region

2. Finish the sentences with phrases and clauses that make sense.
   a. A network of quality roads was needed in Japan to transport the daimyo to and from Edo during the annual pilgrimage.
   b. As the daimyo and their entourages made their way across the country along the roadways, they required accommodations, food, and other goods and services.
   c. Artisans and merchants catered to the needs of the travellers. They provided services in the villages and post stations along the highway and, as a result, many of these stopping points grew into larger centres.
   d. With more and more centres of larger populations, the economy of the country began to change. Cities could not be self-sufficient, so the economies of the rural and urban areas became intertwined.
   e. The castle towns within each domain grew because of the influx of artisans and merchants.
   f. Within each domain, the daimyo could build one castle as the seat of his authority.
   g. Urbanization changed the nature of Japanese society, although rural life was still idealized.
   h. The growth of large cities created the need for good travel and communication networks to allow for economic trade among them.
3. In Edo Japan and in Japan today, there are many very large cities in the area between Osaka and Tokyo (Edo). Why do you suppose this is? (The map of page 148 might give you a clue.)

Main roadway connect the cities so they were highly travelled. This put more demand for goods and services on these communities along these routes, which then caused these communities to grow.

4. Complete the chart to tell about Edo Japan’s three metropolises.

<table>
<thead>
<tr>
<th>City</th>
<th>Benefits of Its Location</th>
<th>Activities/Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edo</td>
<td>easy trade by sea with Kyoto and Osaka</td>
<td>centre of the shogun’s military government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>artisans and merchants came from all parts of Japan to cater to needs of the government and nobility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>merchants encouraged to develop large businesses</td>
</tr>
<tr>
<td></td>
<td>easy river access to the sea</td>
<td>quality tea</td>
</tr>
<tr>
<td></td>
<td>at the junction of land routes through mountain passes</td>
<td>silk</td>
</tr>
<tr>
<td></td>
<td>good defence against attackers because surrounded by mountains</td>
<td>brocades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fine lacquerware</td>
</tr>
<tr>
<td></td>
<td></td>
<td>metal work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>merchant class became wealthy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>centre of publishing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>woodblock prints</td>
</tr>
<tr>
<td>Kyoto</td>
<td>protected harbour</td>
<td>centre of Japan’s economy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“kitchen of Japan”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>good farmland surrounds Osaka</td>
</tr>
<tr>
<td></td>
<td></td>
<td>centre of rice market</td>
</tr>
</tbody>
</table>

Worksheet #8.4.7c
Lesson 8.4.8

Concept: Popular Culture During the Edo Period

Resources/Materials: Our Worldviews, pages 151 – 156
Worksheet #8.4.8a (student copies)
Worksheet #8.4.8b (optional, student copies)

Introduction: Ask students about their favourite country music artists. Explain that country music started in the United States and has spread to other countries like Canada. It is part of popular culture or “pop” culture, for short. Pop culture refers to any cultural activities that currently appeal to the tastes of the general public. Types of arts, television, music, clothing, and the like are part of pop culture.

Explain that the pop culture of Edo Japan was quite different from the pop culture of present-day Canadians.

Procedure:

1. Remind students that culture reflects worldview. The popular culture of Edo Japan is no different. Recall that the Japanese of the Edo period like order and discipline. People, especially those in the ruling class, were encouraged to develop appreciation for the arts. But even in creative activities, they established rules.

2. Have students turn to textbook, page 151. Explain that pages 151 – 156 give information about some aspects of popular culture. Note that all involve, in some way, arts and literature.

3. Guide the reading of page 151. Then have students read pages 152 – 156.

4. Distribute Worksheet #8.4.8. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions, page 156.

6. ALTERNATELY. In notebooks, write the names of each of the parts of the Edo popular culture discussed in the textbook. Write a brief description of each.

7. OPTIONAL. Have students try writing their own haiku. (See Worksheet #8.4.8b for ideas.)

Assignments:

1. Read Our Worldviews, pages 151 – 156.
2. Do Worksheet #8.4.8a.
3. ALTERNATELY. Do the Reflect and Respond questions, page 156.
4. ALTERNATELY. Write a description of the types of popular culture discussed in the textbook.
5. OPTIONAL. Write a haiku. (See Worksheet #8.4.8b for ideas.)
How Did the Popular Culture of Japan Change During Isolation?

Directions: Use *Our Worldviews*, pages 151 – 156 to help you with the questions.

1. Why is it that the arts began to flourish during the Edo Period?

2. Match the parts of popular culture with their descriptions.

<table>
<thead>
<tr>
<th>kabuki</th>
<th>banraku</th>
<th>geishas</th>
<th>woodblock prints</th>
</tr>
</thead>
<tbody>
<tr>
<td>haiku</td>
<td>gardens</td>
<td>scrolls</td>
<td>books</td>
</tr>
</tbody>
</table>

- Images were carved onto blocks of wood. Paint was applied to the wood. The painted wood was then “stamped” onto paper.

- Outdoor spaces were designed to reflect the ideals of simplicity and peacefulness.

- Three-lined poems with a total of seventeen syllables were created to capture a single emotion or moment. Nature was often the subject of these poems.

- All the characters in this type of drama were played by men. They most often depicted moral dilemmas.

- Women trained to provide men with entertainment. They sang, danced, played musical instruments, engaged in conversation, and were trained in tea ceremony and flower arranging.

- This was a type of puppet theatre for adults. The puppets were large – almost life-size.

- The printing press made stories very popular with the Japanese people.

- These were long, rectangular works of art, usually depicting a single subject. They were hung on wall and could be rolled up.
About Haiku

A haiku is a poem. The Japanese of the Edo Period favoured the idea of representing complex things and ideas in simple forms. The haiku is no exception. Here are some things to consider when writing a haiku:

- The language is simple
- Use an economy of words (include only the very essential words)
- The poem should capture a single emotion or moment
- The poem should create a visual image
- Scenes from nature are common in haiku
- A haiku "shows", but does not "tell". It leaves some of the details to the imagination of the reader.

Form and Structure

When written in Japanese, there is a strict form and structure:

- Three lines and 15 syllables
- First line – five syllables; second line – seven syllables; third line – five syllables
- Usually only the first word of the first line is capitalized because the poem is written as one sentence

When written in English, these rules of form and structure need not be strictly adhered to. (Many haiku that you read are translations from Japanese to English. They followed the rules when written in Japanese, but when they were translated, the adherence to the rules was lost.)

Examples:

    Snow in my shoe
    abandoned,
    sparrow's nest

(Do you see the connection between the abandoned shoe and the sparrow's nest?)

    An aging willow,
    its image unstable
    in the flowing stream

(Can you see the image in your head?)
Social Studies Grade 8 Our Worldviews Chapter 4
Worksheets

How Did the Popular Culture of Japan Change During Isolation?

Directions: Use Our Worldviews, pages 151 – 156 to help you with the questions.

1. Why is it that the arts began to flourish during the Edo Period?

   Merchant class became wealthy, Samurais, merchants, and nobles became patrons of the arts

2. Match the parts of popular culture with their descriptions.

```
<table>
<thead>
<tr>
<th>kabuki</th>
<th>banraku</th>
<th>geishas</th>
<th>woodblock prints</th>
</tr>
</thead>
<tbody>
<tr>
<td>haiku</td>
<td>gardens</td>
<td>scrolls</td>
<td>books</td>
</tr>
</tbody>
</table>
```

- **woodblock prints:** Images were carved onto blocks of wood. Paint was applied to the wood. The painted wood was then “stamped” onto paper.
- **gardens:** Outdoor spaces were designed to reflect the ideals of simplicity and peacefulness.
- **haiku:** Three-lined poems with a total of seventeen syllables were created to capture a single emotion or moment. Nature was often the subject of these poems.
- **kabuki:** All the characters in this type of drama were played by men. They most often depicted moral dilemmas.
- **geishas:** Women trained to provide men with entertainment. They sang, danced, played musical instruments, engaged in conversation, and were trained in tea ceremony and flower arranging.
- **banraku:** This was a type of puppet theatre for adults. The puppets were large – almost life-size.
- **books:** The printing press made stories very popular with the Japanese people.
- **scrolls:** These were long, rectangular works of art, usually depicting a single subject. They were hung on wall and could be rolled up.
Lesson 8.4.9

Concept: Changes in the Lives of Samurai

Resources/Materials: Our Worldviews, pages 157 – 159
Worksheet #8.4.9 (student copies)

Introduction: Recall that samurai were part of the ruling class. Traditionally, they were warriors. The daimyo and the shogun were actually samurai who became leaders.

Recall also that before the Edo Period, Japan was divided into hundreds of small areas called domains. Each domain was ruled over by a daimyo. The daimyo seemed to be constantly at war with each other over control of their lands. Every daimyo had samurai, who did military service for his daimyo.

During the Edo Period, eventually wars between the daimyo stopped. This left the samurai without anything to do! During the Edo Period, then, the life of the samurai changed. In today’s lesson, you (students) will research to find out more.

Procedure:


2. Distribute Worksheet #8.4.9. Tell students they will use the information from their textbook to complete the chart. If you have access to other resources, like encyclopaedias, students can use them as well.

3. Discuss how students can find information from their textbooks about the samurai. (use the index)

4. (If you like and if you have access to many resources, you may want the students to follow the procedure outlined on textbook, pages 158 and 159.

Assignments:

1. Read Our Worldviews, page 157 (– 159).
2. Do Worksheet #8.4.9.
How Did the Lives of the Samurai Change During Edo Period?

Directions: Use *Our Worldviews* and other references to complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>PRE-EDO PERIOD</th>
<th>EDO PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Standing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Circumstances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power and Authority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where They Lived</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Ways...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### How Did the Lives of the Samurai Change During Edo Period?

**Directions:** Use *Our Worldviews* and other references to complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>Pre-Edo Period</th>
<th>Edo Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Standing</strong></td>
<td>prestige</td>
<td>most prestigious next to the shogun</td>
</tr>
<tr>
<td></td>
<td>· did no manual work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· high personal standards</td>
<td></td>
</tr>
<tr>
<td><strong>Occupation</strong></td>
<td>warriors - protected daimyo's domain/people</td>
<td>administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· helped govern domains</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· maintained daimyo residences in Edo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· some had no specific duties</td>
</tr>
<tr>
<td><strong>Economic Circumstances</strong></td>
<td>all relatively well off; dependable salary</td>
<td>· some remained wealthy; others struggled due to lack of work</td>
</tr>
<tr>
<td><strong>Power and Authority</strong></td>
<td>relatively powerful, respected</td>
<td>· some ranked higher than others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· power/authority separate from the nobility</td>
</tr>
<tr>
<td><strong>Where They Lived</strong></td>
<td>· most lived in castle towns, but some allowed to live in surrounding countryside</td>
<td>· some lived in castle towns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· some moved to cities</td>
</tr>
<tr>
<td><strong>Other Ways...</strong></td>
<td></td>
<td>· taught to read, write, and use abacus</td>
</tr>
</tbody>
</table>
Lesson 8.4.10

Concept: Foreign Influence During Isolation

Resources/Materials: Our Worldviews, pages 160 and 161
Worksheet #8.4.10 (student copies)

Introduction: Review that the policy of isolation was adopted so that Japanese could exist in a society that was well-organized and peaceful. The Japanese worldview was based on the ideas of honour, loyalty, peace, and duty. Influences from outside would disrupt society.

Explain that during the period of isolation, there was some interaction with cultures outside of Japan. It was closely monitored and limited, but it did exist.

Procedure:

1. Review that one of the influences that the shogun felt disrupted traditional Japanese life was Christianity. During the Edo period, the shogunate expelled Christian missionaries and priests and forbid Japanese from practising Christianity.

2. Have students turn to textbook, page 160. Explain that Japan was not the only place with religious disagreements. Religious disagreements exist today and they did in the 1400s to 1600s.

3. Have students read pages 160 and 161 to find out more about other religious disagreements and the influence that foreigners had on Japan during Isolation.

4. Distribute Worksheet #8.4.10. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 161.

6. OPTIONAL. Have students imagine that the Edo culture was imposed on them today. How would their lives be different? Write several paragraphs that describe how their lives would change.

Assignments:

1. Read Our Worldviews, pages 160 and 161.
2. Do Worksheet #8.4.10.
3. ALTERNATELY. Do the Reflect and Respond questions page 161.
4. OPTIONAL. Write several paragraphs telling how your life would change if the Edo culture was suddenly imposed on you.
How Did Foreign Influence Change Japan Despite Policies of Isolation?

Directions: Use Our Worldviews, pages 160 and 161 to help you with the questions.

1. Complete the chart about religious conflicts in other parts of the world in the 1400s to 1600s.

<table>
<thead>
<tr>
<th>Location</th>
<th>The Disagreement Was Between...</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern and Central Europe</td>
<td>Protestants and Roman Catholics</td>
<td>- conflict resulted in 30 years of war</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- when wars ended Protestants and Roman Catholics given equal status</td>
</tr>
<tr>
<td>France</td>
<td>Huguenots and Roman Catholics</td>
<td>- led to French wars of religion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ended with Protestants being considered equal with Roman Catholics</td>
</tr>
<tr>
<td>Spain</td>
<td>Muslims and Roman Catholics</td>
<td>Muslims driven out of Spain</td>
</tr>
</tbody>
</table>

2. Tell about the influence each of these foreign countries had on Japan during isolation.

<table>
<thead>
<tr>
<th>Country</th>
<th>Details of the Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td>permitted limited access to Japan</td>
</tr>
<tr>
<td></td>
<td>traders allowed to go to Korea</td>
</tr>
<tr>
<td>China</td>
<td>influence increased during isolation</td>
</tr>
<tr>
<td></td>
<td>Chinese goods/products allowed to enter Japan</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>Dutch could deal only with merchants approved by Bafuku</td>
</tr>
<tr>
<td></td>
<td>Japanese used many Dutch ideas in medical care</td>
</tr>
<tr>
<td></td>
<td>Many Japanese learned Dutch</td>
</tr>
<tr>
<td></td>
<td>Dutch allowed to set up trading post on Deshima, an island in Nagasaki Bay</td>
</tr>
</tbody>
</table>
Lesson 8.4.11

Concept: Chapter 4 – Review

Resources/Materials: Our Worldviews, pages 162 and 163.
Chapter 4 – Review Sheets (student copies)

Introduction: Explain that the Edo Period lasted for 250 years. During this time, Japan enjoyed relative peace. Japanese society, headed by the shogun, was very structured and rules were strictly enforced. Everyone knew where he or she stood.

   Explain that it is now time to prepare for a test.

Procedure:

1. Have students turn to textbook, page 162. Go over the page with students to review the main concepts of Chapter 4.

2. Have students do one or more of the activities from textbook, page 163.

3. ALTERNATELY. Distribute the Chapter 4 Review Sheets. Have students complete them independently.

4. If at all possible, check the review questions as a class.

Assignments:

1. Read Our Worldviews, page 162.
2. Do one or more of the activities from page 163.
3. ALTERNATELY. Do the Chapter 4 Review Sheets.
1. Match the words and phrases in the box to their meanings.

<table>
<thead>
<tr>
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<td>edict</td>
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</tr>
<tr>
<td>metropolis</td>
<td>popular culture</td>
<td>aesthetics</td>
<td>haiku</td>
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- a Japanese measurement equal to about 175 L of rice
- the changing of attitudes and behaviours to suit a new situation
- the centralized military government headed by the shogun
- a sense of what is beautiful
- a legal order
- the leader of the military government in Japan
- the hereditary rule of Japan
- the local government of a domain in feudal Japan
- a large, important city of a country or region
- a type of poem
- to adopt new ideas and technologies that are considered to be of the present time or times not long past
- to follow a policy of having no relationships with other nations
- a group of attendants or other people who accompany someone, usually of important rank
- the cultural activities that appeal to the current tastes of the general public
- a code of conduct for samurai
- a feudal lord of a region of Japan
2. Put a check mark (✓) beside the sentences that correctly tell how Japan’s geography affects its lifestyle and worldview.

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<tr>
<th>Fact about Geography</th>
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<td>No place in Japan is far from the sea.</td>
<td>The Japanese diet is high in seafood.</td>
</tr>
</tbody>
</table>
3. What are the two main reasons that the shoguns wanted to isolate Japan from the rest of the world?

a.  

b.  

4. Put a check mark (√) beside the sentences that tell how Japan decided to isolate itself.

   _____ People from one island of Japan were not allowed to travel to other Japanese islands.

   _____ Japanese ships were strictly forbidden from travelling to other countries.

   _____ No Japanese was permitted to go to other countries.

   _____ Japanese who had been abroad were not allowed to return.

   _____ Elements of the Chinese culture, such as Confucian principles and Chinese writing were abandoned.

   _____ Portuguese ships were not allowed to land at Japanese ports.

   _____ People from the West who preached Christianity would put in prison.

   _____ No single trading city could purchase all the merchandise brought by foreign ships.

5. Complete the sentences about the political system during the Edo period.

   a. The capital city was moved from Kyoto to ____________________________

   b. The military leader of the country was the ____________________________

   c. The centralized military government was called the ____________________________

   d. Each small region (province) was called a ____________________________

   e. Each small region was governed by a ____________________________

   f. The leader of each province was called a ____________________________
6. Answer true or false about these sentences having to do with the political system in Japan during the Edo Period.

_______ The Bafuku wanted to ensure that no daimyo could gain enough power and wealth to overtake the shogun or gain power over the members of the Bafuku.

_______ The daimyo were required to spend every second year in Edo.

_______ A daimyo had to travel to Edo at least once every two weeks.

_______ Marriages of daimyo could only take place with the Bafuku’s permission.

_______ Neighbouring daimyo were not allowed to interact unnecessarily.

_______ Travel and shipbuilding were restricted.

_______ Daimyo were encouraged to challenge any decision made by the shogun.

_______ A daimyo was allowed to build only one castle in his domain. In addition, provide a detailed map of all his landholdings.

_______ A daimyo must support public building projects.

_______ A daimyo’s ranking affected every aspect of this life.

7. Name and briefly describe the social classes in Edo Japan from highest to lowest. (Use textbook, page 141.)

<table>
<thead>
<tr>
<th>Name of Class</th>
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8. Explain how the hierarchical social class system reflected the Japanese worldview that valued order and organization.

9. Briefly explain how the network of roads between the domains and Edo led to the growth of cities.

10. Underline the sentences that are true about popular culture in Edo Japan.
   a. The merchant class grew wealthier and could afford to spend more on luxury items and on entertainment.
   b. The daimyo wanted to become patrons of the arts because they wanted to build elaborately decorated homes and beautiful gardens.
   c. Samurai became to turn their creative energies to intellectual pursuits such as prose and poetry.
   d. Kabuki and banraku were types of theatre.
   e. Geishas, woodblock prints, gardens, and scrolls were types of art.
   f. Haiku was a type of poem with five lines with three syllables in each line.

11. Which of the following is true about the samurai during the Edo Period?
   a. Their roles changed from being warriors to doing administrative work.
   b. They were responsible for protecting all the people in their domain.
   c. The samurai were part of the ruling class and expected to live by the code of bushido.
   d. They were the first social class to become literate.
   e. Although most lived well, many struggled because of insufficient income.
1. Match the words and phrases in the box to their meanings.

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- **koku** a Japanese measurement equal to about 175 L of rice
- **adaptation** the changing of attitudes and behaviours to suit a new situation
- **Bakufu** the centralized military government headed by the shogun
- **aesthetics** a sense of what is beautiful
- **edict** a legal order
- **shogun** the leader of the military government in Japan
- **emperor** the hereditary rule of Japan
- **Han** the local government of a domain in feudal Japan
- **metropolis** a large, important city of a country or region
- **haiku** a type of poem
- **modernize** to adopt new ideas and technologies that are considered to be of the present time or times not long past
- **isolate** to follow a policy of having no relationships with other nations
- **entourage** a group of attendants or other people who accompany someone, usually of important rank
- **popular culture** the cultural activities that appeal to the current tastes of the general public
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- **daimyo** a feudal lord of a region of Japan
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3. What are the two main reasons that the shoguns wanted to isolate Japan from the rest of the world?

a. wanted to ensure Japan's safety and sovereignty by not exposing
   Japanese to western ideas. Europeans had established colonies in areas
   they had explored
b. did not look favourably on spread of Christianity in Japan, as
   Christians did not look upon the shogun as the ultimate authority

4. Put a check mark (√) beside the sentences that tell how Japan decided to isolate itself.

   ___ People from one island of Japan were not allowed to travel to other Japanese islands.

   √ Japanese ships were strictly forbidden from travelling to other countries.

   √ No Japanese was permitted to go to other countries.

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   √ No single trading city could purchase all the merchandise brought by foreign ships.

5. Complete the sentences about the political system during the Edo period.

a. The capital city was moved from Kyoto to **Edo**

b. The military leader of the country was the **shogun**

c. The centralized military government was called the **Bakufu**

d. Each small region (province) was called a **domain (prefecture)**

e. Each small region was governed by a **Han**

f. The leader of each province was called a **daimyo**
6. Answer true or false about these sentences having to do with the political system in Japan during the Edo Period.

- The Bafuku wanted to ensure that no daimyo could gain enough power and wealth to overtake the shogun or gain power over the members of the Bafuku.  
  - T

- The daimyo were required to spend every second year in Edo.  
  - T

- A daimyo had to travel to Edo at least once every two weeks.  
  - F

- Marriages of daimyo could only take place with the Bafuku’s permission.  
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- Neighbouring daimyo were not allowed to interact unnecessarily.  
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  - F

- A daimyo was allowed to build only one castle in his domain. In addition, provide a detailed map of all his landholdings.  
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<td>in charge of central government</td>
</tr>
<tr>
<td>samurai</td>
<td>hereditary warriors; some were daimyo</td>
</tr>
<tr>
<td>farmers</td>
<td>produced food</td>
</tr>
<tr>
<td>artisans</td>
<td>made useful and/or decorative items</td>
</tr>
<tr>
<td>merchants</td>
<td>distributed goods, but did not produce it</td>
</tr>
<tr>
<td>Eta (outcasts)</td>
<td>had jobs related to death</td>
</tr>
<tr>
<td>Hinin (non-humans)</td>
<td>survived by begging, acting, telling fortunes</td>
</tr>
</tbody>
</table>
8. Explain how the hierarchical social class system reflected the Japanese worldview that valued order and organization.

- behaviours and dress were well-defined for each social class
- people were born into and died in a particular class
- people knew who was part of a particular social class and understood how to interact with each.

9. Briefly explain how the network of roads between the domains and Edo led to the growth of cities.

Since travel was common, communities on roadways grew because travelers needed accommodations, food, and supplies, as well as services. This led to the growth of these communities.

10. Underline the sentences that are true about popular culture in Edo Japan.

a. The merchant class grew wealthier and could afford to spend more on luxury items and on entertainment.

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c. The samurai were part of the ruling class and expected to live by the code of bushido.

d. They were the first social class to become literate.

e. Although most lived well, many struggled because of insufficient income.
Lesson 8.4.12

Concept: Chapter 4 – Test

Resources/Materials: Chapter 4 Test (student copies)

NOTE: Teachers may choose to have students do Part A, Part B, or both Parts A and B of the test.

There is an alternate assessment available in the Our Worldviews Teacher Resource.
Chapter 4
What Were the Effects of Japan’s Isolation Policies During the Edo Period?
Test

Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Write T for true and F for false.

1. The geographic features of Japan affected its culture.
2. In 1500, Japan the shoguns had succeeded in unifying the country under a centralized government.
3. The Tokugawa shoguns adopted many ideas from Confucius.
4. Japan felt that western ideas were a positive influence on Japanese culture.
5. The Han was the name given to the government of a domain.
6. The ranking of a daimyo was important because it affected every aspect of his life.
7. The Ainu were part of ruling class during the Edo Period.
8. Farmers held a privileged position in Japanese society because they produced rice, which was the most important staple food in the country.
9. Eta were not allowed to live in villages and towns because they handled dead animals and were in charge of removing corpses.
10. One of the main reasons that the Bafuku constructed and maintained major roadways in Japan was because it expected daimyo and their entourages to travel from their domains to Edo on a regular basis.
11. During the Edo Period, cities remained small. The largest did not exceed one hundred thousand.
12. Kabuki theatre was unusual because all parts were played by males.
13. Aesthetics were important in Japanese art during the Edo Period.
14. The responsibilities of samurai changed during the Edo Period.
15. Unlike Portuguese traders, Dutch traders were allowed to dock their ships at several different ports in Japan.
Multiple Choice
Choose the best answer to each question.

16. Which of the following geographic characteristics most helped Japan to adopt a policy of isolation?
   
   a. Japan is mostly mountains.
   b. Japan is surrounded by the sea.
   c. Japan is on the ring of fire.
   d. Japan receives a great deal of precipitation.

Use the following information to answer question 17.

On Japan’s southern islands it is common for farmers to terrace the land. Steps are carved out of the sides of hills and mountains in order to increase the amount of land that can be farmed. This photo shows rice being raised on terraced land.

17. From the information above you can tell that terracing

   a. is a way to change a geographic feature in order to address the basic needs of people.
   b. was done using large machines.
   c. causes flooding.
   d. does not increase the production of farm crops.

18. Which of the following was most likely the result of Japan being mostly mountainous?

   a. Samurai were needed to protect the citizens of a domain.
   b. Japan adopted a hierarchical social class system.
   c. Japanese preferred a society that was orderly.
   d. The country was divided into more than two hundred separate domains.
19. Which of the following is not true about the unification of Japan?

a. It was accomplished over a period of many years.
b. Three different shoguns contributed to the process.
c. All people in Japan felt it was the best thing for the country.
d. Although the emperor was considered the supreme ruler, the shogun was the person who had the real power and authority.

20. Which of the following is not a reason that Japan decided to adopt a policy of isolation?

- a. Europeans had begun dominating the countries they explored and established colonies in many of these
- b. Portuguese priests were converting many to Christianity, which preached that God was the ultimate
- c. Many Japanese were adopting Western ways, which was causing many problems in Japanese society.
- d. Japan had adopted many ideas from China, including its writing system and Confucianism.

Use the following information to answer question 21.

- Japanese ships are strictly forbidden to travel to foreign countries.
- If any Japanese returns from overseas after residing there, he must be put to death.
- If Westerners teach Christianity or commit crimes, they may be put in prison.
- No Japanese will be allowed to go abroad. Anyone who attempts to do so must be executed.

21. What do the statements in the boxes have in common?

a. They were all part of the National Seclusion Policy.
b. They all explain how Japan would deal with foreigners.
c. They all explain how religion threatened the authority of the shogun.
d. They were designed to protect Japanese industries from foreign competition.
22. The shogun is connected to the Bakufu in the same way that a daimyo is connected to

a. a domain.
b. a Han.
c. a samurai.
d. an Ainu.

Use the following information to answer questions 23 and 24.

The Bakufu put several laws into place to ensure that power and wealth of the daimyo would not become too great. It felt this was necessary in order for Japan to exist as a stable and peaceful country.

23. Which of the following laws most likely prevented any particular daimyo from becoming too wealthy?

a. All commoners must register at Buddhist temples.
b. There was to be no unnecessary contact between neighbouring daimyo.
c. Travel and shipbuilding were restricted.
d. Daimyo must support two households, one in his domain and the other in Edo.

24. Which aspect of the Japanese worldview is most illustrated by the above?

a. The ideal society is orderly and peaceful.
b. A leader must be kind and thoughtful.
c. The emperor had divine powers.
d. All citizens should try to become wealthy.

25. Which of the following is not true about a daimyo?

a. His ranking affected every aspect of his life.
b. He was required to spend every second year in Edo.
c. The shogun divided up Japan so that each daimyo would rule over the same size area.
d. A daimyo could not marry without the permission of the Bakufu.
26. Between which two classes would there be the greatest difference in prestige?
   a. merchants and artisans
   b. artisans and farmers
   c. farmers and samurai
   d. merchants and farmers

27. The responsibilities of which of the social classes changed the most during the Edo Period?
   a. samurai
   b. farmers
   c. artisans
   d. merchants.

28. Eta, Hinin, and Ainu are not included in the diagram above because
   a. their populations were too small.
   b. they were regarded as inferior and not part of Japanese society.
   c. they all worked with things associated with death.
   d. they did not perform useful duties.
THE GROWTH OF TOWNS AND CITIES DURING THE EDO PERIOD

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> The Bafuku created and maintained major roadways connecting the domains with Edo.</td>
<td>People moved to communities along the roadways to provide goods, products, and services to travellers.</td>
</tr>
<tr>
<td><strong>B</strong> Each daimyo was allowed to build a castle in one the towns within his domain.</td>
<td>Artisans and merchants moved to castle towns to provide products and services to the daimyo and his samurai.</td>
</tr>
<tr>
<td><strong>C</strong> The capital city was moved from Kyoto to Edo.</td>
<td>Many merchants and artisans moved to Edo to provide goods and services to travellers who visited the city on business.</td>
</tr>
<tr>
<td><strong>D</strong> Foreign ships docked at port cities.</td>
<td>People moved to port cities to provide goods and services to foreigners who landed on Japanese soil.</td>
</tr>
</tbody>
</table>

29. On which of the above lines tell something that is not true about Edo Japan?

a. **A**
b. **B**
c. **C**
d. **D**

Use the following information to answer question 30.

<table>
<thead>
<tr>
<th>City</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edo</td>
<td>Easily defended; could easily trade with Kyoto and Osaka by sea</td>
</tr>
<tr>
<td>Kyoto</td>
<td>River access to the sea; at the junction of land routes through mountain passes</td>
</tr>
<tr>
<td>Osaka</td>
<td>Protected harbour; surrounded by good farmland</td>
</tr>
<tr>
<td>Nagasaki</td>
<td>Dutch trading ships allowed to dock at Deshima in Nagasaki harbour</td>
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30. The above information tells

a. how Japanese cities were affected by the policy of isolation.
b. how location played a part in the growth of some Japanese cities.
c. why some communities grew and others did not.
d. how the political system affected the growth of cities.
31. Which of the following is not a reason for growth in arts and literature during the Edo Period?

a. The merchant class grew wealthier and had more time to enjoy the arts.
b. Samurai turned their creative energies to intellectual pursuits such as prose and poetry.
c. Artisans were no longer needed to produce more practical products and turned their attention to the arts.
d. The daimyo became patrons on the arts because they wanted to build elaborately decorated homes and beautiful gardens.

Use the following information to answer question 32.

Ikebana is the art of flower arranging. It was part of the popular culture in Edo Japan and is still practised by many Japanese today. It is more than simply putting flowers into a container. Ikebana is a disciplined art form in which nature and humanity are brought together. It is not just a floral arrangement. It emphasizes other areas of a plant, such as its stems and leaves, and draws emphasis toward shape, line, and form. Though ikebana is a creative expression, it has certain rules governing its form. The arrangement must consist of only a minimal number of blooms interspersed among stalks and leaves. The structure of a Japanese flower arrangement is based on a scalene triangle. The three main points symbolize heaven, earth, and man.

32. From the above information, you can tell that ikebana reflects which aspect of the Edo Japan worldview?

a. The emperor is a representative of God on earth.
b. There is beauty in simplicity.
c. Things bright and colourful bring cheerfulness to daily life.
d. Creativity is more important than skill.

33. Which of the following is not an example of interaction with foreigners during the Edo Period?

a. The Chinese and Koreans were permitted limited access to the country.
b. Chinese goods and ideas were allowed into Japan.
c. The shogun was interested in how the Dutch practised medicine.
d. American ships were allowed to dock at Deshima.
Part B

Directions: Write your answers to these questions on a separate sheet of paper.

1. What are three ways in which Japan’s geography influenced it worldview.

2. What conflicts arose due to Japan's policy of isolation during the Age of Exploration and Imperialism in Europe?

3. How was the political system of the Edo period designed to enhance the power of the shogun and Bafuku?

4. Compare the growth of the arts in Edo Japan with the growth of the arts in Renaissance Europe.
### Chapter 4
What Were the Effects of Japan’s Isolation Policies During the Edo Period?
Test

**Part A – Answer Sheet**

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________
14. ________
15. ________
16. ________
17. ________
18. ________
19. ________
20. ________
21. ________
22. ________
23. ________
24. ________
25. ________
26. ________
27. ________
28. ________
29. ________
30. ________
31. ________
32. ________
33. ________
Part B

1. What are three ways in which Japan’s geography influenced its worldview.
   - Japan is an island nation, which makes the sea important. The sea is respected and valued as a source of food. Being surrounded by water also gives Japan a natural isolation.
   - Japan has many natural disasters, such as earthquakes, tsunamis, volcanoes, and typhoons. This helps them to have respect for the power of nature and realize the relative impotence of humans.
   - Japan is mostly mountains. Japanese understand the value of flat land for agriculture and building towns and cities. The mountains also serve to naturally divide the country into small regions, with which citizens can identify.
   - Japan is geographically close to Korea, China, and Russia.
   - Japan’s climate ranges from temperate to sub-tropical, with high levels of precipitation. These are necessary for growing a wide range of foods, including rice, wheat, fruits, and vegetable.

2. What conflicts arose due to Japan’s policy of isolation during the Age of Exploration and Imperialism in Europe?
   - During the Ages of Exploration and Imperialism European countries were eager to explore, dominate, and colonies foreign lands, including those in eastern Asia.
   - Japanese leaders felt that foreign influence was a destabilizing factor in establishing and maintaining a peaceful, organized nation.

3. How was the political system of the Edo period designed to enhance the power of the shogun and Bafuku?
   - The central government put laws into place to limit the powers of the daimyo.
   - The central government put laws into place that prevented the daimyo from gaining too much wealth.
   - The central government monitored the activities of daimyo to ensure that they were not conspiring to gain more influence.

4. Compare the growth of the arts in Edo Japan with the growth of the arts in Renaissance Europe.
   - In both cases a rise in the wealth of the merchant class contributed to the growth of arts.
   - In both cases wealthy people became patrons of the arts.
   - The arts were a way to demonstrate wealth.
Part A – Answer Sheet

1. T  12. T  23. d
2. F  13. T  24. a
3. T  14. T  25. c
4. F  15. F  26. c
5. T  16. b  27. a
6. T  17. a  28. b
7. F  18. d  29. d
8. T  19. c  30. b
9. T  20. d  31. c
10. T  21. a  32. b
11. F  22. b  33. d
Chapter 5

What Factors Influenced Change in Meiji Japan?
Chapter 5
What Factors Influenced Change in Meiji Japan?

Contents

Lesson 8.5.1 Introduction 3
Lesson 8.5.2 Influences of Russia, China, and Europe 4
Lesson 8.5.3 Influence of the United States 5
Lesson 8.5.4 How Can Individuals Change the Way Others View the World? 6
Lesson 8.5.5 Responding to the Crisis 8
Lesson 8.5.6 Changes in the Political System 9
Lesson 8.5.7 Modernization 10
Lesson 8.5.8 Chapter 5 - Review 11
Lesson 8.5.9 Chapter 5 - Test 12
Lesson 8.5.1

Concept: Introduction

Resources/Materials: Our Worldviews, pages 164 and 165
Worksheets #8.5.1a, #8.5.1b, and #8.5.1c (student copies)

Introduction: Explain that the Edo Period in Japanese history lasted for 250 years. This is approximately ten generations of people. In that time period Japan had developed a distinct and unique culture based on a distinct and unique worldview. For the most part, it was a time of peace and prosperity. It was called the Edo Period because the capital city during the time had been moved to Edo. Edo, now called Tokyo, is the capital of present-day Japan.

Meanwhile, the rest of the world had been developing in different ways. A person by the name of James Watt had developed the steam engine, which caused a complete upheaval in Western cultures. The steam engine began the change from a largely rural society where work was done by hand to a more urban society where machines did the work. War among Western countries was common. There was great advancement in weaponry, ship design and navigational instruments. Japan knew nothing of this and for this reason, Japan decided it had to end it policy of isolation.

Procedure:

1. Have students turn back to page 124. Refer to the timeline. Locate the Edo Period. Note that the historic period of time immediately following is called the Meiji Period. “Meiji” means “enlightened rule”. Note that the Meiji Period lasted only 44 years. It was a time of rapid change. The emperor that became the ruler was only a year or two older than the average grade eight student.

2. Have students turn to textbook, page 164. Have them read page 164.

3. Distribute Worksheets #8.5.1a, #8.5.1b, and #8.5.1c. Go over the directions, if necessary.

4. ALTERNATELY. Have students do the Worldview Investigation on textbook, page 165.

Assignments:

1. Read Our Worldviews, page 164.
2. Do Worksheets #8.5.1a, #8.5.1b, and #8.5.1c.
3. ALTERNATELY. Do the Worldview Investigation, page 165.
Directions: Read the following information and then answer the questions.

Just as individuals have an identity, so do countries. The identity of a country is how its citizens see their country. A country’s identity is a unifying force. But more importantly, it helps it to adjust to change while still maintaining its core values and beliefs.

When the Edo Period ended and the Meiji Period began, Japanese leaders decided that the country needed to undergo some drastic changes, which included different political, economic, and social systems. These led to changes in culture as well. In spite of all these changes, Japan still kept much of its identity.

Many things contributed to Japan’s identity. Following is a brief description of some of them.

A. Creation Story. According to Japanese mythology, two divine beings, a male and a female, stood on the bridge of heaven and churned the ocean with a spear to make a small island of curdled salt. From this beginning grew a string of islands – Japan.

B. Emperor. There is a legend that says the divine beings who created the islands of Japan had a daughter whose name was Amaterasu. She is known as the sun goddess. At one point, Amaterasu went into a cave, closed the entrance with a boulder, and refused to come out. The world plunged into darkness. The other gods eventually tricked her into coming out, thus bringing back light and hope to the Japanese people. The emperors of Japan were considered to be the descendants of Amaterasu.

C. The Flag. For centuries the Japanese have referred to their country as the “Land of the Rising Sun”. It is symbolized a by red circle. The Japanese flag has the red circle on a white background.

D. Heroic Stories. Japan is full of stories where the characters displayed character traits that the Japanese find admirable. One of the most famous is the story of the 47 ronin. I

The story begins when a daimyo, Asano Naganori, attacked one of the shogun’s officials, whose name was Kira Yoshinaka, in Edo Castle. Kira was a rude and arrogant man. But this action was strictly forbidden. As a result, the emperor ordered Asano to commit suicide. Asano’s death meant that his 47 samurai became ronin; that is, warriors without a master. Now they had lost their honour and position in society, but their loyalty to Asano did not die. The ronin felt they must seek revenge for their master’s death. They devised a plan. They made a surprise attack on Kira’s home. After killing Kira, they went to their master’s grave and then turned themselves into the authorities. For this crime, the shogun ordered them to commit suicide, which they did with honour.

The ronin displayed character traits admired by the Japanese: honour, duty, loyalty, grace, and courage. They are honoured, even today, as cultural heroes.
E. The Sea. Living in an island country, the Japanese identify closely with the sea. They show deep respect for the ocean as it provides them with much of their diet. At the same time, they also know that the sea can be dangerous and take lives. All schools have swimming pools, for people who live by the sea must be strong swimmers.

F. Homogeneous Society. For 250 years, Japan had isolated itself from the rest of the world. After such a long period of time, the Japanese developed into a society where the people shared a common ethnic background and race.

G. Social Classes. During the Edo years, Japanese were divided into social classes. The classes were hierarchical, meaning they were arranged in an order. Those higher up the hierarchy had more privileges than those lower down. The members of each social class had their own roles and responsibilities. There were strict codes of conduct as to how people of one class interacted with those of another class. The way a person was dressed told others his social class.

H. Arts, Sports, and Entertainment. As with other aspects of Japan during the Edo Period, well-defined guidelines developed around arts, sports, and entertainment. Creativity took place within these guidelines. For example, flower arrangements were minimalist and the overall shape was of a scalene triangle. Athletes were expected to dress according to a strict code.

I. Patrilineal Society. In a patrilineal society, the father is the head of the household. The father has the final say in decision making. When a woman marries a man, she takes his name.

J. Relationships. Japanese followed the five basic relationships taught by Confucius. They are shown in the chart with the most important relationships at the top. The responsibilities of each party in the relationships are at the bottom.

<table>
<thead>
<tr>
<th>Ruler</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>Children</td>
</tr>
<tr>
<td>Husband</td>
<td>Wife</td>
</tr>
<tr>
<td>Older Brother</td>
<td>Younger Brother</td>
</tr>
<tr>
<td>Friend</td>
<td>Friend</td>
</tr>
</tbody>
</table>

**Duties and Obligations:**
- Be a wise and just leader
- To support and provide for the other
- To protect the other

**Duties and Obligations:**
- To obey
- To respect
- To honour
1. Match the elements that contributed to the Japanese identity with the aspects of the Japanese worldview. (Write the letters in the spaces.)

E. Nature must be respected, as it can give, but can also take away.

J. It is important for every citizen to know how to interact with others.

D. A person must behave with honour, dignity, loyalty, grace, and courage.

G. It is important to know your position in society.

A. A common history helps to unify a society.

I. Males have the responsibility of heading a household.

B. The emperor should be respected, as he is the representative on God on Earth.

H. True artists, athletes, and entertainers display a combination of self-discipline and creativity.

C. We must be loyal to our country.

F. A country where everyone is alike can function in a truly peaceful and organized manner.

2. Think about your culture. Which aspects of your worldview are similar to that of the Edo Japanese worldview? Answers may vary.

homogeneous society

patrilineal

common history

social system-one-class society

relationships
1. Match the elements that contributed to the Japanese identity with the aspects of the Japanese worldview. (Write the letters in the spaces.)

_____ Nature must be respected, as it can give, but can also take away.

_____ It is important for every citizen to know how to interact with others.

_____ A person must behave with honour, dignity, loyalty, grace, and courage.

_____ It is important to know your position in society.

_____ A common history helps to unify a society.

_____ Males have the responsibility of heading a household.

_____ The emperor should be respected, as he is the representative on God on Earth.

_____ True artists, athletes, and entertainers display a combination of self-discipline and creativity.

_____ We must be loyal to our country.

_____ A country where everyone is alike can function in a truly peaceful and organized manner.

2. Think about your culture. Which aspects of your worldview are similar to that of the Edo Japanese worldview?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
**Lesson 8.5.2**

**Concept:** Influences of Russia, China, and Europe

**Resources/Materials:** Our Worldviews, pages 166 – 170
- Worksheets #8.5.2a, #8.5.2b, and #8.5.2c (student copies)
- World Map

**Introduction:** Discuss that Hutterites have chosen to live in relative isolation. This is done to try to ensure that community members adopt a particular worldview and lifestyle. However, there are some aspects of non-Hutterites that do creep into any colony. (If you feel it is appropriate, you might want to discuss some of them; e.g., smoking, drugs, musical instruments, etc.)

Review that Japan had a policy of seclusion. But they found that total isolation was not possible. For example, foreigners were anxious to trade and would try to stop at Japanese ports. Foreign ships sometimes would become wrecked off the coast and the survivors would swim ashore.

Explain that today students will read about how the influence of the Chinese and Europeans.

**Procedure:**

1. On the world map, point out China’s proximity to Japan. Explain that it is only natural the Chinese would want to interact with Japan.

2. Then point out that Russia is a country that occupies parts of two continents: Europe and Asia. Explain that Russia is European in worldview and it share many cultural similarities to other European societies. Note how Russia is also one of Japan’s neighbours.

3. Finally, if it has not come up yet, point out that the Indigenous people of Japan are called the Ainu. Their original homelands were the Kamchatka Peninsula, the Kurile Islands (just north of Hokkaido) and Hokkaido. Explain that the Japanese persecuted the Ainu and made every effort to make them assimilate. (You may want to draw parallels to Canada and its First Nations and Inuit peoples.)

4. Have students turn to textbook, page 166. Explain that pages 166 – 170 give information on how foreign influences created a crisis in Japan. Have students read the pages independently, if you think they are able.

5. Distribute Worksheets #8.5.2a, #8.5.2b, and #8.5.2c. Go over the directions, if necessary.

6. ALTERNATELY. Have students write four separate journal entries: one for a Russian leader, one for an Ainu leader, one for a Dutch trader; and one for a Chinese leader. In each journal entry state why you want to interact with Japan and then Japan’s response.

**Assignments:**

2. Do Worksheets #8.5.2a, #8.5.2b, and #8.5.2c.
3. Write journal entries from the points of view of Russia, the Ainu, The Netherlands, and China.
Directions: Use Our Worldviews, pages 166 – 170 to help you with the questions.

1. For what two reasons did Japan want to continue its policy of isolation?
   a. __________________________________________

   b. __________________________________________

2. Complete the cause and effect chart about Russia’s influence.

   **Cause**
   Russia planned to establish trading relations with the Ainu so that it could better supply its outposts in central north Asia. To do this, it established the Russian-American Company.

   **Effect on Japan**

3. Complete the flow chart to detail the events of Japan’s conflict with Russia.

   **THE CRISIS WITH RUSSIA**
   - 1798
   - 1801
   - 1804
   - 1811
   - 1805

Worksheet #8.5.2a
4. Complete the chart about the Ainu.

<table>
<thead>
<tr>
<th>THE AINU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who They Are</td>
</tr>
<tr>
<td>Where They Lived</td>
</tr>
<tr>
<td>How They Lived</td>
</tr>
<tr>
<td>Relations with Japan during the Edo Period</td>
</tr>
<tr>
<td>Relations with Japan during the Meiji Period</td>
</tr>
<tr>
<td>Present-day Life</td>
</tr>
</tbody>
</table>

5. Complete the chart about the influence of the Dutch. (Continued on Worksheet #8.5.3c.)

<table>
<thead>
<tr>
<th>THE INFLUENCE OF THE DUTCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relations with Japan Before 1815</td>
</tr>
<tr>
<td>Relations with Japan After 1815</td>
</tr>
</tbody>
</table>
6. Complete the chart about the influence of China.

<table>
<thead>
<tr>
<th>THE INFLUENCE OF CHINA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Results of China's War with Britain</td>
</tr>
<tr>
<td>Japan's Response</td>
</tr>
</tbody>
</table>

7. Complete the chart about the Dutch East India Company.

<table>
<thead>
<tr>
<th>THE DUTCH EAST INDIA COMPANY</th>
</tr>
</thead>
<tbody>
<tr>
<td>What It Was</td>
</tr>
<tr>
<td>Where It Did Business</td>
</tr>
<tr>
<td>Influence on Japan</td>
</tr>
</tbody>
</table>
Directions: Use *Our Worldviews*, pages 166 – 170 to help you with the questions.

1. For what two reasons did Japan want to continue its policy of isolation?
   - a. If they abandoned policy of isolation, the shogun and Bakufu would lessen its power in Japan
   - b. They feared that Japan might lose its sovereignty if the influence of the other countries grew

2. Complete the cause and effect chart about Russia’s influence.

   **Cause**
   Russia planned to establish trading relations with the Ainu so that it could better supply its outposts in central north Asia. To do this, it established the Russian-American Company.

   **Effect on Japan**
   - Realized they must become concerned and be prepared for trouble originating from the outside world
   - Russia was creeping in on Japanese territory

3. Complete the flow chart to detail the events of Japan’s conflict with Russia.

   **THE CRISIS WITH RUSSIA**
   - 1798 Russian settlers had reached the third Kuril Island. They were introducing Russian ways to the Ainu
   - 1801 Japan claimed the third Kuril Island, and drove Russians out
   - 1804 Russia sent envoy with letter expressing interest in trade. Japan replied it was not interested
   - 1805 Russian ship captain made nuisance attacks on Japanese settlements, hoping Japan would change its mind
   - 1811 Japan captured the ship’s captain and released him to the Dutch two years later
4. Complete the chart about the Ainu.

<table>
<thead>
<tr>
<th>THE AINU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who They Are</td>
</tr>
<tr>
<td>Where They Lived</td>
</tr>
<tr>
<td>How They Lived</td>
</tr>
<tr>
<td>Relations with Japan during the Edo Period</td>
</tr>
<tr>
<td>Relations with Japan during the Meiji Period</td>
</tr>
<tr>
<td>Present-day Life</td>
</tr>
</tbody>
</table>

5. Complete the chart about the influence of the Dutch. (Continued on Worksheet #8.5.3c.)

<table>
<thead>
<tr>
<th>THE INFLUENCE OF THE DUTCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relations with Japan Before 1815</td>
</tr>
<tr>
<td>Relations with Japan After 1815</td>
</tr>
</tbody>
</table>

Worksheet #8.5.2b
Japan's Suspicions

thought Europe was one superpower
wondered if Europeans were being deceitful and using different languages to fool their enemies

Japan's Response

all foreigners expelled

6. Complete the chart about the influence of China.

<table>
<thead>
<tr>
<th>THE INFLUENCE OF CHINA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Results of China's War with Britain</td>
</tr>
<tr>
<td>Japan's Response</td>
</tr>
</tbody>
</table>

7. Complete the chart about the Dutch East India Company.

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<th>THE DUTCH EAST INDIA COMPANY</th>
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<tbody>
<tr>
<td>What It Was</td>
</tr>
<tr>
<td>Where It Did Business</td>
</tr>
<tr>
<td>Influence on Japan</td>
</tr>
</tbody>
</table>
Lesson 8.5.3

Concept: Influence of the United States

Resources/Materials: Our Worldviews, pages 171 – 173
Worksheets #8.5.3a and #8.5.3b (student copies)

Introduction: Recall that the Dutch, Chinese, and Russians all had a part in making Japan realize that its policy of isolation could not be strictly enforced. There were too many things Japan could not control.

   Explain that it was the treaties that China was forced to sign with Britain and other European countries that made Japan stand up and take notice. If this was not covered in the last lesson, explain that Britain had been at war with China (The Opium Wars). Britain’s advanced war technology easily made it victorious over China.

   Explain that United States wanted more interaction with Japan and showed Japan it was willing to use military force if necessary.

Procedure:

1. Discuss with students how China was forced to sign “unequal treaties” with Britain after the Opium Wars.

2. Explain that the United States sent Commodore Matthew Perry of the United States navy on a mission to Japan to convince Japan to open its door to American. He did not have to attack Japan. He intimidated with Japanese by showing them four frigates (military ships) and sophisticated weaponry. In the end Japan decided it had no choice but to agree to admit the United States onto Japanese soil. What is more, Japan agreed to allow the United States and other Western countries to use Japanese resources, if they wanted to. Japan had now signed its own “unequal treaties”.

3. Have students turn to textbook, page 171. Explain that pages 171 – 173 tell more about why the US wanted Japan to open its doors, the events that led up to the signing of the “unequal treaties”, and the civil war that resulted.


5. Distribute Worksheets #8.5.3a and #8.5.3b. Go over the directions, if necessary.

6. ALTERNATELY. Have students do one or more of the Reflect and Respond questions on textbook, page 172.

Assignments:

1. Read Our Worldviews, pages 171 – 173
2. Do Worksheets #8.5.3a and #8.5.3b.
3. ALTERNATELY. Do one or more of the Reflect and Respond questions, page 172.
Social Studies Grade 8 Our Worldviews Chapter 5
Worksheets

The Influence of the United States

Directions: Use Our Worldviews, pages 171 – 173 to help you with the questions.

1. For what two reasons did the United States want to establish trading relations with Japan?
   a. ____________________________________________________________
   b. ____________________________________________________________

2. The United States was angry because the Japanese had refused to help shipwrecked US sailors on whaling ships. What can you infer about the worldviews of these two countries at this period in history?

<table>
<thead>
<tr>
<th>American Worldview</th>
<th>Japanese Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. In the negotiations with Japan, neither Japan nor the United States engaged in battle.
   a. Why do you think the US brought war ships and other arms to Japan?
      ____________________________________________________________
   b. What effect did the US’s show of military strength have on the Japanese?
      ____________________________________________________________
   c. How do you think China’s experiences with Britain and other Western countries affected how Japan decided to deal with the demands of the Americans?
      ____________________________________________________________
4. Complete the charts to show the benefits of the treaties to the Americans and to Japan.

<table>
<thead>
<tr>
<th>TREATY OF KANASAWA AND THE HARRIS TREATY (Treaty of Amity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits to the United States</td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Effect of the Treaties on Other European Countries:

Japan’s Response:

5. According to the profile of Commodore Perry on pages 173, what are two strategies that he used in negotiating with Japan?

a. ______________________________________________________

b. ______________________________________________________
Directions: Use Our Worldviews, pages 171 – 173 to help you with the questions.

1. For what two reasons did the United States want to establish trading relations with Japan?
   a. Wanted to set up a coal station at one of Japan’s ports so ships could get fuel for steamships
   b. Wanted Japan to assist any of its shipwrecked sailors

2. The United States was angry because the Japanese had refused to help shipwrecked US sailors on whaling ships. What can you infer about the worldviews of these two countries at this period in history?  
   Answers may vary

<table>
<thead>
<tr>
<th>American Worldview</th>
<th>Japanese Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was only right that other countries help US citizens in need</td>
<td>Interaction with foreigners would cause upheaval in Japanese society</td>
</tr>
</tbody>
</table>

3. In the negotiations with Japan, neither Japan nor the United States engaged in battle.
   a. Why do you think the US brought war ships and other arms to Japan?
      Intimidation → wanted to send message of military might
   b. What effect did the US’s show of military strength have on the Japanese?
      Knew they must negotiate or risk invasion
   c. How do you think China’s experiences with Britain and other Western countries affected how Japan decided to deal with the demands of the Americans?
      Japan realized that the West’s strength could overcome a mighty country like China. It could do the same with Japan
4. Complete the charts to show the benefits of the treaties to the Americans and to Japan.

<table>
<thead>
<tr>
<th>TREATY OF KANASAWA AND THE HARRIS TREATY (Treaty of Amity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits to the United States</td>
</tr>
<tr>
<td>- two ports open to US ships and coal and supplies available to American ships</td>
</tr>
<tr>
<td>- shipwrecked sailors would be helped</td>
</tr>
<tr>
<td>- Americans could live in Edo and Osaka</td>
</tr>
<tr>
<td>- later five ports open to US ships</td>
</tr>
</tbody>
</table>

Effect of the Treaties on Other European Countries:
- Japan agreed to sign similar treaties with several other European countries

Japan’s Response:
- Many felt the treaties were unequal, with Japan conceding too much
- Japanese felt humiliated
- Power of shogun and Bafuku diminished
- Policy of isolation abolished

5. According to the profile of Commodore Perry on pages 173, what are two strategies that he used in negotiating with Japan?

a. 

b. Diplomacy
Lesson 8.5.4

NOTE: Teachers can choose to have students do Option A (below) or Option B (page 7). Option A requires that students research and report on a person who has influenced the way others view the world. Option B has students summarize the points of view of two people witnessing the same event.

Concept: How Can Individuals Change the Way Others View the World?

Resources/Materials: Our Worldviews, pages 174 – 176
Other Resource Materials
Worksheet #8.5.4a (transparency or teacher copy)
Worksheet #8.5.4b (optional, student copies)

Option A

Introduction: Show the photo of Craig Kielberger to students. Explain that Craig was an ordinary 12-year-old boy in Thorhill, Ontario in 1995. He read a newspaper article about a 12-year-old boy in Pakistan who had been murdered. The news article went on to say that the child had been forced into labour at age four to work in a carpet factory. The boy spoke out against child labour and for this, he was murdered.

This angered Craig. He got some of his schoolmates to join him into doing something about child labour. Eventually this led to the establishment of Free the Children. This organization is very active today after more than 17 years. Craig has receive many honours and awards for his activities in helping to rid the world of child labour.

Explain that Craig is one of many who have done things to change the way people think.

Procedure:


2. With students decide on a person(s) they would like to research. (Pages 175 and 176 will give students a structure to follow.) Some may choose to research Craig Kielberger. There are any number of people (Nelson Mandela, Raoul Wallenberg, David Suzuki, etc.). A quick Google search would provide at least two sources of information. Some encyclopaedias would also have information.

3. Have students research and report on an influential person, using a report, presentation, wall display, or any other appropriate means.

Assignments:

2. Research and report on an influential person.
Option B

Introduction: Review that the unequal treaties had given much to the Western countries, while Japan got little in return. Explain that many leaders of the day were united in their feelings that Japan had to modernize in order to gain the respect of the West. Only then could they be in a position to renegotiate the treaties to make them fairer. How this should be done, however, was a matter of debate.

Procedure:

1. Explain that there were really two points of view. Two prominent samurai teachers represented these points of view.

2. Have students turn to textbook, page 174. If possible, guide the read of page 174 and the top section of page 175; otherwise, have students read them independently.

3. Distribute Worksheet #8.5.4b. Go over the directions, if necessary.

4. ALTERNATELY. Have students summarize the two points of view in a T-chart in their notebooks.

Assignments:

1. Read Our Worldviews, pages 174 and 175.
2. Do Worksheet #8.5.4b.
3. ALTERNATELY. Summarize the two points of view in a T-chart.
Craig Kielberger
(Activist)
Directions: Use Our Worldviews, pages 174 and 175 to help you complete the Venn diagram about the points of view of Sakuma Shozan and Yoshida Shoin.

Sakuma

- continued to work with Bafuku
- and to promote learning of Western technology
- arrested/imprisoned

Yoshida

- urged the overthrow of the Bafuku and wanted power to return to the emperor
- wanted Japan to declare war on Korea and other neighbours
- ignored ban on foreign travel
- arrested/imprisoned

- valued Confucian teachings
- taught questioning, inquiry, Bushido ideas
- urged students to visit foreign countries
- believed that a mix of Japanese morality and Western technology would make Japan more powerful
Directions: Use *Our Worldviews*, pages 174 and 175 to help you complete the Venn diagram about the points of view of Sakuma Shozan and Yoshida Shoin.
Lesson 8.5.5

Concept: Responding to the Crisis

Resources/Materials: Our Worldviews, pages 177 – 179
Worksheet #8.5.5 (student copies)

Introduction: State the question: “Should Hutterite colonies be allowed to use motorized farm equipment in place of horses?” Explain that this was an issue facing Hutterite colonies in Canada 50 years ago. Many thought that the introduction of tractors and combines would spell the end of Hutterite culture. Others thought that if Hutterites were to survive, they needed to adopt new technologies.

Explain that Japan faced a similar situation in the mid-1800s. There was disagreement about how the country should respond to US demands to open its doors.

Procedure:

1. Explain that a **civil war** takes place between forces within a single country.

2. Explain that there were two distinct viewpoints in the Bafuku. Both sides felt strongly — so strongly that it resulted in civil unrest.

3. Have students turn to textbook, page 177. Guide the reading of the page. Then have students read pages 178 and 179 independently.

4. Distribute Worksheet #8.5.5. Go over the directions, if necessary.

5. ALTERNATELY. Have students do question #1 of the **Reflect and Respond** questions on textbook, page 179. In addition, consider having students do one of the suggested activities in question #2.

6. OPTIONAL. This would be a great opportunity your students to sharpen up their debating skills. Set up a debate about the different points of view on how Japan should respond to the crisis. You can make the debate as informal or formal as you like.

Assignments:

2. Do Worksheet #8.5.5.
3. ALTERNATELY. Do question #1 of the **Reflect and Respond** questions, page 179. OPTIONAL. Do one of the suggested activities in question #2.
4. OPTIONAL. Set up a debate where the two main options for responding to the crisis are discussed.
How Did Japan Respond to the Crisis?

Directions: Use Our Worldviews, pages 177 – 179 to help you with the questions.

1. Complete the chart to tell about the different points of view that the Japanese had about how to respond to the crisis caused by the influence of foreign countries on Japan.

<table>
<thead>
<tr>
<th>Tokugawa Nariaki</th>
<th>Ii Naosuke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who He Was</td>
<td></td>
</tr>
<tr>
<td>Point of View</td>
<td></td>
</tr>
<tr>
<td>Reasons</td>
<td></td>
</tr>
</tbody>
</table>

2. Match the causes with the effects.

**Cause**

a. Farmers and peasants experienced crop failure and were starving.

b. Many samurai had been loyal to the emperor, even during the rule of the shoguns.

c. Critics of the shogun wanted to create a new government headed by the Emperor.

d. Military forces from Satsuma and Choshu Meiji as emperor.

e. The shogun’s military forces were defeated.

**Effect**

- Samurai were angry because the Harris Treaty had been signed against the wishes of the emperor.

- The imperial court was once again in the highest authority in Japan.

- They began to question the taxes they were forced to pay.

- Many samurai began to increase their armaments and even bought weapons and ship from the West.

- The new emperor quickly abolished the office of the shogun.
**How Did Japan Respond to the Crisis?**

**Directions:** Use *Our Worldviews*, pages 177 – 179 to help you with the questions.

1. Complete the chart to tell about the different points of view that the Japanese had about how to respond to the crisis caused by the influence of foreign countries on Japan.

<table>
<thead>
<tr>
<th>Tokugawa Nariaki</th>
<th>Ii Naosuke</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who He Was</strong></td>
<td></td>
</tr>
<tr>
<td>- the lord of the Mito domain</td>
<td>- powerful warlord and statesman</td>
</tr>
<tr>
<td><strong>Point of View</strong></td>
<td></td>
</tr>
<tr>
<td>- Japan should not enter agreements with US and pressed for war</td>
<td>- It was in Japan’s best interest to trade with the West</td>
</tr>
<tr>
<td><strong>Reasons</strong></td>
<td></td>
</tr>
<tr>
<td>- did not want Japanese to be exposed to “barbarians”</td>
<td>- Signing trade agreement would give Japan time to build up strength</td>
</tr>
</tbody>
</table>

2. Match the causes with the effects.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Farmers and peasants experienced crop failure and were starving.</td>
<td>b. Samurai were angry because the Harris Treaty had been signed against the wishes of the emperor.</td>
</tr>
<tr>
<td>b. Many samurai had been loyal to the emperor, even during the rule of the shoguns.</td>
<td>e. The imperial court was once again in the highest authority in Japan.</td>
</tr>
<tr>
<td>c. Critics of the shogun wanted to create a new government headed by the Emperor.</td>
<td>a. They began to question the taxes they were forced to pay.</td>
</tr>
<tr>
<td>d. Military forces from Satsuma and Choshu Meiji as emperor.</td>
<td>c. Many samurai began to increase their armaments and even bought weapons and ship from the West.</td>
</tr>
<tr>
<td>e. The shogun’s military forces were defeated.</td>
<td>d. The new emperor quickly abolished the office of the shogun.</td>
</tr>
</tbody>
</table>
Lesson 8.5.6

Concept: Changes in the Political System

Resources/Materials: Our Worldviews, pages 180 – 183
Worksheets #8.5.6a, #8.5.6b, and #8.5.6c (student copies)

Introduction: Present the following situation to students:

“Hutterite leaders have decided that starting tomorrow, no person will be guaranteed a job at the colony. People will have to compete for any job. Those who are not successful in getting a job will not be given housing, food, or clothing, nor will they be given any money.”

Discuss how this would affect Hutterite culture. Who would be benefit? Who would not?

Explain that signing of the uneven treaties resulted in civil unrest. A new government was formed as a result of a coup, which is a sudden overthrow of the government. The new government acted quickly to adjust to the new realities of Japan’s new open door policy. The political system in Japan was about to change dramatically.

Procedure:

1. Recall with students that the civil unrest in Japan resulted in the shogun’s forces being defeated. The emperor was once again the highest authority. He moved from Kyoto to Edo. He was only 13 or 14 years old at the time. This began a new era in Japanese history called the Meiji Period.

2. Recall from Lesson One (that is, Lesson 8.5.1) that one of the unifying forces in Japan was its creation story. Explain that the Meiji rulers used that story to encourage citizens to rally around the emperor as their leader.

3. Explain that Meiji leaders drew up “The Charter Oath”, which outlined how the new political system would work. An oath is a promise. Charter refers to freedoms, rights, and privileges.

4. Have students turn to textbook, page 180. Explain that pages 180 and 181 tell about how the Meiji leaders tried to gain the support of citizens. Page 183 tells about the details of the Charter Oath.

5. Have students read textbook, pages 180 – 183.

6. Then distribute Worksheets #8.5.6a, #8.5.6b, and #8.5.6c. Go over the directions, if necessary.

7. ALTERNATELY. Have students do one or more of the Reflect and Respond questions on textbook, page 182.

8. ALTERNATELY. In their notebooks, have students make a T-chart comparing the political system of Japan during the Edo Period with that of the Meiji Period.

Assignments:

2. Do Worksheets #8.5.6a, #8.5.6b, and #8.5.6c.
3. ALTERNATELY. Do one or more of the Reflect and Respond questions, page 182.
4. ALTERNATELY. Compare the political systems in the Edo with the Meiji Period.
**Directions:** Use *Our Worldviews*, pages 180 – 183 to help you with the questions.

1. For this question, refer back to page 179 as well as pages 180 – 182.

   Number these events in the order they occurred.

   _____ The shogun’s forces attacked the military forces from Satsuma and Choshu.

   _____ Military forces from Satsuma and Choshu proclaimed Meiji as the new emperor.

   _____ The new emperor moved into the Tokugawa castle of Edo and renamed the city Tokyo.

   _____ The new emperor abolished the office of the shogun and ordered the Tokugawa family to surrender their ancestral lands.

   _____ Samurai from Tosa convinced the shogun to resign and take a leading role in a new government.

   _____ The Meiji leaders consulted with the daimyo in drawing up the Charter Oath.

   _____ The Meiji leaders used the creation story to unify the country and promote loyalty to the emperor.

   _____ The shogun’s military forces were defeated.

2. **What is a coup?**

   ____________________________________________________________

   ____________________________________________________________

3. **After the civil war, Japan was divided into supporters of the shogun and supporters of the emperor. What did the Meiji leaders do to try to promote loyalty to the emperor and unify the country?**

   ____________________________________________________________

   ____________________________________________________________

4. **Why was it important for the Meiji leaders to consult with and try to satisfy the daimyo when drawing up the Charter Oath?**

   ____________________________________________________________
5. Examine the five parts of the Charter Oath. These parts signify a change from the political system during the Edo Period. Complete the chart below by doing the following:

a. The sentences in Column I describe Japan's political system during the Edo Period. For each part, write the number of the part from the Chart Oath that describes the corresponding change. Write the numbers in Column II.

b. In Column III write the letter of the sentence from the box below that correctly summarizes the part from the Charter Oath.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The rules for behaviour and dress were firmly established for each social class. There could be no movement form one class to another.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decisions were made solely by an oligarchy – the Bafuku.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Only the ruling class was involved in the decision making process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your social class was determined by heredity. If your parents were of a particular social class, then you also belong to that same class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Japan had an official policy of isolation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Which social classes do you think had the most difficulties adjusting to the new political system? Tell why you think so.
7. For each location around the world **briefly** tell what happened and when.

<table>
<thead>
<tr>
<th>Location</th>
<th>When</th>
<th>What Happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>1868</td>
<td></td>
</tr>
<tr>
<td>Washington, DC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newfoundland and Britain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egypt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Did the Political System Change?

Directions: Use Our Worldviews, pages 180 – 183 to help you with the questions.

1. For this question, refer back to page 179 as well as pages 180 – 182.

   Number these events in the order they occurred.
   
   4. The shogun’s forces attacked the military forces from Satsuma and Choshu.
   2. Military forces from Satsuma and Choshu proclaimed Meiji as the new emperor.
   6. The new emperor moved into the Tokugawa castle of Edo and renamed the city Tokyo.
   3. The new emperor abolished the office of the shogun and ordered the Tokugawa family to surrender their ancestral lands.
   1. Samurai from Tosa convinced the shogun to resign and take a leading role in a new government.
   8. The Meiji leaders consulted with the daimyo in drawing up the Charter Oath.
   7. The Meiji leaders used the creation story to unify the country and promote loyalty to the emperor.
   5. The shogun’s military forces were defeated.

2. What is a coup?

   the sudden violent overthrow of a government

3. After the civil war, Japan was divided into supporters of the shogun and supporters of the emperor. What did the Meiji leaders do to try to promote loyalty to the emperor and unify the country?

   used the creation story, which made people revere the emperor, regardless of some political, economic, and social views

4. Why was it important for the Meiji leaders to consult with and try to satisfy the daimyo when drawing up the Charter Oath?

   wanted to get their support
   wanted to demonstrate that the new government valued all opinions and points of view
5. Examine the five parts of the Charter Oath. These parts signify a change from the political system during the Edo Period. Complete the chart below by doing the following:

   a. The sentences in Column I describe Japan's political system during the Edo Period. For each part, write the number of the part from the Chart Oath that describes the corresponding change. Write the numbers in Column II.

   b. In Column III write the letter of the sentence from the box below that correctly summarizes the part from the Charter Oath.

   | A. Japan will open its doors to foreigners. |
   | B. There will be no restrictions placed on citizens because of their social class. They can move from one class to the next and travel as they wish. |
   | C. Members of all classes can be involved in carrying out the administration of the state. |
   | D. Membership in a social class will no longer be hereditary. |
   | E. There will be public discussion of all matters. |

| The rules for behaviour and dress were firmly established for each social class. There could be no movement form one class to another. | II | III |
| Decisions were made solely by an oligarchy – the Bafuku. | 4 | B |
| Only the ruling class was involved in the decision making process. | 2 | C |
| Your social class was determined by heredity. If your parents were of a particular social class, then you also belong to that same class. | 3 | D |
| Japan had an official policy of isolation. | 5 | A |

6. Which social classes do you think had the most difficulties adjusting to the new political system? Tell why you think so. **Answers may vary**

   **Upper classes may not automatically enjoy all privileges**

   **Lower classes may find it difficult to take on the responsibilities that go with their new freedoms and rights**
7. For each location around the world **briefly** tell what happened and when.

<table>
<thead>
<tr>
<th>Location</th>
<th>When</th>
<th>What Happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>1868</td>
<td>Japan began modernizing</td>
</tr>
<tr>
<td>Washington, DC</td>
<td>1866</td>
<td>United States Congress passed the Civil Rights Act</td>
</tr>
<tr>
<td>Newfoundland and Britain</td>
<td>1866</td>
<td>A transatlantic cable was laid between Europe and North America, which allowed for telegraph communication</td>
</tr>
<tr>
<td>Egypt</td>
<td>1869</td>
<td>Suez Canal officially opened</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>1876</td>
<td>Alexander Graham Bell invented telephone</td>
</tr>
<tr>
<td>France</td>
<td>1880s</td>
<td>E. J. Mially made the first motion picture</td>
</tr>
<tr>
<td>North Carolina</td>
<td>1903</td>
<td>Orville and Wilbur Wright flew the first airplane</td>
</tr>
</tbody>
</table>
Lesson 8.5.7

Concept: Modernization

Resources/Materials: Our Worldviews, pages 184 – 187
Worksheets #8.5.7a and #8.5.7b (student copies)

Introduction: Discuss that the Meiji leaders were a small group of men. They formed an oligarchy. (If necessary, remind students that an oligarchy is a government ruled by a few. Members of an oligarchy are not elected by the public.) Recall that Japan had decided to overhaul its political, economic, and social systems. Discuss the advantage that an oligarchy would have in doing this (decisions can be made quickly). Discuss the disadvantage (little input from the citizens).

Explain that in the end, the Meiji leaders decided they would try to maintain Japanese customs and traditions while adopting western education, technology, and style of government.

Procedure:

1. Explain that in order to know more about Western ways, Japan sent a delegation on a tour of some key Western nations to find out more. They found that not all countries did things in the same way. They decided to pick and choose the ways that best suited Japan.

2. Have students turn to textbook, page 184. If possible, guide the reading of the first two paragraphs. Then have students read pages 184 – 187 independently.

3. Distribute Worksheets #8.5.7a and #8.5.7b. Go over the directions, if necessary.

4. ALTERNATELY. Have students do one or both of the Reflect and Respond questions on textbook, page 187.

5. OPTIONAL. Pretend the Meiji leaders came to your present-day school. Tell what you think would surprise them the most.

Assignments:

2. Do Worksheets #8.5.7a and #8.5.7b.
3. ALTERNATELY. Do one or both of the Reflect and Respond questions, page 187.
4. OPTIONAL. If the Meiji leaders visited your present-day school, what do you think would surprise them the most? Write a paragraph about it.
Directions: Use Our Worldviews, pages 184 – 187 to help you with the questions.

1. The shogun of the new Meiji leaders was “Enrich the country; strengthen the military.” Why do you think they felt it was important to strengthen the military?

2. The Meiji leaders were an oligarchy. What is an oligarchy?

3. Complete the chart about the changes the Meiji leaders wanted to make.

<table>
<thead>
<tr>
<th>MODERNIZING JAPAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two key goals:</td>
</tr>
<tr>
<td>How they planned to accomplish the goals:</td>
</tr>
<tr>
<td>Challenge they faced:</td>
</tr>
<tr>
<td>Why they looked to Western nations:</td>
</tr>
</tbody>
</table>
4. What was the purpose of the Iwakura Mission?

5. As a result of the Iwakura Mission, Japan made decisions on how it would modernize. Tell what they decided to do for each of the following:

<table>
<thead>
<tr>
<th>Education System</th>
</tr>
</thead>
<tbody>
<tr>
<td>System of Government</td>
</tr>
<tr>
<td>Religion</td>
</tr>
<tr>
<td>Economic Advancement</td>
</tr>
<tr>
<td><strong>Choosing Models for Modernization</strong></td>
</tr>
</tbody>
</table>

6. The Japanese were in good position to rapidly move towards industrialization. What made this possible?
Directions: Use *Our Worldviews*, pages 184 – 187 to help you with the questions.

1. The shogun of the new Meiji leaders was “Enrich the country; strengthen the military.” Why do you think they felt it was important to strengthen the military?

   A major reason Japan had to sign the unequal treaties was because of the superior military strength of the West. A strong military would make Japan more respected, which could lead to the possibility of renegotiating the unequal treaties.

2. The Meiji leaders were an oligarchy. What is an oligarchy?

   a form of government in which a few people have the power

3. Complete the chart about the changes the Meiji leaders wanted to make.

   **MODERNIZING JAPAN**

   The two key goals:
   - to modernize Japan and make its economy grow
   - to renegotiate the unequal treaties

   How they planned to accomplish the goals:
   - change Japan politically and economically so that it would be an equal partner in any treaty agreement

   Challenge they faced:
   - to develop a nation that would be competitive in the modern world, yet continue to be Japanese

   Why they looked to Western nations:
   - Europe and North America were wealthy and powerful

Worksheet #8.5.7a
4. What was the purpose of the Iwakura Mission? 

find the best ideas from around the world and bring them back to Japan

5. As a result of the Iwakura Mission, Japan made decisions on how it would modernize. Tell what they decided to do for each of the following:

<table>
<thead>
<tr>
<th>Education System</th>
</tr>
</thead>
<tbody>
<tr>
<td>used educational systems of Germany and the United States</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>System of Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>wanted to establish a representative government when the people were ready for a parliamentary system.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>instituted religious freedom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economic Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>encourage private enterprise and business innovation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choosing Models for Modernization</th>
</tr>
</thead>
<tbody>
<tr>
<td>must choose models that will help Japan compete successfully with other countries.</td>
</tr>
</tbody>
</table>

6. The Japanese were in good position to rapidly move towards industrialization. What made this possible?

the economy under the Tokugawa shogunate had prospered
Western experts had been invited to Japan to assist Japanese with industrialization.
Lesson 8.5.8

Concept: Chapter 5 – Review

Resources/Materials: Our Worldviews, pages 188 and 189
Chapter 5 Review Sheets (optional, student copies)

Introduction: Explain that Chapter 5 was about Japan’s decision to end its policy of isolation and embark on a process of industrialization. It is time to review.

Procedure:

1. Have students turn to textbook, page 188. Guide the reading of the page.

2. Have students do one or more of the review activities on textbook, page 189.

3. ALTERNATELY. Distribute the Chapter 5 Reviews Sheets. Have them completed independently.

4. If possible, check the review activities/questions in class as a group.

Assignments:

1. Read Our Worldviews, page 188.

2. Do one or more of the review activities, page 189.

3. ALTERNATELY. Do the Chapter 5 Review Sheets.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>consensus</th>
<th>compromise</th>
<th>czar</th>
<th>representative government</th>
</tr>
</thead>
<tbody>
<tr>
<td>crisis</td>
<td>commodore</td>
<td>emperor</td>
<td>assimilate</td>
</tr>
<tr>
<td>monopoly</td>
<td>inviolable</td>
<td>coup</td>
<td>Dutch East India Company</td>
</tr>
</tbody>
</table>

_________________________ to be absorbed into a larger group, often by giving up aspects of identity

_________________________ a former United States Navy ranking

_________________________ a settlement through mutual concession

_________________________ a decision reached through common agreement

_________________________ a sudden violent overthrow of a government

_________________________ a situation of urgent need or great danger

_________________________ a Russian monarch

_________________________ the hereditary ruler of Japan

_________________________ a government in which decisions are made by elected representatives

_________________________ a European business based on trade with many countries, ranging from South Africa, to India, and the Far East

_________________________ exclusive possession or control

_________________________ not to be violated or injured
**External Pressures to End the Policy of Isolation**

2. Match the pressures from outside Japan to their descriptions. Then tell how it influenced Japan’s actions.

```
<table>
<thead>
<tr>
<th>Nature of the Pressure</th>
<th>How It Influenced Japan’s Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once it had been a very powerful country. It was no match for the Europeans, and was forced to sign unequal treaties with them.</td>
<td></td>
</tr>
<tr>
<td>It sent warships to Japan, suggesting threats of invasion if Japan would not sign a trade agreement.</td>
<td></td>
</tr>
<tr>
<td>As transportation and communication among the countries increased, the world economy was fuelled more and more by trade.</td>
<td></td>
</tr>
<tr>
<td>It was the only country with whom Japan would trade. Other countries’ ships pretended to be from this country by flying its flag. In this way, they managed some trade with Japan.</td>
<td></td>
</tr>
<tr>
<td>It began trading with the Ainu, who lived in areas just north of Japan.</td>
<td></td>
</tr>
<tr>
<td>a. increasing trade throughout the world</td>
<td>b. Russia</td>
</tr>
<tr>
<td>c. the Netherlands</td>
<td>d. China</td>
</tr>
<tr>
<td>e. United States</td>
<td></td>
</tr>
</tbody>
</table>
```
Internal Pressures to End the Policy of Isolation.

3. Unscramble these words to make sentences that tell about internal pressures. (Note: The chart on textbook, page 188 will help you.)

a. Young men studying at Deshima of the West were exposed to new ideas and philosophies.

b. believed that for Japan Young intellectuals of the Bakufu to remain an independent nation, it had to open its doors.

c. Many citizens questioned to take care of the country whether the Bafuku were weak and unable.

d. were unhappy with the signing of the unequal treaties Enemies of the shogun and Bafuku and called for the emperor to return to power.
The Beginning of the Meiji Period

4. Put a check mark (√) next to the sentences that are true about changes that characterized the Meiji Period.

_____ The imperial court was once again the highest authority in Japan.

_____ The emperor was required to rule from the ancient capital city of Kyoto.

_____ The city of Edo was renamed Tokyo.

_____ The imperial court moved from Kyoto to Tokyo and the emperor moved into the Tokugawa Castle.

_____ The position of shogun was abolished.

_____ The shogun became one of the new leaders of Japan.

_____ Meiji leaders used the creation story to build up the support of citizens and to help unify the country.

_____ After consulting with the daimyo, the Meiji leaders drew up the Charter Oath, which outlined the goals of the new government.

The Charter Oath

5. The sentences below summarize the points of the Charter Oath. One word or phrase in each sentence makes it incorrect. Change the word or phrase in each sentence to make it correct. (Page 182 of your textbook will help.)

a. All matters will be decided by private discussion.

b. Members of upper social classes will be involved in carrying out the administration of the state.

c. All citizens will have the chance to improve themselves by being free to choose their own occupations and to travel and live where they want, as long as the daimyo approves.

d. People will be rewarded because of their efforts and because of their family connections.

e. Japan will close its doors to foreign knowledge, and in this way increase its power.
The Beginning of Modernization

6. What two key goals did the Meiji leaders have for Japan?
   a. ________________________________
   b. ________________________________

7. Underline all the sentences that tell about the ideas of the Meiji leaders and the actions they took.

   They wanted to Japan to change politically and economically so that it would be in a position to renegotiate the unequal treaties.

   They wanted to develop a nation that would be competitive in the modern world and yet continue to be Japanese.

   They looked to Western nations for models because they viewed the countries of Europe and North America as being powerful and wealthy.

   They wanted Japan to become another Western country, politically, economically, and socially, and culturally.

   Foreign educators and experts in manufacturing and industry were invited to assist with the move toward modernization.

   They sent half their members abroad to learn about the institutions, laws, and customs of the successful Western nations.

8. Briefly tell what the Iwakura Mission recommended for each of the following:

   | The Education System:                           |
   | Participatory Government:                      |
   | Religious Freedom:                             |
   | A Model for Economic Advancement:              |
   | Models for Modernization:                      |
1. Match the words and phrases in the box with their meanings.

| consensus | compromise | czar | representative government |
| crisis | commodore | emperor | assimilate |
| monopoly | inviolable | coup | Dutch East India Company |

- **assimilate**: to be absorbed into a larger group, often by giving up aspects of identity.
- **commodore**: a former United States Navy ranking.
- **compromise**: a settlement through mutual concession.
- **consensus**: a decision reached through common agreement.
- **coup**: a sudden violent overthrow of a government.
- **crisis**: a situation of urgent need or great danger.
- **czar**: a Russian monarch.
- **emperor**: the hereditary ruler of Japan.
- **representative government**: a government in which decisions are made by elected representatives.
- **Dutch East India Company**: a European business based on trade with many countries, ranging from South Africa, to India, and the Far East.
- **monopoly**: exclusive possession or control.
- **inviolable**: not to be violated or injured.
External Pressures to End the Policy of Isolation

2. Match the pressures from outside Japan to their descriptions. Then tell how it influenced Japan’s actions.

<table>
<thead>
<tr>
<th>Nature of the Pressure</th>
<th>How It Influenced Japan’s Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. increasing trade throughout the world</td>
<td>Japan understood how European countries’ expansionist desires and superior technology and military strength could humble a powerful country like China.</td>
</tr>
<tr>
<td>c. the Netherlands</td>
<td>Japan felt it had to give into the US’s demands and signed unequal treaties with the US and other Western countries.</td>
</tr>
<tr>
<td>a. United States</td>
<td>Japan realized that it was inevitable that other countries would want to trade with Japan.</td>
</tr>
<tr>
<td>b. Russia</td>
<td>All foreigners expelled. Ships required to have proper papers and protocol before being allowed to dock.</td>
</tr>
<tr>
<td>e. China</td>
<td>It began trading with the Ainu, who lived in areas just north of Japan. Japan claimed one of the Kuril Islands and declared Hokkaido a colony.</td>
</tr>
</tbody>
</table>
Internal Pressures to End the Policy of Isolation.

3. Unscramble these words to make sentences that tell about internal pressures. (Note: The chart on textbook, page 188 will help you.)

a. Young men studying at Deshima of the West were exposed to new ideas and philosophies.
   Young men studying at Deshima were exposed to new ideas and philosophies of the West.

b. believed that for Japan Young intellectuals of the Bakufu to remain an independent nation, it had to open its doors.
   Young intellectuals of the Bakufu believed that for Japan to remain an independent country, it had to open its doors.

c. Many citizens questioned to take care of the country whether the Bafuku were weak and unable.
   Many citizens questioned whether the Bafuku were weak and unable to take care of the country.

d. were unhappy with the signing of the unequal treaties Enemies of the shogun and Bafuku and called for the emperor to return to power.
   Enemies of the shogun and Bafuku were unhappy with the signing of the unequal treaties and called for the emperor to return to power.
The Beginning of the Meiji Period

4. Put a check mark (✓) next to the sentences that are true about changes that characterized the Meiji Period.

✓ The imperial court was once again the highest authority in Japan.

____ The emperor was required to rule from the ancient capital city of Kyoto.

✓ The city of Edo was renamed Tokyo.

✓ The imperial court moved from Kyoto to Tokyo and the emperor moved into the Tokugawa Castle.

✓ The position of shogun was abolished.

____ The shogun became one of the new leaders of Japan.

✓ Meiji leaders used the creation story to build up the support of citizens and to help unify the country.

✓ After consulting with the daimyo, the Meiji leaders drew up the Charter Oath, which outlined the goals of the new government.

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5. The sentences below summarize the points of the Charter Oath. One word or phrase in each sentence makes it incorrect. Change the word or phrase in each sentence to make it correct. (Page 182 of your textbook will help.)

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b. Members of upper social classes will be involved in carrying out the administration of the state.

c. All citizens will have the chance to improve themselves by being free to choose their own occupations and to travel and live where they want, as long as the daimyo approves.

d. People will be rewarded because of their efforts and because of their family connections.

e. Japan will close its doors to foreign knowledge, and in this way increase its power.
The Beginning of Modernization

6. What two key goals did the Meiji leaders have for Japan?
   a. to modernize Japan and make its economy grow
   b. to renegotiate the unequal treaties

7. Underline all the sentences that tell about the ideas of the Meiji leaders and the actions they took.

   They wanted to Japan to change politically and economically so that it would be in a position to renegotiate the unequal treaties.

   They wanted to develop a nation that would be competitive in the modern world and yet continue to be Japanese.

   They looked to Western nations for models because they viewed the countries of Europe and North America as being powerful and wealthy.

   They wanted Japan to become another Western country, politically, economically, and socially, and culturally.

   Foreign educators and experts in manufacturing and industry were invited to assist with the move toward modernization.

   They sent half their members abroad to learn about the institutions, laws, and customs of the successful Western nations.

8. Briefly tell what the Iwakura Mission recommended for each of the following:

<table>
<thead>
<tr>
<th>The Education System:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the German and US systems to develop a system for Japan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participatory Government:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proceed cautiously, but work toward representative government</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious Freedom:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute religious freedom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Model for Economic Advancement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must develop its own model for economic advancement by encouraging private enterprise and business innovation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Models for Modernization:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must choose models for modernization carefully</td>
</tr>
</tbody>
</table>
Lesson 8.5.9

Concept: Chapter 5 Test

Resources/Materials: Chapter 5 Test (student copies)

NOTE: Teachers may choose to have students do Part A, Part B, or both Parts A and B of the test.

There is an alternate assessment in the Our Worldviews Teacher Resource.
Social Studies Grade 8 Our Worldviews Chapter 5
Test
Chapter 5
What Factors Influenced Change in Meiji Japan?
Test

Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Write T for true and F for false.

1. Russia wanted to supply its outposts in central north Asia with food and supplies by trading with Japan.
   T

2. In the early 1800s, the Japanese became suspicious that European ships were secretly entering Japanese ports.
   T

3. China had demonstrated that traditional ways could effectively deal with the threat of European expansionism.
   F

4. The Dutch East India Company was the only group that Japan would trade with, allowing it access through Deshima Island.
   T

5. The negotiations leading up to the signing of the unequal treaties took place over a number of years.
   T

6. The United States used only diplomacy as a strategy in its negotiations with Japan.
   F

7. Farmers and peasants were upset with the Bafuku because they had to continue paying koku, even though bad weather had led to widespread crop failures.
   T

8. Samurai were all supportive of the shogun and Bafuku in their decision to sign the unequal treaties.
   F

9. Civil war broke out because of differing views on how Japan should deal with foreign influences.
   T

10. The imperial court moved from the ancient capital of Osaka to Tokyo.
    T

11. The aim of the Charter Oath was to ensure that Japan kept its traditional ways and customs, and to continue its closed-door policy.
    T

12. Japan wanted to industrialize while still keeping many of its traditional Japanese characteristics.
    T

13. Japan’s new worldview included welcoming foreign ideas and knowledge.
    T
14. The purpose of the Iwakura Mission was to travel the world to find the best ideas and bring them back to Japan.

15. Japan was able to move rapidly toward industrialization because it already had a relatively healthy economy and because its last shogun had invited western experts to help modernize its technology.

**Multiple Choice**
Choose the best answer to each question.

16. Which of the following is true about Russian influence on Japan?

   a. Japan felt threatened because the Russians had started trading with the Ainu who lived on lands just north of Japan.
   b. Japan had engaged in war with Russia because Japan refused to trade with Russia.
   c. Japan agreed to trade with the Russians, but only through Deshima.
   d. Russia’s actions had no influence on Japan.

**Use the following to answer question 17.**

- Japan forced the Ainu to sign an agreement allowing it to fish, hunt, and log the lands of the Ainu.
- The Ainu were not allowed to establish trade agreements with whomever they chose.
- Japan made Hokkaido, a traditionally Ainu territory, into a Japanese colony.
- The Ainu language was forbidden and their customs and traditional ways of life were suppressed.

17. From the above information, which of the following could you not infer about Japan’s relations with the Ainu?

   a. Japan felt its culture was superior to that of the Ainu.
   b. Japan wanted the Ainu to assimilate into Japanese culture.
   c. Japan was anxious to use resources found in Ainu territories.
   d. Japan felt it was necessary for the Ainu to be involved in Japanese government.
18. Which of the following was the main reason that Japan began the “don’t think twice” policy on foreign ships?

a. The government sent officials to Deshima Island to learn more about the West.
b. Japan started to import and translate books on European history, institutions, and military science.
c. Japan believed that all European languages were basically one language.
d. Japan suspected that foreign ships were illegally docking at Japanese ports by pretending to be from the Netherlands.

19. Which of the following is the most important way in which China influenced Japan’s decision to abandon its policy of isolation?

a. China had threatened to invade Japan.
b. Japan no longer wanted China to influence Japanese culture, as it had in the past.
c. Due to Britain’s military might, once powerful China had suffered humiliation when it was forced to sign unequal treaties with Britain and other Western countries.
d. China had approached Japan to consider opening its door to trade.

Use the following information to answer questions 20 and 21.

The Dutch East India Company was the only group that Japan would trade with, allowing it access through Deshima Island in Nagasaki harbour. The Japanese began to learn about the West through contact with the Dutch.

20. From the above information, you can infer that

a. The Dutch East India Company was formed from many small independent Dutch companies.
b. The Japanese trusted the Dutch to provide goods and products without interfering with Japanese beliefs, traditions, and customs.
c. Deshima was not inhabited by any Japanese.
d. The Dutch East India Company had a monopoly on trade with Asia.

21. From the above information, you can infer that Japan

a. felt it could not benefit from Western ideas.
b. eventually hoped that more countries would want to trade.
c. felt it might benefit from knowing more about the West.
d. wanted to send students to settle in the Netherlands.
22. Which of the following is not a reason that the United States wanted to establish relations with Japan?

a. It wanted to make Japan a US territory.
b. It wanted access to Japanese resources.
c. It wanted Japan to assist American sailors who became shipwrecked.
d. It wanted Japanese ports to act as coal refuelling stations for American ships on their way to other Asian countries.

Use the following information to answer questions 23, 24, and 25.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>In 1853 Commodore Matthew Perry entered Edo harbour with four large warships, 977 soldiers, and 66 guns. He returned again in 1854 with eight warships and more troops.</td>
</tr>
<tr>
<td>B</td>
<td>Commodore Perry asked to speak directly with the leaders of the Japanese government.</td>
</tr>
<tr>
<td>C</td>
<td>Commodore Perry brought with him a letter from American President Millard Fillmore, which praised Japan and the Japanese, and asked Japan to consider trading with the US on a trial basis.</td>
</tr>
<tr>
<td>D</td>
<td>After discussing the possibility of trade with Japanese officials on his first visit, he told them he would return in following year for an answer.</td>
</tr>
</tbody>
</table>

23. The best heading for the chart above would be

a. American Military Threats  
b. Matthew Perry: American Soldier  
c. Japan’s Response to American Threats  
d. American Strategies to Establish Trade with Japan

24. Which of the above is the best example of trying to use diplomacy to reach and agreement?

a. A  
b. B  
c. C  
d. D
25. The most likely reason that the United States sent a naval officer, warships, and soldiers to Japan is that

a. it wanted to use the threat of military action to convince Japan to enter into a trade agreement.
b. it wanted to be able to protect its ships from pirates they might encounter on their way to Japan.
c. it thought using military transport and personnel would show respect to the Japanese.
d. other sailing vessels were already being used to establish trade relations with other countries around the world.

Use the following information to answer question 26.

Young Japanese men who had been sent to Deshima were exposed to new ideas and philosophies of the West.

Young intellectuals in the Bafuku believed that for Japan to remain an independent nation, it would have to open its doors.

Citizens questioned whether the Bafuku were weak and unable to take care of the country.

Many people felt that the shogunate’s response to a series of natural disasters was ineffective.

26. Which of the following tells what the above have in common?

a. They tell about dissatisfaction with the Tokugawa shogunate.
b. They are internal pressures that showed a need for change.
c. They explain the views of young intellectuals.
d. They are signs that the class system in Japan was in upheaval.

27. Which of the following is not true about the change from the Edo to the Meiji Period?

a. The shogun resigned and was ready to take a leading role in a new government.
b. Military forces from two domains, Satsuma and Choshu, prevented the shogun from becoming part of a new government, and instead proclaimed Meiji as the emperor.
c. Emperor Meiji abolished the office of the shogun and ordered the Tokugawa family to surrender their ancestral lands.
d. The Tokugawa shogunate peacefully surrendered to the Meiji forces.
There were many ideas about what Japan should do in response to the external and internal pressures. Here are some of them:

<table>
<thead>
<tr>
<th>Motto</th>
<th>Ideas</th>
<th>Solution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>“Honour the Emperor; expel the barbarians.”</td>
<td>Japan is the “divine land”; the Japanese are superior to Westerners.</td>
</tr>
<tr>
<td>B</td>
<td>“Eastern ethics and Western science.”</td>
<td>Adopt Western technology; particularly military equipment; but keep Japanese values and morals.</td>
</tr>
<tr>
<td>C</td>
<td>No motto</td>
<td>Overseas trade is necessary to increase the wealth of Japan; change is inevitable</td>
</tr>
<tr>
<td>D</td>
<td>“West is best.”</td>
<td>Japan must become a Western nation if it is to gain the respect of the West.</td>
</tr>
</tbody>
</table>

28. The Meiji leaders wanted to develop a nation that would be competitive in the modern world and yet continue to be Japanese. Which of the above options best expresses this view?

a. A  
b. B  
c. C  
d. D

29. Which of the above would be most consistent with those who wanted Japan to continue its policy of isolation?

a. A  
b. B  
c. C  
d. D
30. The following chart compares the feudal system of the Edo Period with parts of the Charter Oath. In which row is there an error?

<table>
<thead>
<tr>
<th>Edo Period</th>
<th>Charter Oath</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>The Bafuku led by the shogun made all decisions that affected the country.</td>
</tr>
<tr>
<td>b</td>
<td>Only the ruling class could have input into decisions made and the administration of the state.</td>
</tr>
<tr>
<td>c</td>
<td>A person’s social class determined the kind of work he did and his wealth.</td>
</tr>
<tr>
<td>d</td>
<td>Japan should isolate itself from the rest of the world.</td>
</tr>
</tbody>
</table>

Use the following information to answer question 31.

**Modernizing Japan**
- change the political system
- make the economy stronger
- replace the traditional social class system with one that is more Western
- modernize the military

31. What was the ultimate purpose of Japan’s efforts to modernize?

a. Japan wanted to gain the respect of Western nations so that they would be willing to renegotiate the unequal treaties.
b. Japan admired Western culture and felt it was superior to Japanese culture.
c. Japan felt that together with China, the two countries could stand up to the Westerners.
d. It was worried that its people would once again faced hardships caused by natural disasters and wanted Western nations to help out if needed.

32. What was the main way in which Japan’s worldview changed in the modernization process?

a. Japan began to look more to its own citizens for strength.
b. Japan now looked upon foreigners to provide them with ideas and knowledge.
c. Japan felt it was important for Westerners to learn more about it by immigrating to Japan.
d. Japan now realized it had made a mistake by allowing the Dutch to land at Deshima.
Use the following information to answer questions 32 and 33.

<table>
<thead>
<tr>
<th>THE IWAKURA MISSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
</tbody>
</table>

33. Which of the following best describes the purpose of the Iwakura Mission?

   a. to show the rest of the world how powerful and wealthy Japan was  
   b. to expose young leaders to Western countries and encourage them and their families to consider living in these places.  
   c. to find the best ideas from around the world and bring them back to Japan  
   d. to show Japanese citizens that their ways were superior to Western ways

34. From the above information, you can infer that

   a. to their surprise, the existing Japanese ways of doing things were just as good as any found worldwide.  
   b. up until this time, Japanese did not have a religion.  
   c. the Japanese found their country was not as good as Western countries in any way.  
   d. the Japanese intended to use ideas from different parts of the world.
Part B

Directions: Write the answers to these questions on a separate sheet of paper.

1. In what ways was the treatment of the Ainu by the Japanese government similar to the treatment of Canada’s Aboriginal peoples by the Canadian government?

2. China had signed treaties with Britain and other Western countries. In what way were they similar to the treaties between Japan and the Americas and other Western countries?

3. How did the Meiji leaders try to unify Japan and create support for the Emperor?

4. The Japanese decided to modernize by “adopting Western science and combining it with traditional ethics and values.” What does this mean?
Chapter 5
What Factors Influenced Change in Meiji Japan?
Test

Part A – Answer Sheet

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
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18. ______
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31. ______
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33. ______
34. ______
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>T</td>
<td></td>
<td>13.</td>
<td>T</td>
</tr>
<tr>
<td>2.</td>
<td>T</td>
<td></td>
<td>14.</td>
<td>T</td>
</tr>
<tr>
<td>3.</td>
<td>F</td>
<td></td>
<td>15.</td>
<td>T</td>
</tr>
<tr>
<td>4.</td>
<td>T</td>
<td></td>
<td>16.</td>
<td>a</td>
</tr>
<tr>
<td>5.</td>
<td>T</td>
<td></td>
<td>17.</td>
<td>d</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td></td>
<td>18.</td>
<td>d</td>
</tr>
<tr>
<td>7.</td>
<td>T</td>
<td></td>
<td>19.</td>
<td>c</td>
</tr>
<tr>
<td>8.</td>
<td>F</td>
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<td>20.</td>
<td>b</td>
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<tr>
<td>9.</td>
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<td>10.</td>
<td>F</td>
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<td>22.</td>
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<tr>
<td>11.</td>
<td>F</td>
<td></td>
<td>23.</td>
<td>d</td>
</tr>
<tr>
<td>12.</td>
<td>T</td>
<td></td>
<td>24.</td>
<td>c</td>
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<td></td>
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<td>25.</td>
<td>a</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>26.</td>
<td>b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>27.</td>
<td>d</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>28.</td>
<td>b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>29.</td>
<td>a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30.</td>
<td>b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>31.</td>
<td>a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>32.</td>
<td>b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>33.</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>34.</td>
<td>d</td>
</tr>
</tbody>
</table>
1. In what ways was the treatment of the Ainu by the Japanese government similar to the treatment of Canada’s Aboriginal peoples by the Canadian government?
   - Both took over the traditional lands of Indigenous peoples.
   - Both were Japan and Canada displayed ethnocentric views.
   - Both tried to assimilate Indigenous peoples at one point in history.

2. China had signed treaties with Britain and other Western countries. In what way were they similar to the treaties between Japan and the Americas and other Western countries?
   - Both China and Japan had negotiated treaties that were highly favourable to Western countries.
   - Both China and Japan felt compelled to sign the unequal treaties because of the military and economic strength of the Western countries.

3. How did the Meiji leaders try to unify Japan and create support for the Emperor?
   - Moved the Emperor and the imperial court from the Kyoto to Edo.
   - Renamed the capital city Tokyo.
   - Created loyalty to the Emperor by reminding citizens of the creation story and how the Emperor was a representative of divine beings.

4. The Japanese decided to modernize by “adopting Western science and combining it with traditional ethics and values.” What does this mean?
   - Japan would modernize by adopting Western technology to build up its economy and military.
   - Japan intended to keep typical Japanese characters traits, such as honour, dignity, loyalty, respect, and duty.