Chapter 6

How Did Rapid Change During the Meiji Period Affect Japan’s Worldview?
# Chapter 6

How Did Rapid Change During the Meiji Period Affect Japan’s Worldview?

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Lesson 8.6.1

Concept: Implementing Change

Resources/Materials: Our Worldviews, pages 190 – 193
Worksheet #8.6.1a (optional, student copies)

Introduction: Remind students that in Chapter 5 they learned the Meiji leaders wanted to modernize their country. They felt Japan did not have the respect of the Western countries and had had no choice but to sign the unequal treaties. They decided to modernize the technology of the country, while still keep Japanese beliefs, values, and ethics. This was bound to affect its worldview.

Chapter 6 explains the changes Japan implemented and how it affected the country. The big question is: “Did the changes result in their ultimate goal – to get respect of the West and renegotiate the unequal treaties?”

Procedure:


2. Then have students turn to textbook, page 192. This page requires that students prepare and give a two-minute speech. **If you decide to have students do this assignment, it is important that you offer them plenty of guidance. Some students may think two minutes is a very short period of time to speak, so warn them that it is actually quite a long time.**

3. ALTERNATELY. Distribute Worksheet #8.6.1a. Go over the directions, if necessary. **Some colony members may find this exercise offensive. Be sure to explain to students that it is meant only for them to consider on a hypothetical basis and is not a commentary on their way of life.**

4. Explain that page 192 gives general information on Japan’s decision to modernize. Then 193 tell about a particularly important person in Japan’s modernization. He made such an important contribution that his picture is on the 10 000 yen bill.

5. Distribute Worksheet #8.6.1b. Go over the directions, if necessary.

6. ALTERNATELY. Have students make notes on what they read on textbook, pages 192 and 193.

Assignments:

2. Prepare a speech about how to change technologically and still maintain value and ethics.
3. ALTERNATELY. Do Worksheet #8.6.1a.
4. Do Worksheet #8.6.1b.
5. ALTERNATELY. Make notes on pages 192 and 193.
Changing Technology: Retaining Values and Ethics

Directions: Pretend you are in charge of making changes to the Hutterite way of life. Your goal is to make changes that help Hutterites maintain a good quality of life in a modern society without changing Hutterite beliefs and values.

Check the boxes beside the sentences of the changes you think you would decide to make.

The Political System

- Allow people to vote when they turn fifteen.
- Have an oligarchy appoint all men to their positions.
- Give women the right to vote.
- Have five ministers instead of two.

The Economic System

- Introduce more ways to make money that do not involve agriculture.
- Buy the most modern agricultural equipment possible.
- Increase the amount each person gets for personal spending to 500 dollars a month.
- Buy clothes instead of making them.

Social System

- Give people who work harder more money.
- Allow people to eat one meal a day in their own homes.
- Introduce a hierarchical social class system.
- Make it a rule that all students must stay in school until they are eighteen.

Arts, Sports, and Entertainment

- Encourage people to take up hobbies.
- Set aside time regularly for people to participate in sporting activities.
- Encourage people to get library card.
- Encourage people to buy and decorate their homes with art work.
How Did Japan Decide to Implement Change During the Meiji Period?

Directions: Use Our Worldviews, pages 192 and 193 to help you with the questions.

1. Define the terms:
   - democracy
   - industrialized

2. Which countries acted as models for these changes in Meiji Japan?
   - navy
   - army
   - schools
   - universities

3. Fukuzawa Yukichi had a great deal of influence on Japan's modernization. Briefly tell about his views.

Views of Fukuzawa Yukichi
Directions: Use *Our Worldviews*, pages 192 and 193 to help you with the questions.

1. Define the terms:
   - **democracy**: a form of government in which the citizens have the power, exercised by them directly or their elected representatives.
   - **industrialized**: having large industries as an important feature in a country or an economic system.

2. Which countries acted as models for these changes in Meiji Japan?
   - navy: Britain, army: Germany, schools: France, universities: United States

3. Fukuzawa Yukichi had a great deal of influence on Japan's modernization. Briefly tell about his views.

   - **For Japan to be strong, its people must develop a sense of personal value and strength.**
   - **Education and study will create opportunities for personal success.**
   - **Governments must earn the loyalty of the people. In return for that loyalty, government should respect the will and needs of the people.**
   - **Japan needs to stand up to the West. To do this, it must gain an understanding of the Western worldview.**
Lesson 8.6.2

Concept: Modernizing the Political System

Resources/Materials: Our Worldviews, pages 194 – 198
Worksheets #8.6.2a and #8.6.2b (student copies)
Worksheet #8.6.2c (optional, student copies)

Introduction: Review that a country’s political system deals with how decisions are made. During the Edo Period, the shogun and Bafuku made decisions that affected the whole country. The daimyo and Han made decisions that had to do with each domain.

Modernizing Japan meant modernizing its political system. Japan looked to Western countries for ideas.

Procedure:

1. Explain that census records tell the specifics about the population of a certain place. It tells think like the names of people, their gender, birth date, income, occupation, place of residence, and so on. In Japan, each daimyo’s office had kept census records. This would prove to be valuable information in the new Japan.

2. Have students turn to textbook, page 194. Guide the reading of pages 194 and the top of 195. Explain that pages 195 – 198 give information on how the Meiji leaders went about achieving each of the goals listed on page 195.

3. If you can, guide the reading of pages 195 – 198, as they have many technical terms that might prove difficult for some. Otherwise, have students read the pages independently.

4. Distribute Worksheets #8.6.2a and #8.6.2b. Go over the directions, if necessary.

5. ALTERNATELY. Have students do one or more of the Reflect and Respond questions on textbook, page 198.

6. OPTIONAL. Briefly summarize the political changes made. Do this on the first column of Worksheet #8.6.2c. (Students will use this worksheet in future lessons, so remind them to keep it handy.) ALTERNATELY. You can have group work on this together to make a wall display. For each section, have them use a marker and a sheet of chart paper to summarize the changes. As each type of change is covered, have them write a summary on chart paper and tape it to the wall.

Assignments:

2. Do Worksheets #8.6.2a and #8.6.2b.
3. ALTERNATELY. Do one or more of the Reflect and Respond questions, page 198.
4. OPTIONAL. Complete the first column of Worksheet #8.6.2c by briefly summarizing the political changes.
How Did Modernizing the Japanese Political System Reflect a New Worldview?

Directions: Use Our Worldviews, pages 194 – 198 to help you with the questions.

1. Define each of the terms. Use your textbook and/or a dictionary to help you.

   constitutional government

   ____________________________________________________________

   ____________________________________________________________

   prefecture

   ____________________________________________________________

   ____________________________________________________________

   nationalist

   ____________________________________________________________

   ____________________________________________________________

   liberal

   ____________________________________________________________

   ____________________________________________________________

   conservative

   ____________________________________________________________

   ____________________________________________________________

   human rights

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   Dajokan

   ____________________________________________________________

   ____________________________________________________________

   constitution

   ____________________________________________________________

   ____________________________________________________________

2. What was the purpose of moving the imperial capital from Kyoto to Edo?
3. To modernize the government of Japan, the oligarchy did four things. Complete the chart to tell about these actions.

<table>
<thead>
<tr>
<th>Action</th>
<th>Purpose/Goal</th>
<th>Issues Involved</th>
<th>Final Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unify the Country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Search for a New Model of Government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change the Social Order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a Constitution</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Modernizing Japan

**Directions:** Summarize the changes made to modernize Japan in the chart below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Changes in Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social System</td>
<td></td>
</tr>
<tr>
<td>Military</td>
<td></td>
</tr>
<tr>
<td>Economic System</td>
<td></td>
</tr>
<tr>
<td>Political System</td>
<td></td>
</tr>
</tbody>
</table>
How Did Modernizing the Japanese Political System Reflect a New Worldview?

Directions: Use Our Worldviews, pages 194 – 198 to help you with the questions.

1. Define each of the terms. Use your textbook and/or a dictionary to help you.

constitutional government a government in which operation is controlled by a set list of rules

prefecture an administrative district in Japan, somewhat like a large county

nationalistic patriotic, sometimes to the extreme

liberal favouring a relaxing of social traditions; favouring personal freedoms

conservative averse to rapid change; favouring the status quo

human rights the basic rights believed to belong to every person, such as the rights to freedom, to justice, and to religion

Dajokan the Japanese government structure implemented during the Meiji Period

constitution set of rules by which a government is controlled.

2. What was the purpose of moving the imperial capital from Kyoto to Edo?

more centrally located

clearly showed that the shogun and Bakufu were no longer in power
3. To modernize the government of Japan, the oligarchy did four things. Complete the chart to tell about these actions.

<table>
<thead>
<tr>
<th>Action</th>
<th>Purpose/Goal</th>
<th>Issues Involved</th>
<th>Final Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unify the Country</td>
<td>. create loyalty to the nation as a whole, as opposed to their daimyo</td>
<td>. deciding on a set of laws and regulations for the entire country</td>
<td>Emperor became symbol of the country</td>
</tr>
<tr>
<td></td>
<td></td>
<td>. centralizing land and census records</td>
<td>Prefecture system established</td>
</tr>
<tr>
<td>Search for a New Model of Government</td>
<td>. create government that was efficient and economical</td>
<td>. some wanted more liberal form of emphasis on human rights and representative gov't</td>
<td>Dajokan formed, based on centralized control with a strong cabinet and limited powers of parliament</td>
</tr>
<tr>
<td>Change the Social Order</td>
<td>. want population that is loyal to the central state and emperor, not to local daimyo</td>
<td>. had to eliminate hierarchical social order</td>
<td>All Japanese lived with the same obligation - loyalty to emperor and country</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>People free to move about freely and choose occupations</td>
</tr>
<tr>
<td>Create a Constitution</td>
<td>. wanted a constitution that would unify Japan, and show West it was a modern, powerful country</td>
<td>. disagreements about what model to base constitution on and who should write it</td>
<td>Constitution was similar to Germany's, but included Japan's traditions and history</td>
</tr>
</tbody>
</table>
**Directions:** Summarize the changes made to modernize Japan in the chart below.

**NOTE:** This activity is to be completed over the next five lessons.

<table>
<thead>
<tr>
<th>Political System</th>
<th>Economic System</th>
<th>Military</th>
<th>Social System</th>
<th>Changes in Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>established centralized gov’t</td>
<td>reduction in spending</td>
<td>started centralized military</td>
<td>standardized curriculum</td>
<td>Shinto encouraged</td>
</tr>
<tr>
<td>used emperor as a unifying symbol</td>
<td>create conditions to encourage private enterprise (capitalist system)</td>
<td>built army and navy, modelled on those of Germany and Britain</td>
<td>elementary educ. compulsory</td>
<td>Stress on individualism</td>
</tr>
<tr>
<td>government with strong cabinet and limited powers of parliament</td>
<td>impose new taxes; lower value of money</td>
<td>used military intimidation to get Korea/China to sign unequal treaties</td>
<td>free schooling</td>
<td>Peasants able to have input into decision making</td>
</tr>
<tr>
<td>eliminated hierarchical social class system</td>
<td></td>
<td>joined forces with Western powers</td>
<td>promote ethics and morals</td>
<td></td>
</tr>
<tr>
<td>created constitution modelled on Germany’s but including Japanese traditions/history</td>
<td></td>
<td></td>
<td>public universities free</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.6.2c
Lesson 8.6.3

Concept: Modernizing the Economic System

Resources/Materials: Our Worldviews, pages 199 – 202
Worksheets #8.6.3a, #8.6.3b, and #8.6.3c (student copies)
Worksheet #8.6.2c (optional, students should have this)

Introduction: Discuss how a country sometimes imposes tariffs on particular goods coming into the country. Explain that the whole idea of putting a tariff on certain goods is to encourage people to buy that same product made domestically. (You will probably have to explain the terms tariff and domestic.) This helps to protect domestic industries.

Explain that Japan was trying to modernize its economic system. During feudal times (Edo Period), people did work according to their social class. There was no real incentive to work extra hard or to be innovative. Japan saw that the Western countries had a capitalist system. In this system, individuals could get ahead financially by working hard and trying to do things in a better way. But the move toward capitalism was difficult.

Procedure:

1. Recall the unequal treaties Japan signed with several Western countries. Explain that one of the terms in these agreements was that Japan would not impose tariffs on goods made in those Western countries. Recall from above that tariffs are often used to make domestically make goods more attractive to consumers.

2. Explain that governments use taxes to help pay for things that are used to run the country. They needed to tax industries, but because of the unequal treaties, only domestically manufactured goods could be taxed. This would definitely make domestically made goods less attractive.

3. Have students turn to textbook, page 199. Explain that pages 199 – 202 describes the struggles Japan went through to:
   - Industrialize the country
   - Adopt a capitalist system

4. Have students read textbook pages 199 – 202 independently. However, if at all possible, guide the reading of these pages as many colony students seem to have difficulty grasping information dealing with economics.

5. Distribute Worksheets #8.6.3a, #8.6.3b, and #8.6.3c. Go over the directions, if necessary.

6. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 202.

7. OPTIONAL. Have students complete the second column on Worksheet #8.6.2c.

Assignments:

2. Do Worksheets #8.6.3a, #8.6.3b, and #8.6.3c.
4. OPTIONAL. Complete the second column of Worksheet #8.6.2c.
How Did Japan Change Its Economic System?

Directions: Use Our Worldviews, pages 199 – 202 to help you with the questions.

1. Define the terms.
   - domestic products
   - import tariff
   - national income

2. Complete the chart to summarize the general state of the economy at the beginning of the Meiji Period.

<table>
<thead>
<tr>
<th>What Was Already in Place</th>
<th>What the Government Wanted to Do</th>
<th>Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Complete the chart about how the government's plans to industrialize Japan.

<table>
<thead>
<tr>
<th>Examples of Industries Already in Place</th>
<th>How New Industries Were Started</th>
<th>The Role of Private Business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.6.3a
4. What are four characteristics of a capitalist society?

a. ____________________________________________
   ____________________________________________

b. ____________________________________________
   ____________________________________________

c. ____________________________________________
   ____________________________________________

d. ____________________________________________
   ____________________________________________

5. In order to make Japan more of a capitalist society, Matsukata Masayoshi put several policies into place. Complete the graphic below to tell about these policies and the outcomes of implementing these policies.

   POLICIES
   ____________________________________________
   ____________________________________________
   ____________________________________________

   OUTCOMES
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
6. Think about the Japan’s economic system during the Edo Period compared to the Meiji Period. Complete the chart to compare the worldviews during these times.

<table>
<thead>
<tr>
<th>Edo Period</th>
<th>Meiji Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Did Japan Change Its Economic System?

Directions: Use *Our Worldviews*, pages 199 – 202 to help you with the questions.

1. Define the terms.

   - **domestic products**: the goods produced within a country
   - **import tariff**: the taxes on goods coming into a country; imposed to make imported goods more expensive in relation to domestic products
   - **national income**: the money received for all services, goods, and products produced by a country

2. Complete the chart to summarize the general state of the economy at the beginning of the Meiji Period.

<table>
<thead>
<tr>
<th>What Was Already in Place</th>
<th>What the Government Wanted to Do</th>
<th>Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>road system, markets, vibrant merchant class, small businesses, some banking institutions</td>
<td>make Japan more industrialized</td>
<td>under the unequal treaties, Japan not allowed to lower tax on domestic goods nor raise taxes on imported goods</td>
</tr>
</tbody>
</table>

3. Complete the chart about how the government’s plans to industrialize Japan.

<table>
<thead>
<tr>
<th>Examples of Industries Already in Place</th>
<th>How New Industries Were Started</th>
<th>The Role of Private Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>silk, textiles, glass, chemicals</td>
<td>government funded and owned new industries</td>
<td>industries started by government sold cheaply to private businesses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>large proportion sold to small number of private companies who, in turn, supported the govt</td>
</tr>
</tbody>
</table>

Worksheet #8.6.3a
4. What are four characteristics of a capitalist society?

a. _Individuals or the government are engaged in business_.

b. _The focus is on entrepreneurs who establish and operate companies_.

c. _The goal is to make a profit by producing or obtaining goods at one price and then selling them for more money_.

d. _People work for wages, not goods. They use wages to purchase the goods they need or want_.

5. In order to make Japan more of a capitalist society, Matsukata Masayoshi put several policies into place. Complete the graphic below to tell about these policies and the outcomes of implementing these policies.

**POLICIES**

- Drastically reduce spending
- Work to create business and financial conditions that will encourage more private business
- Raise money by imposing new taxes and lowering the value of printed money

**OUTCOMES**

- New railroads built to join all four major islands
- Roads/highways paved
- Deep water harbours created at Yokohama and Kobe
- Telegraph and telephone systems built
- New technologies and industries imported
- Hundred of foreigners brought in to train Japanese
- Ministry of Banking setup to provide subsidies to new businesses
6. Think about the Japan’s **economic system** during the Edo Period compared to the Meiji Period. Complete the chart to compare the worldviews during these times.

<table>
<thead>
<tr>
<th>Edo Period</th>
<th>Meiji Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feudal System</strong></td>
<td><strong>Capitalist System</strong></td>
</tr>
<tr>
<td>. people worked for daimyo</td>
<td>. with effort people could raise</td>
</tr>
<tr>
<td>. people did not own land</td>
<td>standard of living</td>
</tr>
<tr>
<td>. occupations stayed same for life</td>
<td>. choose occupation</td>
</tr>
</tbody>
</table>
Lesson 8.6.4

Concept: Modernizing the Military System

Resources/Materials: Our Worldviews, pages 203 – 206
Worksheet #8.6.4 (student copies)
Worksheet #8.6.2c (optional, students have this)

Introduction: Explain that in Edo Japan, there was no need for a strong military. Some were needed to discourage outsiders from docking at Japanese ports, but Japan had no ambitions to expand its territories like most of the Western powers had.

Recall that Japan felt humiliated for having to agree to the unequal treaties. The Meiji leaders noted that the most respected and powerful Western countries all had strong armed forces. Japan was obsessed with trying to win the respect of Western nations and a building a strong military was one way to do this.

Procedure:

1. Recall that the unequal treaties had forbid Japan from imposing tariffs on imported goods. This was putting a strain on the Japan’s economy, especially for domestic producers. A strong military would also help the country in trying to attain its political goals; it wanted to have more control over its own destiny. The unequal treaties prevented this.

2. Have students turn to textbook, page 203. Guide the reading of the opening section. Try to make sure that the students understand the reasons for Japan deciding build a strong military.

3. Explain that pages 203 – 206 tell how Japan went about building its military system. Have students read the pages independently, if you do not have the time to guide the reading.

4. Distribute Worksheet #8.6.4. Go over the directions, if necessary.

5. ALTERNATELY. Have students do Reflect and Respond questions on textbook, page 206.

6. OPTIONAL. Have students complete the Military Changes section of Worksheet #8.6.2c.

Assignments:

2. Do Worksheet #8.6.4.
3. ALTERNATELY. Do the Reflect and Respond questions, page 206.
4. OPTIONAL. Do the Military Changes section of Worksheet #8.6.2c.
How Did Japan Change Its Military System to Meet Political Needs?

Directions: Use *Our Worldviews*, pages 203 – 206 to help you with the questions.

1. Briefly explain the four reasons that the Meiji oligarchy wanted to build a strong military.
   
a. ______________________________________
   
b. ______________________________________
   
c. ______________________________________
   
d. ______________________________________

2. What did each of the following have to do with Japan’s new military?

   **Satsuma, Choshu, and Tosa:**

   **Britain:**

   **France:**

   **United States:**

   **Korea:**

   **Germany:**

   **Bushido:**

   **China:**

   **Britain, the US, France, Italy, Austria-Hungary, Germany, and Russia:**

   **Japan’s Worldview:**
How Did Japan Change Its Military System to Meet Political Needs?

Directions: Use Our Worldviews, pages 203 – 206 to help you with the questions.

1. Briefly explain the four reasons that the Meiji oligarchy wanted to build a strong military.
   a. Government would be able to bring about change and defeat internal opposition
   b. Strong military necessary for Japan to renegotiate unequal treaties
   c. Japan wanted to become a colonial power
   d. Help government meet its political goals

2. What did each of the following have to do with Japan’s new military?

| Satsuma, Choshu, and Tosa: | Soldiers from these domains became the Imperial Guard |
| Britain: | model for navy |
| France: | used conscription to enlist soldiers |
| United States: | used military intimidation to gain edge over Japan |
| Korea: | used military intimidation to get Korea to sign unequal treaties |
| Germany: | model for army |
| Bushido: | moral code for soldiers |
| China: | used military strength to get China to sign unequal treaties |
| Britain, the US, France, Italy, Austria-Hungary, Germany, and Russia: | joined them to put down Chinese rebellion against Britain |
| Japan’s Worldview: | strong military necessary in order for Japan to gain respect of Western countries |
Lesson 8.6.5

Concept: Modernizing the Social System

Resources/Materials: Our Worldviews pages 207 – 210
    Worksheets #8.6.5a and #8.6.5b (student copies)
    Worksheet #8.6.2c (optional, students have this)

Introduction: Explain that in Canada education comes under provincial jurisdiction. Nonetheless, education policies and laws in all provinces are remarkably similar. Curricula can vary slightly, mainly in social studies, where each province wants its students to study about the province.

Remind students that in Edo Japan, education was mainly for the children of samurai. They had to be well-educated as they were the future leaders. The children of other social class also went to school, but mainly to learn to “read, write, and do math.”

Explain that a new emphasis on education was just one way that Japan’s social systems changed.

Procedure:

1. Recall that the new political and economic reforms encouraged people of all classes to try to improve their status. The traditional social class system was abolished.

2. Have students turn to textbook, page 207. Point out that the chart summarizes how the lives of people of different social classes were affected by changes in the political and economic systems. Emphasize that political and economic systems have direct effect on the social systems of any country.

3. Guide the reading of pages 208 and 209, if you can – or have students read pages 207 – 209 independently.

4. Distribute Worksheets #8.6.5a and #8.6.5b. Go over the directions, if necessary.

5. ALTERNATELY. Have students do one or more of the Reflect and Respond questions on textbook, page 210. You might consider having students do question #4 in addition to Worksheets #8.6.5a and #8.6.5b.

6. OPTIONAL. Have students do the Social Systems column of Worksheet #8.6.2c.

Assignments:

2. Do Worksheets #8.6.5a and #8.6.5b.
3. ALTERNATELY. Have students do one or more of the Reflect and Respond questions, page 210.
4. OPTIONAL. Do the Social Systems column on Worksheet #8.6.2c.
**How Did Japan’s New Worldview Change Its Social Systems?**

**Directions:** Use *Our Worldviews*, pages 207 – 210 to help you with the questions.

1. Tell which group of people experienced each of these changes. Then tell whether the change was positive (+, negative (−), or both.

<table>
<thead>
<tr>
<th>Group</th>
<th>+ or –</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>D = daimyo</td>
<td></td>
<td>Allowed to have surnames</td>
</tr>
<tr>
<td>S = samurai</td>
<td></td>
<td>Had to work with an impersonal and inflexible bureaucracy during times of famine or drought</td>
</tr>
<tr>
<td>C = commoners</td>
<td></td>
<td>Were merged with court nobility into a single aristocratic class</td>
</tr>
<tr>
<td>F = farmers</td>
<td></td>
<td>At first, were given allowances, which were eventually eliminated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Given ownership of their lands and had freedom to choose the crops they grew, move about, and sell their crops at markets; had to pay taxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marriages could take place between social classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Had opportunity to move to positions of higher pay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Got a lump-sum payment from government; government took over any debts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No longer were privileged and were forbidden to dress in traditional clothing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paying taxes caused hardships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When unable to pay taxes, most sold land and became tenant farmers who most often lived in poverty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Christians allowed to practise their faith</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Could now become tradesmen, farmers, and merchants, or become involved in business, government, and education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eta and hinin now considered part of society, but now had to pay taxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Invited to the capital where government set up national banks to assist them in investing money in new businesses</td>
</tr>
</tbody>
</table>
2. Read the last paragraph on page 208. Compare education during the Edo Period with education during the Meiji Period.

<table>
<thead>
<tr>
<th>Education in Edo Japan</th>
<th>Education in Meiji Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Put a check mark (✓) beside the sentences that are true about the education system during the Meiji Period.

- The government established a Ministry of Education in 1871 to develop a national education system.
- The government wanted to establish national standards for education.
- The government wanted the education system to help break down class and regional identities.
- By 1905, education was free for all children.
- Teachers were trained in such a way that the education in all classrooms throughout the country was exactly the same.
- The government curriculum promoted strong, common moral values, a strong national identity, and loyalty to the emperor.

4. Put a check mark (✓) beside the sentences that are true about the university system during the Meiji Period.

- The government wanted universities to have academic freedom so students could learn to be innovative.
- Education was free for those accepted into government-run universities.
- Graduates of government-run universities were guaranteed jobs.
- Private universities were established.
How Did Japan’s New Worldview Change Its Social Systems?

Directions: Use *Our Worldviews*, pages 207 – 210 to help you with the questions.

1. Tell which group of people experienced each of these changes. Then tell whether the change was positive (+, negative (−), or both.

<table>
<thead>
<tr>
<th>Group</th>
<th>+ or −</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>+</td>
<td>Allowed to have surnames</td>
</tr>
<tr>
<td>F</td>
<td>−</td>
<td>Had to work with an impersonal and inflexible bureaucracy during times of famine or drought</td>
</tr>
<tr>
<td>D</td>
<td>+ −</td>
<td>Were merged with court nobility into a single aristocratic class</td>
</tr>
<tr>
<td>S</td>
<td>−</td>
<td>At first, were given allowances, which were eventually eliminated</td>
</tr>
<tr>
<td>F</td>
<td>+ −</td>
<td>Given ownership of their lands and had freedom to choose the crops they grew, move about, and sell their crops at markets; had to pay taxes</td>
</tr>
<tr>
<td>C</td>
<td>+</td>
<td>Marriages could take place between social classes</td>
</tr>
<tr>
<td>C</td>
<td>+</td>
<td>Had opportunity to move to positions of higher pay</td>
</tr>
<tr>
<td>D</td>
<td>+ −</td>
<td>Got a lump-sum payment from government; government took over any debts because lost ownership of land</td>
</tr>
<tr>
<td>S</td>
<td>−</td>
<td>No longer were privileged and were forbidden to dress in traditional clothing</td>
</tr>
<tr>
<td>F</td>
<td>−</td>
<td>Paying taxes caused hardships</td>
</tr>
<tr>
<td>F</td>
<td>−</td>
<td>When unable to pay taxes, most sold land and became tenant farmers who most often lived in poverty</td>
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<tr>
<td>C</td>
<td>+</td>
<td>Christians allowed to practise their faith</td>
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<tr>
<td>S</td>
<td>+</td>
<td>Could now become tradesmen, farmers, and merchants, or become involved in business, government, and education</td>
</tr>
<tr>
<td>C</td>
<td>+ −</td>
<td>Eta and hinin now considered part of society, but now had to pay taxes</td>
</tr>
<tr>
<td>D</td>
<td>+</td>
<td>Invited to the capital where government set up national banks to assist them in investing money in new businesses</td>
</tr>
</tbody>
</table>
2. Read the last paragraph on page 208. Compare education during the Edo Period with education during the Meiji Period.

<table>
<thead>
<tr>
<th>Education in Edo Japan</th>
<th>Education in Meiji Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>- schools mainly for samurai</td>
<td></td>
</tr>
<tr>
<td>- Peasant classes - attended locally run schools; focused on practical knowledge, literacy</td>
<td></td>
</tr>
<tr>
<td>- Technical schools set up</td>
<td></td>
</tr>
<tr>
<td>- Elementary school compulsory</td>
<td></td>
</tr>
<tr>
<td>- Standardized curriculum</td>
<td></td>
</tr>
</tbody>
</table>

3. Put a check mark (✓) beside the sentences that are true about the education system during the Meiji Period.

- ✓ The government established a Ministry of Education in 1871 to develop a national education system.
- ✓ The government wanted to establish national standards for education.
- ✓ The government wanted the education system to help break down class and regional identities.
- ✓ By 1905, education was free for all children.
- ✓ Teachers were trained in such a way that the education in all classrooms throughout the country was exactly the same.
- ✓ The government curriculum promoted strong, common moral values, a strong national identity, and loyalty to the emperor.

4. Put a check mark (✓) beside the sentences that are true about the university system during the Meiji Period.

- ✓ The government wanted universities to have academic freedom so students could learn to be innovative.
- ✓ Education was free for those accepted into government-run universities.
- ✓ Graduates of government-run universities were guaranteed jobs.
- ✓ Private universities were established.
Lesson 8.6.6

Concept: Changes in Culture

Resources/Materials: Our Worldviews, pages 211 – 213
          Worksheets #8.6.6a and #8.6.6b (student copies)
          Worksheet #8.6.2c (optional, students have this)

Introduction: Ask students to pretend that the leaders of colonies decided that the ministers would
               appoint people to all positions; there would be no voting. Also, the communal lifestyle would be
               abandoned and people would get paid what their bosses thought was important. Finally, people could join
               any religion they wanted. Would this affect the Hutterite culture? (YES)
               Explain that Japan experienced many cultural changes during the Meiji period. It was difficult for
               many. The Meiji leaders decided that some of the changes had too many negative effects on Japanese
               culture and so they have to be modified.

Procedure:

1. Discuss that in the present day, we tend to think of a religion as something that stays with us
   forever. However, in many points in history, the leader had decided that his/her entire country
   will change religions. Henry VIII decided to switch England from Roman Catholicism to
   Anglicanism. In the same way, the Meiji leaders decided that the official religion of Japan should
   be Shinto and not Confucianism and Buddhism, as it had been in Edo Japan.

2. Have students turn to textbook, page 212. Point out that this page tells about political and social
   changes occurring in other parts of the world in the 1800s. Pages 213 and 214 tell about changes
   in culture in Japan.

3. Have students read textbook, pages 211 – 214.

4. Distribute Worksheets #8.6.6a and #8.6.6b. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 213.

6. OPTIONAL. Have students complete the final section of Worksheet #8.6.2c.

7. OPTIONAL. You might want students to compile a list of goods and products they use in their
   daily lives that originate in Japan.

Assignments:

1. Read Our Worldviews, pages 211 – 214.
2. Do Worksheet #8.6.6a and #8.6.6b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 213.
4. OPTIONAL. Do the final section of Worksheet #8.6.2c.
5. OPTIONAL. Compile of list of goods and products that you use that originate in Japan.
Directions: Use *Our Worldviews*, pages 211 – 214 to help you with the questions.

4. Briefly explain the political and/or social changes below.

<table>
<thead>
<tr>
<th>Legislation</th>
<th>Country</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emancipation Manifesto (1861)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reform Act (1867)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law of Separation of Church and State (1905)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thirteenth Amendment (1865)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the chart to compare culture during the Edo and Meiji Periods (continued on Worksheet #8.6.6b).

<table>
<thead>
<tr>
<th></th>
<th>Edo Period</th>
<th>Meiji Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitudes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. What evidence is there that government leaders felt that the reforms were causing the people of Japan to lose some of their “Japaneseness”?

5. In 1890, Emperor Meiji issued the following, which lists values and behaviours that the Japan education system would be teaching. Many Canadians feel that they apply to Canada today. Think about your own culture. How important do the people in your culture feel each is?

Circle the number. (1 = not important at all; 5 = very important)

| Be filial to your parents.            | 1 2 3 4 5 |
| Be affectionate to your brothers and sisters. | 1 2 3 4 5 |
| Married couples should try to live in harmony. | 1 2 3 4 5 |
| Be supportive, loyal, and honest with/to your friends. | 1 2 3 4 5 |
| Be modest and practise moderation.    | 1 2 3 4 5 |
| Always respect the Canadian Constitution and obeys the laws. | 1 2 3 4 5 |
| Should an emergency arise, offer to serve your country. | 1 2 3 4 5 |
Social Studies Grade 8 Our Worldviews Chapter 6
Worksheets

How Did Japan’s Culture Change?

Directions: Use Our Worldviews, pages 211 – 214 to help you with the questions.

1. Briefly explain the political and/or social changes below.

<table>
<thead>
<tr>
<th>Legislation</th>
<th>Country</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emancipation Manifesto (1861)</td>
<td>Russia</td>
<td>granted full rights of free citizenship to serfs</td>
</tr>
<tr>
<td>Reform Act (1867)</td>
<td>England</td>
<td>increased number of men who could vote</td>
</tr>
<tr>
<td>Law of Separation of Church and State (1905)</td>
<td>France</td>
<td>church no longer had part in making laws</td>
</tr>
<tr>
<td>Thirteenth Amendment</td>
<td>United States</td>
<td>abolished slavery</td>
</tr>
</tbody>
</table>

2. Complete the chart to compare culture during the Edo and Meiji Periods (continued on Worksheet #8.6.6b).

<table>
<thead>
<tr>
<th>Edo Period</th>
<th>Meiji Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Shintoism encouraged Buddhism allowed Confucianist virtues taught</td>
</tr>
<tr>
<td>Buddhism, Confucianism</td>
<td></td>
</tr>
<tr>
<td>Attitudes</td>
<td></td>
</tr>
<tr>
<td>loyalty to daimyo</td>
<td>If Japan is to succeed, individuals must succeed</td>
</tr>
<tr>
<td>acceptance of station in life</td>
<td>ideals of liberty/individualism/ nationalism</td>
</tr>
</tbody>
</table>
3. What evidence is there that government leaders felt that the reforms were causing the people of Japan to lose some of their “Japaneseness”?

Some feared the reforms had gone too far and Japan was losing its identity.

5. In 1890, Emperor Meiji issued the following, which lists values and behaviours that the Japan education system would be teaching. Many Canadians feel that they apply to Canada today. Think about your own culture. How important do the people in your culture feel each is?

Circle the number. (1 = not important at all; 5 = very important)

Answers will vary

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be filial to your parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be affectionate to your brothers and sisters.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married couples should try to live in harmony.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be supportive, loyal, and honest with/to your friends.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be modest and practise moderation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should an emergency arise, offer to serve your country.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 8.6.7

Concept: Comparing the Edo Period with the Meiji Period

Resources/Materials: Our Worldviews, pages 218 and 219
Worksheets #8.6.7a and #8.6.7b (student copies)

Introduction: Explain that when a country exists in a peaceful and well-organized way for two and a half centuries, and then decide to make major changes, everything is in upheaval until all citizens begin to understand and live with the new system. This was how it was in Japan at the beginning of the Meiji era. Mistakes were made and there were many disagreements.

The Japan of today is largely a result of the changes made in the late 1800s and early 1900s in Japan.

Explain that throughout Chapter 6, students have been asked to compare Edo Japan and Meiji Japan. In today’s lesson, students will have one last look at the two Japans.

Procedure:

1. Have students turn to textbook, pages 218 and 219. Note that the chart divides political and economic systems into several different sections.

2. Distribute Worksheets #8.6.7a and #8.6.7b. Go over the directions, if necessary.

Assignments:

1. Read Our Worldviews, pages 218 and 219.
2. Do Worksheets #8.6.7a and #8.6.7b.
**How Did Changes in the Edo Period Compare to Changes in the Meiji Period?**

**Directions:** Use *Our Worldviews*, pages 218 and 219 to complete the chart that summarizes the systems of Edo and Meiji Japan. Do no copy exactly from the chart in the textbook. Instead, write just the main ideas. Use point form.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>EDO PERIOD</th>
<th>MEIJI PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political and Economic Systems: Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political and Economic Systems: Land Ownership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political and Economic Systems: Taxes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political and Economic Systems: Military</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Worksheet #8.6.7a*
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>EDO PERIOD</th>
<th>MEIJI PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political and Economic Systems:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Systems:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Systems:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Social Studies Grade 8 Our Worldviews Chapter 6**

**Worksheets**

**How Did Changes in the Edo Period Compare to Changes in the Meiji Period?**

**Directions:** Use *Our Worldviews*, pages 218 and 219 to complete the chart that summarizes the systems of Edo and Meiji Japan. Do no copy exactly from the chart in the textbook. Instead, write just the main ideas. Use point form.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>EDO PERIOD</th>
<th>MEIJI PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political and Economic</td>
<td>based on feudal system</td>
<td>feudal system abolished</td>
</tr>
<tr>
<td>Government</td>
<td>decentralized form of government</td>
<td>centralized government</td>
</tr>
<tr>
<td>Political and Economic</td>
<td>many domains owned/controlled by daimyo</td>
<td>country divided into prefectures</td>
</tr>
<tr>
<td>Systems:</td>
<td></td>
<td>farmers own land</td>
</tr>
<tr>
<td>Land Ownership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political and Economic</td>
<td>daimyo paid taxes to shogun</td>
<td>taxes collected by central government</td>
</tr>
<tr>
<td>Systems:</td>
<td>taxes collected in rice</td>
<td>taxes responsibility of individual landowners</td>
</tr>
<tr>
<td>Taxes</td>
<td>village units paid taxes to daimyo</td>
<td></td>
</tr>
<tr>
<td>Political and Economic</td>
<td>shogun had largest army</td>
<td>conscription made military service compulsory</td>
</tr>
<tr>
<td>Systems:</td>
<td>daimyo had armies made up of their samurai</td>
<td></td>
</tr>
<tr>
<td>Military</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>EDO PERIOD</td>
<td>MEIJI PERIOD</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Political and Economic Systems:</td>
<td>• priorities were peace and order</td>
<td>• borrowed from the West to aid in modernization</td>
</tr>
<tr>
<td>Foreign Relations</td>
<td>• policy of isolation</td>
<td>• wanted to renegotiate unequal treaties</td>
</tr>
<tr>
<td>Social Systems:</td>
<td>• no government schools</td>
<td>• standardized curriculum</td>
</tr>
<tr>
<td>Education</td>
<td>• Hanko Schools - for sons of samurai</td>
<td>• primary schools, middle schools, universities</td>
</tr>
<tr>
<td></td>
<td>• Teakoyo Schools - for sons of commoners</td>
<td></td>
</tr>
<tr>
<td>Social Systems:</td>
<td>• hierarchical social classes</td>
<td>• no class hierarchy</td>
</tr>
<tr>
<td>Class Structure</td>
<td></td>
<td>• social mobility possible</td>
</tr>
<tr>
<td>Culture</td>
<td>• Traditional artistic forms</td>
<td>• Combination of Western and traditional artistic forms</td>
</tr>
</tbody>
</table>
Lesson 8.6.8

Concept: Chapter 6 – Review

Resources/Materials: Our Worldviews, pages 220 and 221
Chapter 6 – Review Sheets (optional, student copies)

Introduction: Recall that in the last lesson students compared Edo with Meiji Japan. Explain that the Meiji Period ended with the death of Emperor in 1912. The Meiji Period was relatively short one – 44 years. But it had a significant impact on the Japan of today. Today Japan is highly industrialized and has one of the world’s largest economies.

Procedure:

1. Have students turn to textbook, page 220. Guide the reading of the page.

2. Have students do one or more of the activities suggested on textbook, page 221.

3. ALTERNATELY. Have students do the Chapter 6 – Review Sheets.

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

Assignments:

1. Read Our Worldviews, page 220.
2. Do one or more of the activities outlined on page 221.
3. ALTERNATELY. Do the Chapter 6 – Review Sheets.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>democracy</th>
<th>industrialized</th>
<th>prefecture</th>
<th>liberal</th>
</tr>
</thead>
<tbody>
<tr>
<td>conservative</td>
<td>import tariff</td>
<td>domestic products</td>
<td>filial</td>
</tr>
<tr>
<td>national income</td>
<td>nationalistic</td>
<td>human rights</td>
<td>Dajokan</td>
</tr>
<tr>
<td>constitutional government</td>
<td>gunboat diplomacy</td>
<td>representative government</td>
<td>modernize</td>
</tr>
</tbody>
</table>

___________________________ averse to change; favouring the status quo

___________________________ a government in which operation is controlled by a set of laws

___________________________ the Japanese government structure implemented during the Meiji Period

___________________________ a form of government in which the citizens exercise power, either directly or through elected representatives

___________________________ political negotiation supported by the threat of military force

___________________________ the basic rights believed to belong to every person

___________________________ the taxes paid on goods coming into a country

___________________________ having large industries as an important feature in a country or an economic system

___________________________ favouring relaxed social traditions; favouring personal freedom

___________________________ to adopt new ideas and technologies that are considered to be of the present time or times not long past

___________________________ patriotic, sometimes to the extreme

___________________________ an administrative unit in Japan, somewhat like a large county

___________________________ a government in which decisions are made by elected representatives

___________________________ the money generated by all services, goods, and products produced by a country

___________________________ showing proper respect

___________________________ goods produced within a country
How Did Japan Decide to Implement Change During the Meiji Period?

2. Put a check mark beside the sentences that are true.

_____ Japan felt it needed to modernize if it wanted Western countries to consider renegotiating the unequal treaties.

_____ The Meiji leaders decided Japan must take military action against key Western countries in order for new treaties to be signed.

_____ Japan decided it must become an industrialized country.

_____ Japan wanted to work toward a becoming a democratic country.

_____ Japan decided to model its political, economic, and social systems after those in Western countries.

_____ Japan decided that if it wanted its citizens to become independent and respecting, it must develop a sense of personal value and strength.

_____ The Meiji leaders decided that education and study would help its citizens live a life of personal independence, which in turn would help Japan keep its national independence.

_____ The Meiji leaders felt that the government must earn loyalty from its citizens, and in return it should respect the will and needs of the people.

_____ In order for Japan to stand up to the West, the Meiji oligarchy felt it must gain a thorough understanding of the Western worldview.

How Did Modernizing the Japanese Political System Reflect a New Worldview?

3. Use the words in the box to complete the sentences.

| Dajokan | nationalistic | hierarchical | centralized |
| prefrecture | constitution | establishing | Imperial Diet |

a. The Meiji leaders felt Japan needed a strong ________________government.

b. They wanted to work gradually toward ________________ a constitutional government.

c. The Meiji leaders abolished the domains and replaced them with a ________________ system.

d. They used the emperor to create ________________ feelings, which would serve as a unifying force.
e. They established the ________________, which had centralized control. It was not based on a democratic model. It had a strong cabinet and a parliament with limited powers.

f. The ________________ social system was eliminated in hopes that the population would be loyal to the central state and the emperor rather than to the local daimyo.

g. The leaders developed a ________________, which outlined the rules by which the government ruled the country.

h. The constitution called for the establishment of the ________________, which was divided into two houses of equal power: The Upper House and the Lower House.

4. Put an X beside the sentence or sentences that tell how changes in the political system changed Japan’s worldview.

_____ There was increased emphasis on the contributions of the individual.

_____ Loyalty shifted from the daimyo to the emperor and country as a whole.

_____ Citizens were suspicious of their neighbours.

How Did Japan Change Its Economic System?

5. Each of the sentences below is incorrect. Change the sentences to make them true.

a. Under the unequal treaties, Japan was not allowed to lower taxes on domestic goods, but it was allowed to raise import tariffs.

b. In order to jump-start Japan’s modernization, the Meiji leaders decided that the private sector would have to fund and own many of the new industrial and manufacturing projects.

c. Within ten years most government-owned factories and businesses were handed over to private business, including military-based industries.

d. The finance minister decided the country had to drastically increase spending.

e. The finance minister decided that instead of government managing business, it would create business and financial conditions that would encourage foreign-owned business.

f. In order to raise more funds, the government decided to impose new taxes and raise the value of printed money.
g. The result of Matsukata Masayoshi’s policies resulted in many farmers losing their lands and many businesses going bankrupt. But they also resulted in Japan’s national income decreasing by half.

h. Through its policies, the government was able to improve the railway system, create better harbours, construct telegraph and telephone systems, bring in technology experts to replace Japanese workers, and establish a Ministry of Banking to provide subsidies to new businesses.

6. Put an X beside the sentence or sentences that tell how changes in the economic system affected Japan’s worldview.

_____ The citizens felt they would never have to worry about having enough money to survive.

_____ People knew they would have to work hard and be innovative if they were to improve their standard of living.

_____ People felt that Japan could improve economically by examining the economic practices and policies of Western countries.

How Did Japan Change Its Military to Meet Political Needs?

7. Write T for true and F for false.

_____ The Meiji leaders felt that with a strong military the government could bring about change and defeat any internal opposition.

_____ In order to establish a military, Japan required that all daimyo contribute soldiers from their domains.

_____ Japan felt that it needed a strong military if it had any hope of renegotiating the unequal treaties.

_____ Japan had ambitions of being a colonial power like so many of the Western countries.

_____ The Meiji leaders felt a strong military would help create a sense of unity and loyalty to Japan.

_____ The government decided to create a national army.

_____ The new army used the French idea of military conscription.

_____ The military adopted a type of bushido moral code.

_____ Japan based its navy on the American system.
The Japanese military was modelled after the militaries of some Western countries.

Japan was successful in using gunboat diplomacy to convince Korea to sign unequal treaties with Japan.

Japan joined a group of Western countries in putting down a Chinese rebellion against Britain.

8. Put an X beside the sentence or sentences that tell how changes to the military affected Japan’s worldview.

The Japanese felt a strong military was necessary if it wanted to gain the respect of Western countries.

Japanese felt it was their duty to serve in the military.

Japanese felt the emperor should not be associated with the military.

How Did Japan’s New Worldview Change Its Social System?

9. Match the sentence beginning with the endings.

- to include primary and middle schools and a system of universities.
- to develop a national education system with a standardized curriculum.
- compulsory and free for all students.
- the traditional feudal system had been eliminated.

a. Individuals were free to better their status, change occupations, and move around the country as they desired because _____.

b. The key to providing opportunity to citizens was _____.

c. The Ministry of Education restructured the education system _____.

d. Education was _____.
10. About which traditional social class does each paragraph describe?

<table>
<thead>
<tr>
<th>Social Class</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>People from this class were now free to choose other occupations. Their positions were eliminated when conscription became a policy. They had to give up their allowances, ceremonial swords, traditional dress, and even hairstyles.</td>
</tr>
<tr>
<td></td>
<td>Ownership of land transferred to them. Many suffered hardships because they had to pay high taxes, even in times of crop failure. Some lost their land because they could not make ends meet.</td>
</tr>
<tr>
<td></td>
<td>They were given a one-time lump sum payment for their lands. The government even paid off any debts they had. They were merged into a single aristocratic class with the court nobility.</td>
</tr>
<tr>
<td></td>
<td>Now they could have surnames. Those previously outside the social class system would not be considered as part of society. People were encouraged to use initiative, hard work, and innovation to improve their situations. People were free to choose their religion.</td>
</tr>
</tbody>
</table>

How Did Japan’s Culture Change?

11. Underline the best answer to each question.

a. What role did religion play?
   - The oligarchy wanted to make Shinto the national religion of Japan.
   - The oligarchy wanted to make Buddhism the national religion of Japan.
   - The oligarchy wanted to make Confucianism the national religion of Japan.
   - The oligarchy wanted to make Shinto the national religion of Japan, but also allowed Buddhism and Confucianism.

b. How did attitudes change?
   - People remained loyal to their villages and daimyo.
   - People resented the central government for its Western policies.
   - People developed a new sense of nationalism, individualism, and personal freedom.
   - Most people wanted the feudal system to return.
c. How did the Japanese feel about their beliefs and values?

- Most were happy and relieved that the old days were behind them.
- Most were eager to adopt Western values and ethics.
- Most wanted to model Japanese society after Western cultures.
- Most wanted to adopt Western technology, but retain traditional Japanese values and virtues.

d. How did ideas of citizenship and participation change?

- People felt they could not speak out against the strong hand of the government.
- People felt freer to speak up about their concerns.
- People had better educations, but were still afraid of speaking up because the government might punish them.
- People had less confidence than ever about being in control of their lives.

e. How is Japanese culture today a reflection of traditional Japanese values?

- Japanese feel they must be aggressive, sly, and sneaky.
- Japanese want to be known as intelligent, courageous, and unforgiving.
- Japanese are typically shy, compromising, and unwilling to stand up for themselves.
- Japanese believe in being harmonious, loyal, respectful, affectionate, and modest.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>democracy</th>
<th>industrialized</th>
<th>prefecture</th>
<th>liberal</th>
</tr>
</thead>
<tbody>
<tr>
<td>conservative</td>
<td>import tariff</td>
<td>domestic products</td>
<td>filial</td>
</tr>
<tr>
<td>national income</td>
<td>nationalistic</td>
<td>human rights</td>
<td>Dajokan</td>
</tr>
<tr>
<td>constitutional government</td>
<td>gunboat diplomacy</td>
<td>representative government</td>
<td>modernize</td>
</tr>
</tbody>
</table>

- **conservative**: averse to change; favouring the status quo
- **constitutional government**: a government in which operation is controlled by a set of laws
- **Dajokan**: the Japanese government structure implemented during the Meiji Period
- **democracy**: a form of government in which the citizens exercise power, either directly or through elected representatives
- **gunboat diplomacy**: political negotiation supported by the threat of military force
- **human rights**: the basic rights believed to belong to every person
- **import tariff**: the taxes paid on goods coming into a country
- **industrialized**: having large industries as an important feature in a country or an economic system
- **liberal**: favouring relaxed social traditions; favouring personal freedom
- **modernize**: to adopt new ideas and technologies that are considered to be of the present time or times not long past
- **nationalistic**: patriotic, sometimes to the extreme
- **prefecture**: an administrative unit in Japan, somewhat like a large county
- **representative government**: a government in which decisions are made by elected representatives
- **national income**: the money generated by all services, goods, and products produced by a country
- **filial**: showing proper respect
- **domestic products**: goods produced within a country
How Did Japan Decide to Implement Change During the Meiji Period?

2. Put a check mark beside the sentences that are true.

- ✓ Japan felt it needed to modernize if it wanted Western countries to consider renegotiating the unequal treaties.

- The Meiji leaders decided Japan must take military action against key Western countries in order for new treaties to be signed.

- ✓ Japan decided it must become an industrialized country.

- ✓ Japan wanted to work toward a becoming a democratic country.

- ✓ Japan decided to model its political, economic, and social systems after those in Western countries.

- ✓ Japan decided that if it wanted its citizens to become independent and respecting, it must develop a sense of personal value and strength.

- ✓ The Meiji leaders decided that education and study would help its citizens live a life of personal independence, which in turn would help Japan keep its national independence.

- ✓ The Meiji leaders felt that the government must earn loyalty from its citizens, and in return it should respect the will and needs of the people.

- ✓ In order for Japan to stand up to the West, the Meiji oligarchy felt it must gain a thorough understanding of the Western worldview.

How Did Modernizing the Japanese Political System Reflect a New Worldview?

3. Use the words in the box to complete the sentences.

<table>
<thead>
<tr>
<th>Dajokan</th>
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<th>hierarchical</th>
<th>centralized</th>
</tr>
</thead>
<tbody>
<tr>
<td>prefecture</td>
<td>constitution</td>
<td>establishing</td>
<td>Imperial Diet</td>
</tr>
</tbody>
</table>

a. The Meiji leaders felt Japan needed a strong centralized government.

b. They wanted to work gradually toward establishing a constitutional government.

c. The Meiji leaders abolished the domains and replaced them with a prefecture system.

d. They used the emperor to create nationalist feelings, which would serve as a unifying force.
e. They established the __Dajokan______, which had centralized control. It was not based on a democratic model. It had a strong cabinet and a parliament with limited powers.

f. The __hierarchical____ social system was eliminated in hopes that the population would be loyal to the central state and the emperor rather than to the local daimyo.

g. The leaders developed a __constitution____, which outlined the rules by which the government ruled the country.

h. The constitution called for the establishment of the __Imperial Diet______, which was divided into two houses of equal power: The Upper House and the Lower House.

4. Put an X beside the sentence or sentences that tell how changes in the political system changed Japan’s worldview.

   __X__ There was increased emphasis on the contributions of the individual.
   __X__ Loyalty shifted from the daimyo to the emperor and country as a whole.
   ___ Citizens were suspicious of their neighbours.

How Did Japan Change Its Economic System?

5. Each of the sentences below is incorrect. Change the sentences to make them true.

   a. Under the unequal treaties, Japan was not allowed to lower taxes on domestic goods, nor was it allowed to raise import tariffs.

   b. In order to jump-start Japan’s modernization, the Meiji leaders decided that the __public__ sector would have to fund and own many of the new industrial and manufacturing projects.

   c. Within ten years most government-owned factories and businesses were handed over to private business, including military-based industries.

   d. The finance minister decided the country had to drastically __increase__ spending.

   e. The finance minister decided that instead of government managing business, it would create business and financial conditions that would encourage __private__ business.

   f. In order to raise more funds, the government decided to impose new taxes and __lower__ the value of printed money.
g. The result of Matsukata Masayoshi’s policies resulted in many farmers losing their lands and many businesses going bankrupt. But they also resulted in Japan’s national income decreasing by half. **Doubling**

h. Through its policies, the government was able to improve the railway system, create better harbours, construct telegraph and telephone systems, bring in technology experts to replace Japanese workers, and establish a Ministry of Banking to provide subsidies to new businesses.

6. Put an X beside the sentence or sentences that tell how changes in the economic system affected Japan’s worldview.

   _____ The citizens felt they would never have to worry about having enough money to survive.

   **X** People knew they would have to work hard and be innovative if they were to improve their standard of living.

   **X** People felt that Japan could improve economically by examining the economic practices and policies of Western countries.

How Did Japan Change Its Military to Meet Political Needs?

7. Write T for true and F for false.

   **T** The Meiji leaders felt that with a strong military the government could bring about change and defeat any internal opposition.

   **F** In order to establish a military, Japan required that all daimyo contribute soldiers from their domains.

   **T** Japan felt that it needed a strong military if it had any hope of renegotiating the unequal treaties.

   **T** Japan had ambitions of being a colonial power like so many of the Western countries.

   **T** The Meiji leaders felt a strong military would help create a sense of unity and loyalty to Japan.

   **T** The government decided to create a national army.

   **T** The new army used the French idea of military conscription.

   **T** The military adopted a type of bushido moral code.

   **F** Japan based its navy on the American system.
The Japanese military was modelled after the militaries of some Western countries.

Japan was successful in using gunboat diplomacy to convince Korea to sign unequal treaties with Japan.

Japan joined a group of Western countries in putting down a Chinese rebellion against Britain.

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X The Japanese felt a strong military was necessary if it wanted to gain the respect of Western countries.

X Japanese felt it was their duty to serve in the military.

_____ Japanese felt the emperor should not be associated with the military.

How Did Japan's New Worldview Change Its Social System?

9. Match the sentence beginning with the endings.

A. to include primary and middle schools and a system of universities.
B. to develop a national education system with a standardized curriculum.
C. compulsory and free for all students.
D. the traditional feudal system had been eliminated.

a. Individuals were free to better their status, change occupations, and move around the country as they desired because D.
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10. About which traditional social class does each paragraph describe?

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<thead>
<tr>
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<tr>
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<td>People from this class were now free to choose other occupations. Their positions were eliminated when conscription became a policy. They had to give up their allowances, ceremonial swords, traditional dress, and even hairstyles.</td>
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<td>They were given a one-time lump sum payment for their lands. The government even paid off any debts they had. They were merged into a single aristocratic class with the court nobility.</td>
</tr>
<tr>
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<td>Now they could have surnames. Those previously outside the social class system would not be considered as part of society. People were encouraged to use initiative, hard work, and innovation to improve their situations. People were free to choose their religion.</td>
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**How Did Japan’s Culture Change?**

11. Underline the best answer to each question.

   a. What role did religion play?

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Lesson 8.6.9

Concept: Chapter 6 – Test

Resources/Materials: Chapter 6 – 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 6
How Did Rapid Change During the Meiji Period Affect Japan’s 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. Japan realized it would have to made many changes if there was any hope of the Western nations renegotiating the unequal treaties.

2. Japan decided it would model its systems on those of Western countries.

3. The Meiji rulers established a democratic government soon after they came into power.

4. Building transportation and communication networks was one way the leaders unified the country.

5. A prefecture in Japan is the equivalent of a large Canadian county.

6. The constitution of Japan did not include having a body of government that was elected.

7. The government funded the start-up of many essential industries in order to begin the process of industrialization.

8. The unequal treaties did not allow Japan to raise taxes on domestic products.

9. To learn more about Western systems, Japan sent many people to Western countries instead of allowing Western experts to come to Japan to train Japanese workers.

10. Japan decided that a strong military was needed in order for it to use gunboat diplomacy in its negotiations with other countries.

11. Japan established its national army by requiring the daimyo from all domains to send samurai to serve in the military.

12. In the new system, farmers were given ownership of their land and were not required to pay taxes for the first ten years.
13. The new political and economic systems led to education reforms.

14. The oligarchy wanted to make Shinto the national religion, but eventually agreed to allow Buddhism and Confucianism.

15. Once Japan opened its doors, the Western world began to admire and copy parts of traditional Japanese arts and literature.

Multiple Choice
Choose the best answer to each question.

Use the following information to answer question 16.

Why did the Americans feel that they had the right to make demands on the Japanese? It was due to a powerful, pioneering spirit that was given the name “Manifest Destiny”. Manifest destiny was the belief that the United States had a mission to spread its territory and ideas about democracy and economies to all parts of the world.

16. From the information above, you can infer that

a. the United States felt Japan was a threat to the safety of Americans.
b. the United States felt it was only right that Japan adopt systems and ways that were similar to those found in the United States.
c. Japan welcomed the suggestions put forth by the Americans.
d. Japan did not feel the United States had any right to invade its lands.

17. Which of the following is not a way that Japan used to modernize the country?

a. The Iwakura Mission toured the Western world looking for the ideas that best suited Japan.
b. The Meiji leaders invited experts in technology and industry to Japan to train Japanese workers.
c. The Meiji leaders talked with people from Western countries about their industries.
d. The Meiji leaders invited leaders from Western countries to become part of the Japanese government.
Use the following information to answer question 18.

- Establish a national military
- Establish a centralized government
- Promote the emperor as the hereditary and divine leader of the country.
- Build a strong network of roads and railways
- Build a strong telephone and telegraph network

18. The best name for the above list would be

a. Unifying Japan
b. Industrializing Japan
c. Improving Communication
d. Improving Defences

19. After much debate, the oligarchy decided to establish a government based on centralized control, not on democracy. Which of the following would not be an element of this type of government?

a. a strong cabinet
b. a decision making body that was appointed by the emperor
c. a decision making body elected by the citizens
d. an oligarchy chosen from the aristocrats

20. Which of the following best tells the effect of abolishing the feudal system?

a. The hierarchical class system would continue.
b. Those in upper social classes would have more rights and responsibilities than those in lower classes.
c. All people would enjoy the same standard of living.
d. All citizens would have the same obligations and loyalty to the state.

21. Which of the following was not a reason that Japan chose to establish a constitutional government?

a. Most strong Europeans had constitutions.
b. Governments could easily change the rules of governing if they had to.
c. Western countries would regard Japan as a stronger nation if it had a Western-style constitution.
d. A constitution would unify Japan.
Use the following information to answer question 22.

By signing the unequal treaties, Japan agreed not to raise import tariffs, nor to lower taxes on domestic products.

22. From the Western countries perspective, this part of the treaties was designed to

a. make it difficult for Japan to improve its economy.
b. make it easier for Japan to improve its economy.
c. make trade between Japan and Western countries beneficial to all.
d. provide Japan with a way to improve its economy rapidly.

23. Which of the following best explains why the Japanese government decided to fund and own many of the new industrial and manufacturing businesses?

a. It wanted to ensure that Western technology was used.
b. It was unsure if Japanese citizens were capable of operating factories.
c. It wanted to ensure that industrialization was started quickly.
d. Western experts would only agree to work with government on projects.

Use the following information to answer questions 24 and 25.

In 1873, the Minister of Finance Matsukata Masayoshi carried out the following actions:

- Impose a 3% land tax
- Borrow money from wealthy merchant families
- Create new taxes
- Lower the value of printed money

24. What was the purpose of the actions carried out by the Minister of Finance?

a. It would provide guaranteed sources of funds.
b. It wanted commoners to remain humble.
c. It would help wealthy families fund new industries.
d. It would increase the amount that ordinary people had to spend on basic needs.
25. What was the result of the actions taken by the Minister of Finance?

   a. Japan's economy suffered and never recovered.
   b. Commoners revolted, causing the Minister of Finance to step down.
   c. The samurai who had joined the military had to serve without pay.
   d. Using these funds, Japan was able to improve its transportation, communication, and banking system.

26. Which of the following best illustrates that Japan copied Western countries in its use of the military?

   a. It used the military to protect its citizens from invaders.
   b. The military was highly trained.
   c. It used gunboat diplomacy to convince Korea to sign an unequal treaty.
   d. It expected each prefecture to have its own army and/or navy.

27. Which of the following best tells how establishing a national military changed Japan’s worldview?

   a. It broke down class and regional differences because all men had to serve and had similar experiences.
   b. The citizens realized that the old class structure would not quickly fade from people's mind, especially those in command of the military.
   c. People felt Japan was a second-rate nation because its military was weak.
   d. The ordinary Japanese felt that the emperor's decision to wear military-style clothing make him appear weak.

28. The following tell how the lives of people in various social classes changed. In which row is there an error?

<table>
<thead>
<tr>
<th>Social Class</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>daimyo</td>
<td>Given a one-time lump sum payment for their lands</td>
</tr>
<tr>
<td>samurai</td>
<td>Positions were abolished and had to find different work</td>
</tr>
<tr>
<td>commoners</td>
<td>Had opportunity to choose occupations</td>
</tr>
<tr>
<td>farmers</td>
<td>Given land but had to sell crops to the government</td>
</tr>
</tbody>
</table>

29. In what way was Japan's new system of education similar to education in Alberta today?

   a. There was no charge for a university education.
   b. Students had to attend school until they finished grade six.
   c. There was a standard curriculum.
   d. School students were expected to wear uniforms.
Although most Japanese did not eat meat, the Meiji government encouraged it. A Japanese woman remembers her grandmother explaining:

*Your honourable father has ordered his household to eat flesh. The wise physician who follows the path of Western barbarians has told him that the flesh of animals will bring strength to his weak body, and will make the children strong and clever like the people of the West.*

*That evening, we ate a solemn dinner with meat in our soup. Grandmother did not join us. She always sat in the place of honour at the table. Without her, the place looked strange and lonely. That night I asked her why she had not come.*

*She answered sadly. “It not honourable to do something that against the practices of our ancestors.”*

*My sister and I secretly told each other that we liked the taste of meat. But neither of us mentioned this to anyone else, for we both loved grandmother and we knew our disloyalty would sadden her heart.*

30. From the above you can conclude that

a. change was not as easy for older people as it was for younger people.
b. eating meat is proven as good for your health.
c. the young sisters showed little respect for their grandmother.
d. the Meiji leaders made their expectations clear and enforced them when necessary.
Part B

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

1. Compare the system of government in the Edo Period with the system of government in the Meiji Period.

2. In a capitalist society the economic system depends on private investment and profit. It relies on individual effort and innovation to create jobs and make money. Explain why it was necessary for the government to eliminate the hierarchical class system when it decided Japan should become a capitalist society.

3. Explain why the Meiji leaders felt they need to establish a strong military in order to gain the respect of Western countries.

4. In your opinion, which social class had the most difficulty adjusting to the new systems in Japan? Give reasons for your answer.
Chapter 5 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. _______
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 | T |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2 | T |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3 | F |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 | T |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 | T |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6 | F |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7 | T |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8 | F |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 | F |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|10 | T |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|11 | F |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|12 | F |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|13 | T |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|14 | T |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|15 | T |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|16 | C |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|17 | D |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|18 | A |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|19 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|20 | D |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|21 | b |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|22 | a |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|23 | c |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|24 | a |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|25 | d |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|26 | c |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|27 | a |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|28 | d |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|29 | c |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|30 | a |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
Part B

ANSWERS

1. Compare the system of government in the Edo Period with the system of government in the Meiji Period.
   - **Edo Period**: military government ruled the country; Bafuku led by the shogun were in power; country was divided into small domains ruled by a Han (led by daimyo); villages were units within each domain.
   - **Meiji Period**: centralized government led by the emperor and Dajokan; country divided into small regions called prefectures; constitutional government.

2. In a capitalist society the economic system depends on private investment and profit. It relies on individual effort and innovation to create jobs and make money. Explain why it was necessary for the government to eliminate the hierarchical class system when it decided Japan should become a capitalist society.
   - A capitalist society depends on individual initiative. In the feudal system, individualism was not valued, nor was individual effort and creativity. With the abolition of the class system, individual could choose occupations they felt an aptitude for, including those outside the traditional class structure. People could also travel to other parts of the country to find desirable work.

3. Explain why the Meiji leaders felt they need to establish a strong military in order to gain the respect of Western countries.
   - Gunboat diplomacy had been a major factor in Japan’s having to sign the unequal treaties. Japan saw that military might was seen as a sign of strength to Western countries. If it had any chance of convincing the Western nations to renegotiate the unequal treaties, it had to show that it could hold its own militarily.

4. In your opinion, which social class had the most difficulty adjusting to the new systems in Japan? Give reasons for your answer.
   - **Farmers**: given ownership of land, but then had to pay taxes on the land regardless of the size of the crop. This meant that many had to sell their land and become tenant farmers or find other work.
   - **Daimyo**: They were forced to give up all their land in exchange for a lump-sum payment. They were merged with the court nobility to form an aristocrat class. Still, they lost a great deal of power.
   - **Samurai**: Lost their positions altogether. Got some pay, but in the end, they had to find work of some kind.
   - **Commoners**: Perhaps they fared the best. Freedom of religion; freedom to move up in social class; allowed to have surnames. Those outside society were now considered as part of society.
Lesson 8.6.10

Concept: Case Study Two – Conclusion

Resources/Materials: Our Worldviews, pages 222 and 223

Introduction: Discuss that in Case Study Two, students examined how worldviews can change with circumstances. Worldviews are under a constant state of change. Most times the change takes place so slowly that you don’t realize it until you look back. Other times, like in Meiji Period, changes happen extremely quickly.

A country’s systems depend on the country’s leadership. This is illustrated very well by looking at Japan’s history.

Procedure:

1. Have students turn to textbook, page 222.
2. Guide the reading of pages 222 and 223.
3. Have students do one or more of the Think About It activities on textbook, page 223.
4. OPTIONAL. You may want students to do the Case Study Two Test.

Assignments:

1. Read Our Worldviews, pages 222 and 223.
2. Do one or more of the Think About It activities, page 223.
3. OPTIONAL. Do the Case Study Two Test.
Case Study Two

How Did Beliefs, Values, and Knowledge Shape the Worldview in Japan Between 1600 and 1900?

Test

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

Use the information below to answer questions 1, 2, and 3.

Japan is located on the Ring of Fire. Countries on this “ring” which are on the perimeter of the Pacific Ocean, experience earthquakes and volcanic eruptions regularly.

Each year Japan experiences an average of 1500 earthquakes. One of the strongest occurred in March 2011, when an earthquake that measured 9.1 on the Richter Scale did billions of dollars worth of damage. The earthquake itself and the resulting tsunami caused the death of 18,500 people.

Besides erupting volcanoes, earthquakes, and tsunamis, Japan’s southern islands also experience typhoons, which are strong hurricane-like winds.

The map shows the epicentre of the March 2011 earthquake.

1. According to the information above, you can tell that

   a. Japan is an archipelago.
   b. Japan is more than eighty percent mountains.
   c. Japan’s population is concentrated mostly around coastal areas.
   d. Honshu is the only named island.

2. Which of the following is not true, according to the information above?

   a. Today, four countries border the Sea of Japan.
   b. It is about 1000 km from Japan to the nearest country.
   c. Korea is Japan’s closest neighbour.
   d. Japan is a Pacific Rim country.
3. According to the information above, you can infer that

   a. typhoons rarely do damage when they hit Japan.
   b. tsunamis can occur even if there is not an earthquake.
   c. damaging earthquakes occur more frequently in northern Japan than southern Japan.
   d. the need to cope with natural disasters is part of the Japanese worldview.

4. During the Age of Exploration, Roman Catholic priests and missionaries from Portugal came to Japan to try to convert citizens of Japan to Christianity. The shogun decided to expel priests and missionaries and outlaw Christianity because

   a. Christians were using valuable resources that Japan needed.
   b. a group of Christians had tried to remove the shogun from power.
   c. he was concerned that Christians would view their spiritual leaders as the ultimate authority instead of the shogun.
   d. many daimyo were unhappy that other daimyo had become Christians.

*Use the following information to answer question 5.*

- Japanese ships are strictly forbidden to travel to foreign countries.
- No Japanese are permitted to go abroad.
- No Japanese who have been abroad are not allowed to return to Japan.
- No Westerners are allowed to teach Christianity.
- Portuguese ships are strictly banned from Japanese ports.
- No single trading city shall be permitted to purchase all the merchandise brought by foreign ships.

5. The best heading for the above would be

   a. Banning Christianity
   b. The National Seclusion Policy
   c. Placing Limits on Trade
   d. Restrictions on Foreign Travel

6. Which of the following reflects Japan's worldview during the Edo Period?

   a. A society runs smoothly when all individuals know their roles and responsibilities.
   b. All people should have a say in who become their leaders.
   c. A strong military is the key to being a strong trading nation.
   d. Japan should try to be more like China in every way.
7. Which of the following correctly lists the social classes from highest to lowest, during Edo Japan?

   a. shogun, samurai, merchants, artisans, farmers
   b. shogun, merchants, samurai, farmers, artisans
   c. shogun, Ainu, samurai, farmers, artisans
   d. shogun, samurai, farmers, artisans, merchants

8. Which of the following is not a similarity between the Ainu of Japan and the First Nations of Canada?

   a. The Ainu and First Nations are considered to be Indigenous peoples.
   b. The governments of Canada and Japan attempted to assimilate them.
   c. Both groups have agreed with their governments on the steps toward self-government.
   d. Members of both groups were forced off their lands by settlers and were then restricted in where they could live.

*Use the following information to answer question 9.*

<table>
<thead>
<tr>
<th>There will be no unnecessary contact between neighbouring daimyo.</th>
<th>Daimyo are required to spend every second year in Edo.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Common Bond</strong></td>
</tr>
<tr>
<td>Marriages of daimyo must have the permission of the Bafuku.</td>
<td>Travel and shipbuilding are restricted.</td>
</tr>
</tbody>
</table>

9. Which of the following best tells what the above have in common?

   a. They enhance the power of the daimyo.
   b. They are ways to keep the daimyo from becoming too powerful.
   c. They are ways to keep the country isolated.
   d. They are ways to help the daimyo get along.

10. Which of the following is true about the economy of Edo Japan?

   a. It relied heavily on trade with its Asian neighbours.
   b. The growth of cities led to urbanization and industrialization.
   c. Agriculture was the backbone of the economy.
   d. The economy was geared toward shipbuilding and long distance travel.
11. Which of the following was the equivalent of knights during the Middle Ages in Europe?

   a. samurai
   b. Bafuku
   c. eta
   d. hinin

*Use the following information to answer questions 12 and 13.*

| A | Samurai were forbidden to become involved in trade or business. |
| B | There were strict rules governing the behaviour of each social class. |
| C | Peasants were forbidden to smoke tobacco or drink rice wine, and needed special permission to travel outside their district. |
| D | An artisan’s son was restricted not only to the class of his father, but also to the particular craft that his father practised. |

12. Which statement above is the main idea for all the others?

   a. A
   b. B
   c. C
   d. D

13. All of the above were

   a. ways to increase the productivity of Japan.
   b. decided upon by vote in each district.
   c. opposed by the shogun.
   d. intended to help the shogun maintain control.

14. In what ways did the daimyo become patrons of the arts during Edo Japan?

   a. they encouraged the shogun to support the artists in their domains.
   b. they supported artists, sculptors, and architects when building and decorating their homes and gardens.
   c. they did not require artists to pay taxes.
   d. they offered free lodging and food to the artisans in their domains.

15. What would you do with a haiku?

   a. watch it
   b. carve it
   c. read it
   d. arrange it
16. During the Edo Period, the lives of the samurai changed because

a. they had no one to protect and no one to fight.
b. they were required to become farmers.
c. they now protected only the shogun and not their daimyo.
d. they became more powerful than their daimyo.

Use the information below to answer question 17.

The island of Deshima was an artificial island built in Nagasaki Bay. The Dutch were allowed to set up a trading post here. The fact that the island was not formed naturally was important, for the view was that this was not really Japanese soil; the foreigners were not really allowed being allowed on Japanese land. The Japanese allowed the Dutch to stay on the island because they had not brought missionaries with them, which proved they were only interested in trade.

17. From the information above, you can conclude that

a. allowing the Dutch to set up a trading post was an exception to Japan’s policy of seclusion.
b. the Dutch were not Christians.
c. the Dutch did not intend to trade with Japan on a long-term basis.
d. the Dutch were allowed to set up trading posts on other small islands in Japan.

18. Which of the following did not influence Japan’s decision to end its period of isolation?

a. The Russians were establishing contact with the Ainu, some of whom lived in Japan’s northern territories.
b. Japan suspected that some of the ships docking at Deshima were non-Dutch ships that were only flying Dutch flags.
c. China, a country admired by Japan, was forced to sign unequal treaties with several Western countries.
d. The Dutch government had granted the Dutch East India Company a monopoly on Dutch trade in the area.
The Crisis with America: Japan Feared for Its Sovereignty

1845: The American government sent a representative to Japan with the hope of discussing trade and establishing a coal station.

1853: Commodore Matthew Perry entered Edo harbour with four war ships. He met with Japanese officials and stated his objectives for establishing relationships with Japan.

1854: Commodore Perry returned with more war ships and more navy men. Instead of declaring war on Perry, the Bafuku signed the Treaty of Kanasawa.

1858: After long negotiations, the Harris Treaty was signed. The treaty allowed Americans to live in Edo and Osaka under the protection of American law.

19. According to the information above, the Americans first used gunboat diplomacy to convince Japan to enter into agreements in

   a. 1845.
   b. 1853.
   c. 1854.
   d. 1858.

20. In which line is there an error in the cause and effect chart below?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>a The United States had the belief that it had a mission to spread its territory and ideas about democracy and economics.</td>
<td>The Americans felt they had the right and duty to force Japan to end its period of isolation and its political and economic systems.</td>
</tr>
<tr>
<td>s China was defeated in a war with Britain because of Britain's superior military technology.</td>
<td>China was forced to sign unequal treaties with Britain and other western countries.</td>
</tr>
<tr>
<td>c In 1853 the United States asked Japan to protect shipwrecked Americans and provide coal to American ships in the area.</td>
<td>The shogun and Bafuku immediately agreed to this request.</td>
</tr>
<tr>
<td>d Japan signed unequal treaties with the United States and other western countries.</td>
<td>Civil unrest erupted in Japan.</td>
</tr>
</tbody>
</table>
Use the following information to answer questions 21 and 22.

Speaker I: It is only a matter of time before Japan will be forced to trade with western nations. We cannot remain isolated. If we do, one or all of the western countries will take over Japan.

Speaker II: This talk of reversing the policy of seclusion is nonsense. We have been living in peace and harmony for well over two centuries. Trading with other countries will ruin the Japan we love.

Speaker III: There is no doubt in my mind that Japan cannot stay isolated any longer. If the unequal treaties are to be reversed, Japan must adopt western technology so that it becomes industrialized and so that its military can stand up to that of the West. This does not mean we have to replace Japanese culture with western culture.

Speaker IV: Japan must end its policy of seclusion. We are at the end of the nineteenth century. We want access to its resources. It is unfair for one country not to share what they have with others. If the Japanese do not end their period of isolation, we may have to force them to end it.

21. Which of the speakers would most agree with the motto “Eastern ethics and Western science”?  
   a. Speaker I  
   b. Speaker II  
   c. Speaker III  
   d. Speaker IV

22. Which of the speakers are expressing similar thoughts?  
   a. Speaker I and Speaker II  
   b. Speaker II and Speaker III  
   c. Speaker III and Speaker IV  
   d. Speaker I and Speaker IV

23. Which of the following is not true about the Meiji leaders?  
   a. They used the creation story to create loyalty to the emperor and use him as a symbol of unity.  
   b. They decided to immediately make Japan a democratic country.  
   c. They issued the Charter Oath that listed the goals of the new government.  
   d. They moved the imperial court from the historic capital of Kyoto to Tokyo.
Use the following information to answer question 24.

**The Charter Oath**
A. There will be public discussions on all matters.
B. It is important for people of all classes to help make the country run smoothly.
C. The common people as well as the nobility can pursue the occupations of their choice.
D. People shall be rewarded because of their efforts, not because of their heredity.
E. Japan will try to get the best ideas and knowledge from all over the world so that it can gain the respect of foreign countries.

24. Which of the above were attempts to reform Japan’s social system?
   a. A, B, C
   b. C, D, E
   c. B, C, D
   d. A, D, E

25. Which of the following was not a way that Japan used to westernize?
   a. It asked foreign experts to live in Japan permanently so that Japanese citizens could directly observe how westerners lived.
   b. It sent officials and students on a worldwide tour to find the best ideas and bring them back to Japan.
   c. It invited foreign experts to train Japanese workers.
   d. The government funded and set up key industries before selling them to private individuals.

Use the information below to answer question 26.

- Reduce government spending.
- Work to create business and financial conditions that will encourage private business
- Raise taxes and lower the value of printed money
- Improve road, railway, harbour, and communication systems

26. The government of Japan did the above in order to
   a. make domestically produced items less expensive.
   b. change Japan into a capitalist society.
   c. put small farmers and shopkeepers out of business.
   d. make Japan into a democratic nation.
27. The main reason that Japan wanted to change its military system was
   a. to gain the respect of western countries so that they would be more open to renegotiating the unequal treaties.
   b. to find work for the samurai.
   c. to improve the employment rate in the country.
   d. to be ready to support western countries in war if they needed it.

28. Which of the following does not reflect Meiji Japan's worldview?
   a. An individual can improve his or her quality of life by working hard and getting a good education.
   b. The constitution is necessary so that everyone knows the rules by which the country will be governed.
   c. Having a strong military will make Japan appear like it is a strong nation.
   d. The old customs and traditions have no place in a modern country.

29. Which of the following is true about the shogun, daimyo, and samurai?
   a. They gained in social status during the Meiji Period.
   b. They lost in economic benefits during the Edo Period.
   c. They lost in social status during the Meiji Period.
   d. They gained in political power during the Meiji Period.

30. The case study of Japanese contact with other cultures could best be used as evidence to suggest that
   a. when two cultures come into contact with each other, one assimilates into the other.
   b. a policy of isolation is effective in preserving the customs and traditions of a society.
   c. cultures must be willing to accept and adopt the worldviews of other cultures with which they come into contact.
   d. cultural ideas and values can be successfully borrowed and adapted without the destruction of either culture.
**Case Study Two**

How Did Beliefs, Values, and Knowledge Shape the Worldview in Japan Between 1600 and 1900?

**Test**

**Answer Sheet**

1. ________

11. ________

21. ________

2. ________

12. ________

22. ________

3. ________

13. ________

23. ________

4. ________

14. ________

24. ________

5. ________

15. ________

25. ________

6. ________

16. ________

26. ________

7. ________

17. ________

27. ________

8. ________

18. ________

28. ________

9. ________

19. ________

29. ________

10. ________

20. ________

30. ________
Case Study Two
How Did Beliefs, Values, and Knowledge Shape the Worldview in Japan Between 1600 and 1900?

Test

Answer Sheet

1. a
2. b
3. d
4. c
5. b
6. a
7. d
8. c
9. b
10. c
11. a
12. b
13. d
14. b
15. c
16. a
17. a
18. d
19. b
20. c
21. c
22. d
23. b
24. c
25. a
26. b
27. a
28. d
29. c
30. d
Case Study Two

How Does Intercultural Contact Impact the Worldviews of Societies?
Chapter 7

How Did Geography and History Affect the Worldviews of the Aztec and the Spanish?
Chapter 7
How Did Geography and History Affect the Worldviews of the Aztec and the Spanish?

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Concept: Introduction

Resources/Materials: Our Worldviews, pages 224 – 227
Worksheets #8.7.1a and #8.7.1b (student copies)
Encyclopaedias (optional)

Introduction: Recall that during the Age of Exploration, the European worldview was that it was perfectly natural for a European country feel ethnocentric when it came to interactions with the Indigenous peoples they encountered in their explorations. Similarly, the Japanese felt themselves superior the Ainu.

The subjects of Case Study Three are the Aztecs and the Spanish. Both cultural groups were relatively sophisticated and strong military powers. However, they had completely different worldviews. When the Spanish sailed to the Caribbean and went on to explore what is today Mexico, their interaction with the Aztecs was the origin of Mexican society today.

Procedure:


2. Then have students turn to textbook, page 226. Introduce Chapter 7 by guiding the reading.

3. Distribute Worksheets #8.7.1a and #8.7.1b. Go over the directions, if necessary.

4. OPTIONAL. Do the Think About It questions on textbook, page 225.

5. OPTIONAL. Use an encyclopaedia to find ten facts each about the Aztecs and Spain.

6. OPTIONAL/RECOMMENDED. Have students do the Worldview Investigation on textbook, page 226. **You may have to modify the activity to suit your particular situation.**

Assignments:

2. Do Worksheets #8.7.1a and #8.7.1b.
3. OPTIONAL. Do the Think About It questions, page 225.
4. OPTIONAL. Use an encyclopaedia to find ten facts each about the Aztecs and Spain.
5. OPTIONAL/RECOMMENDED. Do the Worldview Investigation, page 227.
The Spanish and the Aztec: Historical Overview

Directions: Use Our Worldviews, page 224 to help you with the questions.

1. The Aztecs lived in Mexico and the Spanish lived in Spain. On what continents will you find these countries?

2. According to the information, which of the two cultures would be considered as Indigenous people? Tell why.

Use the timelines to answer the questions.

3. The Moors lived in the northern part of Africa before they crossed the Mediterranean Sea to invade what is today Spain. Who would be the Indigenous people in this case? Tell why.

4. For how many years did the Moors control at least some of the Iberian Peninsula?

5. What is similar about the areas shaded in pink in the timelines?

6. In what two main ways did the Aztecs die when they interacted with the Spanish?
7. What can you infer was about life in Spain and in the Aztec lands during these important dates in Canadian history?

a. 1001: Vikings first land on Baffin Island

Spain

Aztec

b. 1497: Giovanni Caboto lands on Newfoundland on an expedition for England.

Spain

Aztec

c. 1534: Jacques Cartier lands on the Gaspé Peninsula on an expedition for France.

Spain

Aztec
The Spanish and the Aztec: Historical Overview

Directions: Use Our Worldviews, page 224 to help you with the questions.

1. The Aztecs lived in Mexico and the Spanish lived in Spain. On what continents will you find these countries?
   - Mexico: North America
   - Spain: Europe

2. According to the information, which of the two cultures would be considered as Indigenous people? Tell why.
   - Aztec - original inhabitants of Mexico

Use the timelines to answer the questions.

3. The Moors lived in the northern part of Africa before they crossed the Mediterranean Sea to invade what is today Spain. Who would be the Indigenous people in this case? Tell why.
   - Spanish - Moors came from northern Africa, while the
   - Spanish were the original inhabitants of Spain.

4. For how many years did the Moors control at least some of the Iberian Peninsula?
   - 781 years

5. What is similar about the areas shaded in pink in the timelines?
   - Times when Aztec and Spanish interacted up to Spanish defeat of Aztecs

6. In what two main ways did the Aztecs die when they interacted with the Spanish?
   - Conflict with Spanish
   - Smallpox
7. What can you infer was about life in Spain and in the Aztec lands during these important dates in Canadian history?

a. **1001**: Vikings first land on Baffin Island
   - Spain: Moors occupied Spain
   - Aztec: Aztecs lived in Aztlan

b. **1497**: Giovanni Caboto lands on Newfoundland on an expedition for England.
   - Spain: Spanish exploring Caribbean
   - Aztec: Moctezuma I is emperor

c. **1534**: Jacques Cartier lands on the Gaspé Peninsula on an expedition for France.
   - Spain: Spanish control Aztec civilization
   - Aztec: Aztec civilization comes to an end.
Lesson 8.7.2

Concept: The Influence of Geography

Resources/Materials: Our Worldviews, page 228 – 231
   Worksheets #8.7.2, #8.7.2b, #8.7.2c, #8.7.2d, and #8.7.2e (student copies)
   Wall Map of the World

Introduction: Discuss how geography and affect the lives of the people living in your community. Explain that the Spanish and Aztec cultures were similarly affected. Explain that Canada is the world’s second largest country. It is so vast that the geography and climate vary a great deal.

   Even though the areas where the Spanish and Aztecs lived, was much smaller than Canada, they too had to deal with variations in climate and geography.

   Point out Spain and Mexico on the map. Have students describe their relative locations.

Procedure:

1. Review that the Aztec lived in present-day Mexico, but their civilization did not cover the entire area that Mexico covers today. The borders for the present-day country of Mexico were established long after the Aztec civilization existed.

2. Guide the reading of page 228. Discuss how people living in the central plateau of Mexico will experience cooler temperatures than those living in coastal areas, simply because of elevation.

3. Explain that page 229 explains how geography affected the lifestyle of the Aztecs, and that pages 230 and 231 tell about the geography of Spain and how it affected the lifestyle of the Spanish. Direct students to read textbook, pages 228 – 231.

4. Distribute Worksheets #8.7.2a, #8.7.2b, #8.7.2c, #8.7.2d, and #8.7.2e. Go over the directions, if necessary.

5. ALTERNATELY. Have students to do the Reflect and Respond questions on textbook, page 231.

Assignments:

1. Read Our Worldviews, pages 228 – 231.
2. Do Worksheets #8.7.2a, #8.7.2b, #8.7.2c, #8.7.2d, and #8.7.2e.
3. ALTERNATELY. Do the Reflect and Respond questions, page 231.
How Did Geography Influence the Societies of the Aztec and the Spanish?

Directions: Use Our Worldviews, pages 228 – 231 to help you with the questions.

1. Define the terms.

plateau __________________________________________________________

________________________________________________________________

pre-Columbian ____________________________________________________

________________________________________________________________

ecological zone ___________________________________________________

________________________________________________________________

saline ____________________________________________________________

________________________________________________________________

semi-nomadic ______________________________________________________

________________________________________________________________

incentive _________________________________________________________

2. On the map of Mexico, do the following (Use the map on page 228.):

a. Label the Gulf of Mexico and the Pacific Ocean.
b. Label the United States, Guatemala, and Belize.
c. Draw in all the major rivers. Label the Rio Grande and Usamacinta Rivers.
d. Using symbols, draw in the deserts, mountains, rainforest, and tropical forests. Make a legend.
e. Label the Sonoran Desert, the Chihuahua Desert, and the Valley of Mexico.

3. Tell about each of these geographic features of Mexico.

a. deserts _______________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

b. central plateau ________________________________________________

________________________________________________________________

________________________________________________________________
4. Explain how each of these geographic factors affected the lifestyle of the pre-Columbian societies in Meso-America.

<table>
<thead>
<tr>
<th>Geographic Factor</th>
<th>How It Affected Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were five shallow lakes in the Valley of Mexico.</td>
<td></td>
</tr>
<tr>
<td>There was only a small amount of land suitable for agriculture in the Valley of Mexico.</td>
<td></td>
</tr>
<tr>
<td>There were different ecological zones in the Valley of Mexico.</td>
<td></td>
</tr>
</tbody>
</table>

5. On the map of Spain, do the following (Use the map on page 230 and an atlas):
   a. Label France, Portugal, Morocco, and Andorra.
   b. Label the Atlantic Ocean, Mediterranean Sea, Bay of Biscay, Strait of Gibraltar.
   c. Draw in the major rivers. Label the Ebro, Douro, and Tagus Rivers.
   d. Draw in the mountains. Label the Pyrenees Mountains.
   e. Label the Meseta Central.

Worksheet #8.7.2b
6. Tell about each of these geographic features:
   a. mountains
   b. rivers
   c. central plateau
   d. northern coastal plain
   e. climate

7. How do you think these geographic factors affected the Spanish?

<table>
<thead>
<tr>
<th>Geographic Factor</th>
<th>How It Affected the Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of Spain receives very little precipitation.</td>
<td></td>
</tr>
<tr>
<td>Spain is divided up by many large rivers and mountain</td>
<td></td>
</tr>
<tr>
<td>ranges.</td>
<td></td>
</tr>
</tbody>
</table>
How Did Geography Influence the Societies of the Aztec and the Spanish?

Directions: Use Our Worldviews, pages 228 – 231 to help you with the questions.

1. Define the terms.
   - plateau  a large raised area of mostly level land
   - pre-Columbian referring to the time in the Americas before Columbus arrived
   - ecological zone a physical area with specific traits of climate, soil, altitude, and so on that determines its particular plants and animals
   - saline salty
   - semi-nomadic partially settled and partially moving around
   - incentive a motivation

2. On the map of Mexico, do the following (Use the map on page 228.):
   a. Label the Gulf of Mexico and the Pacific Ocean.
   b. Label the United States, Guatemala, and Belize.
   c. Draw in all the major rivers. Label the Rio Grande and Usamacinta Rivers.
   d. Using symbols, draw in the deserts, mountains, rainforest, and tropical forests. Make a legend.
   e. Label the Sonoran Desert, the Chihuahua Desert, and the Valley of Mexico.

3. Tell about each of these geographic features of Mexico.
   a. deserts covers central and eastern parts of Mexico - Chihuahua Desert covers north-central Mexico to Pacific Ocean
      only 10% of the land in Mexico can produce crops
   b. central plateau most mountain ranges located here Valley of Mexico situated here
      moderate temperatures
c. densely forested areas tropical climate with lots of rainfall

4. Explain how each of these geographic factors affected the lifestyle of the pre-Columbian societies in Meso-America.

<table>
<thead>
<tr>
<th>Geographic Factor</th>
<th>How It Affected Lifestyle</th>
</tr>
</thead>
</table>
| There were five shallow lakes in the Valley of Mexico. | provided plenty of water  
affected climate  
most likely meant boats were used for transportation  
canals and waterways became main means of transportation |
| There was only a small amount of land suitable for agriculture in the Valley of Mexico. | as population increased, had to rely more on farmers in outlying areas  
outlying areas population mostly farmers, while nobility/elite lived in cities |
| There were different ecological zones in the Valley of Mexico. | people who worked the land developed a variety of farming techniques and grew different kinds of foods in each zone  
diversity of food led to development of a market system |

5. On the map of Spain, do the following (Use the map on page 230 and an atlas):

a. Label France, Portugal, Morocco, and Andorra.
b. Label the Atlantic Ocean, Mediterranean Sea, Bay of Biscay, Strait of Gibraltar.
c. Draw in the major rivers. Label the Ebro, Douro, and Tagus Rivers.
d. Draw in the mountains. Label the Pyrenees Mountains.
e. Label the Meseta Central.
6. Tell about each of these geographic features:

a. mountains **Pyrenees** is largest and separates Spain from France

b. rivers **main rivers flow into Atlantic Ocean and Mediterranean Sea**
   almost all are fast flowing and difficult to navigate

c. central plateau **almost treeless; dry**
   divided into north and south regions; narrow valleys between mountains
   relatively isolated from rest of Spain

d. northern coastal plain **very narrow**
   often broken up by mountains


e. climate **rainy in north with mild winters and cool summers**
   South is very dry with little rainfall

7. How do you think these geographic factors affected the Spanish?

<table>
<thead>
<tr>
<th>Geographic Factor</th>
<th>How It Affected the Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of Spain receives very little precipitation.</td>
<td><em>knew how to conserve water</em></td>
</tr>
<tr>
<td></td>
<td><em>used irrigation to grow crops</em></td>
</tr>
<tr>
<td></td>
<td><em>used little vegetation to landscape around homes and public buildings</em></td>
</tr>
<tr>
<td>Spain is divided up by many large rivers and mountain ranges.</td>
<td><em>formation of smaller kingdoms</em></td>
</tr>
<tr>
<td></td>
<td><em>less communication between regions</em></td>
</tr>
</tbody>
</table>
Lesson 8.7.3

Concept: Aztec History and Worldview

Resources/Materials: Our Worldviews, pages 232 – 235
Worksheets #8.7.3a and #8.7.3b (student copies)
Wall Map of North America

Introduction: Discuss why various organisms of the animal kingdom migrate. Explain that birds, animals, and fish migrate seasonally. The Aztec migrated too, but their migration was a one-time event. Birds, animals, and fish migrate in response to seasonal changes, but the Aztec began their migration for a different reason. They decided to move on the command of one of their gods named Huitzilopochtli.

Explain that the Aztec lived in the desert-like country of what is today northern Mexico and moved south to the location of present-day Mexico City. (Point out the locations on the map of North America.) Mexico City is located on the central plateau. The migration took 200 years. When they started off, they did not know exactly where they were headed. All they knew what that Huitzilopochtli told them they would know where to settle when they saw an eagle perched on a cactus holding a rattlesnake.

Procedure:
1. Explain that the Aztec lived a semi-nomadic life during their migration. This means they would settle in one spot for a several years and then move on.

2. Discuss the problems that could arise because of the fact they usually settled on or near lands where others were already living.

3. Explain that like the Japanese, the Aztecs had a creation story.

4. Have students turn to textbook, page 232. Explain that pages 232 – 235 tell about the Aztecs journey from the deserts of northern Mexico to the Valley of Mexico. In the Valley of Mexico, they built a city on an island in the middle of a shallow lake. The city was called Tenochtitlan.

5. Guide the reading of pages 232 – 235 if you have the time; otherwise, have them read the pages independently.

6. Distribute Worksheets #8.7.3a and #8.7.3b. Go over the directions, if necessary.

7. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 235.

8. OPTIONAL. Have students dramatize/role play various parts of the migration. For example,
   - The decision to leave northern Mexico.
   - Conflict with other people
   - Spotting the eagle perched on a cactus

Assignments:
2. Do Worksheets #8.7.3a and #8.7.3b.
3. ALTERNATELY. Do the Reflect and Respond questions, pages 235.
4. OPTIONAL. Role play various parts of the Aztecs’ migration.
**How Did the History of the Aztec Affect Their Worldview?**

**Directions:** Use *Our Worldviews*, pages 232 – 235 to help you with the questions.

1. Use the information from pages 232 and the first two paragraphs of page 233 to answer these questions that a news reporter would ask.

<table>
<thead>
<tr>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why?</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

2. How does the creation story
   
   a. unify the Aztecs?

<p>| |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

   b. affect the Aztec worldview?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
3. The Aztec had to overcome many difficulties on their journey and when they settled in the Valley of Mexico. Complete the cause and effect charts to tell about some of them.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>When they reached the Valley of Mexico, they found that the best lands were already taken.</td>
<td></td>
</tr>
<tr>
<td>All the lands around the shores of the lakes were settled and occupied.</td>
<td></td>
</tr>
<tr>
<td>At first, there were few ways for the Aztecs to survive.</td>
<td></td>
</tr>
<tr>
<td>The island had no fresh water and they could only get to the mainland by boat.</td>
<td></td>
</tr>
</tbody>
</table>

4. What character traits of the Aztec enabled them to build Tenochtitlan into such as large and prosperous city?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

5. Explain how the Aztecs’ history affected their worldview.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Worksheet #8.7.3b
How Did the History of the Aztec Affect Their Worldview?

Directions: Use Our Worldviews, pages 232 – 235 to help you with the questions.

1. Use the information from pages 232 and the first two paragraphs of page 233 to answer these questions that a news reporter would ask.

| Who?   | Aztecs
|--------|--------
| What?  | Migrated from desert of northern Mexico to central Mexico
| When?  | approximately 1100 – 1300
| Where? | Valley of Mexico
| Why?   | followed instructions of their patron god Huitzilopochtli
| How?   | led semi-nomadic life
               experienced hardships

2. How does the creation story
   a. unify the Aztecs? **gives people common beliefs**

   ___________________________________________________________________

   ___________________________________________________________________

b. affect the Aztec worldview? **felt that human effort could not control**
   ___________________________________________________________________
   everything about their lives; that is, there were divine beings that
   ___________________________________________________________________
   affected the lives of humans

Worksheet #8.7.3a
3. The Aztec had to overcome many difficulties on their journey and when they settled in the Valley of Mexico. Complete the cause and effect charts to tell about some of them.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>When they reached the Valley of Mexico, they found that the best lands were already taken.</td>
<td>were driven from one location to another and not allowed to settle in one place</td>
</tr>
<tr>
<td>All the lands around the shores of the lakes were settled and occupied.</td>
<td>settled on a swampy island in the middle of Lake Texcoco.</td>
</tr>
<tr>
<td>At first, there were few ways for the Aztecs to survive.</td>
<td>worked as mercenaries and servants for their most powerful neighbours</td>
</tr>
<tr>
<td>The island had no fresh water and they could only get to the mainland by boat.</td>
<td>built aqueducts to bring fresh water to the city; constructed three causeways connecting Tenochtitlan to mainland</td>
</tr>
</tbody>
</table>

4. What character traits of the Aztec enabled them to build Tenochtitlan into such as large and prosperous city?

   patience, toughness, hardworking, intelligent, creative

5. Explain how the Aztecs’ history affected their worldview. Answers may vary

   felt gods controlled much of their lives
   saw other groups as obstacles to their success
   had to see fulfillment of their goals as a long-term undertaking
Lesson 8.7.4

Concept: Spanish History and Worldview

Resources/Materials: Our Worldviews, pages 236 – 239
Worksheets #8.7.4a and #8.7.4b (student copies)

Introduction: Recall that the Aztecs were a relatively small group of people who travelled intermittently for 200 years before settling on an island in the middle of lake. The Aztec flourished and developed into an advanced civilization. Religion played a big part in Aztec history and culture.

Spain had quite a different history. Before it became a unified country, the land now covered by Spain and Portugal had been a group of smaller kingdoms. Through the years it was ruled by several different groups. Just like the Aztecs, Spain’s history affected its worldview.

Procedure:

1. Explain that in Europe, it was common for a monarch to expect citizens to have a particular faith. Sometimes a king or queen would decide to change religions and all “good” citizens were expected to do the same. (You might want to remind students that the Meiji leaders in Japan decided that all Japanese should change from being Buddhist and Confucian to being Shinto.)

2. Explain that in the span of 1200 years Spain went from being rules by Romans who had a number of gods, to being Christian, to being Muslim, and back to being Christian.

3. Explain that the monarchs who decided that Christianity would be the only religion allowed were King Ferdinand and Queen Isabella. They were so firm in their belief that they expelled or executed any non-Christians. They also hired an Italian sailor, Cristoforo Colombo, (Christopher Columbus) to sail to new lands and converts the Indigenous peoples to Christianity.

4. Have students turn to textbook, page 236. Guide as much of pages 236 – 239 as you can as some of the content may be difficult for some. Have students read the balance on their own.

5. Distribute Worksheets #8.7.4a and #8.7.4b. Go over the directions, if necessary.

6. ALTERNATELY. Have students do the Reflect and Respond questions, 239.

Assignments:

1. Read Our Worldviews, pages 236 – 239.
2. Do Worksheets #8.7.4a and #8.7.4b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 239.
Directions: Use Our Worldviews, pages 236 – 239 to help you with the questions.

1. Spain went through four changes in rule from the third century to the 1500s. Tell what they were and about their beliefs/religions.

<table>
<thead>
<tr>
<th>People in Power</th>
<th>Belief System/Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

2. With respect to tolerance for other religions, how was Muslim rule different from Christian rule?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Complete the chart about the Reconquista (continued on the next page).

<table>
<thead>
<tr>
<th>THE RECONQUISTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>What It Was</td>
</tr>
<tr>
<td>How Long It Lasted</td>
</tr>
</tbody>
</table>
The Role of the Spanish Monarchs

The Role of the Roman Catholic Church

The Role of the Conquistadors

The Spanish Inquisition

4. King Ferdinand and Queen Isabella had political, economic, and religious goals when they sent explorers to new lands. Tell more about these goals.

<table>
<thead>
<tr>
<th>Political Goals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Goals</td>
<td></td>
</tr>
<tr>
<td>Religious Goals</td>
<td></td>
</tr>
</tbody>
</table>

5. How did history affect the Spanish worldview?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Worksheet #8.7.4b
How Did the History of Spain Affect Its Worldview?

Directions: Use *Our Worldviews*, pages 236 – 239 to help you with the questions.

1. Spain went through four changes in rule from the third century to the 1500s. Tell what they were and about their beliefs/religions.

<table>
<thead>
<tr>
<th>People in Power</th>
<th>Belief System/Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Romans</td>
<td>Christian belief system</td>
</tr>
<tr>
<td>2 Northern European Tribes</td>
<td>Christian</td>
</tr>
<tr>
<td>3 Moors</td>
<td>Muslim</td>
</tr>
<tr>
<td>4 Christian Kingdoms</td>
<td>Christian</td>
</tr>
</tbody>
</table>

2. With respect to tolerance for other religions, how was Muslim rule different from Christian rule?

   **Muslim rule:** Jews and Christians allowed to practice own beliefs
   **Christian rule:** Jews and Muslims not allowed to practice own beliefs

3. Complete the chart about the Reconquista (continued on the next page).

<table>
<thead>
<tr>
<th>THE RECONQUISTA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What It Was</strong></td>
</tr>
<tr>
<td><strong>How Long It Lasted</strong></td>
</tr>
</tbody>
</table>
The Role of the Spanish Monarchs
- reinstated the Spanish Inquisition
- unified Spain

The Role of the Roman Catholic Church
- supported the Reconquista
- supported the Spanish Inquisition

The Role of the Conquistadors
- fought to take Spain’s kingdoms from Muslim rule

The Spanish Inquisition
- made all of Spain Christian by deporting all non-Christians or executing them

4. King Ferdinand and Queen Isabella had political, economic, and religious goals when they sent explorers to new lands. Tell more about these goals.

<table>
<thead>
<tr>
<th>Political Goals</th>
<th>extend the Spanish empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Goals</td>
<td>get resources from newly discovered lands</td>
</tr>
<tr>
<td>Religious Goals</td>
<td>spread Christianity</td>
</tr>
</tbody>
</table>

5. How did history affect the Spanish worldview? Answers may vary

- Christians were “good”; non-Christians “evil”
- Church and monarchy worked together to rule Spain
- Spain had the right and duty to discover new lands and bring them under Spanish rule.
Lesson 8.7.5

NOTE: This lesson, as outlined in *Our Worldviews*, requires that students have access to a wide variety of research resources, including topographical maps. If your students have access to Internet resources, you may want to proceed with the activity as outlined in the textbook; otherwise, you can follow the lesson plan as outlined below.

**Concept:** The Influence of Geography on the Pre-Columbian Aztec Worldview

**Resources/Materials:** Our Worldviews, pages 240 and 241
- Worksheets #8.7.5a, #8.7.5b, #8.7.5c, and #8.7.5d (optional, student copies)
- Atlas, Encyclopaedias, other reference materials

**Introduction:** Briefly go over some of the natural resources in your area and the industries that have developed because of them. Extend the discussion to conclude that many aspects of our lifestyle are also influenced by natural resources.

Explain that the lifestyle of the Aztecs, before the coming of the Spanish, was influenced by the geographic features of their home in the Valley of Mexico. Natural resources are part of the geographic features. In today’s lesson, students will learn more about the natural resources the Aztec used.

**Procedure:**

1. Explain that most often mountains are valuable resources. They are sources of minerals. Precipitation that falls on them drains into rivers and lakes. They can stop or even accelerate wind. Mountains are one geographic feature that affected the Aztecs.

2. Have students turn to textbook, page 240. Guide the reading of the page. Discuss two or three geographic features of the Aztecs’ home in the Valley of Mexico and how they influenced the life of the Aztecs. For example: forested mountain ranges helped protect them from invaders.

3. Distribute Worksheets #8.7.5a, #8.7.5b, and #8.7.5c. Explain that these sheets provide more information about the geographic features of the Valley of Mexico. They also tell what the Aztecs had to do to change their environment to suit their needs.

4. Distribute Worksheet #8.7.5d. Explain that students must use the information from textbook, page 240 and Worksheets #8.7.5a, #8.7.5b, and #8.7.5c to do the questions on Worksheets #8.7.5e and #8.7.5d.

**Assignments:**

1. Read *Our Worldviews*, page 240 and Worksheets #8.7.5a, #8.7.5b, and #8.7.5c.
2. Do Worksheets #8.7.5c and #8.7.5d.
The Aztecs built their empire in and around the Valley of Mexico. Like all peoples of the world they used the resources found in nature to help meet their needs. The Aztecs thrived in the Valley of Mexico, even though its geographic features presented them with many challenges.

Mountains

The home of the Aztecs was surrounded on three sides by mountains and a very large hill on the fourth. The Aztecs saw a mountain as a holy or sacred site. They thought that the higher up a mountain you climbed, the closer you would be to the gods. The temples that Aztecs build to worship their gods were pyramids in the shape of mountains. Temples had steps on the outside so priests could climb them.

The mountains surrounding the Valley of Mexico influenced Aztec life in many other ways. They used the trees covering the mountains in building their homes, in particular for support beams and door jambs. The resin from the trees was used to seal boats so they would not leak. The trees were home to many colourful birds. The Aztecs used the feathers are adornments for headwear and capes.

Aztec cities, in particular Tenochtitlan, were large. The mountains caught many of the rain clouds, preventing them from travelling into the valley. This meant that there was not enough fresh water for the population. To make sure they had plenty of clean drinking water, even in times of drought, the Aztecs build an aqueduct. This structure brought in fresh water from underground springs outside the city.

Gold, silver, and other minerals were mined in the mountains. The Aztecs did not use them as currency as European countries did. Instead they used them mostly to make jewellery and decorations for their clothing.

Plateau

The home of the Aztecs was on a plateau, a large raised flat area. Tenochtitlan was more than 2000 m above sea level. Although temperatures could be high at times, the average temperature was only 12°C. This meant that the crops they could grow were not tropical fruits and vegetables like those found in coastal areas of Mexico. Instead they were crops typical of more moderate climates. Among others, the Aztecs grew maize (a type of corn), beans, squash, tomatoes, and chillies. Aztecs liked bright colours and so they grew many brightly coloured flowers.
Soil

The Valley of Mexico was blessed with rich soil. This helped the Aztecs' crops to grow well. Unfortunately, the amount of land suitable for agriculture was quite small for the number of people the crops needed to feed the population.

Lakes

There were five lakes in the Valley of Mexico. Three of them had brackish (salt) water and two of them had fresh water. The lakes were connected to each other. There was no river for water to flow out of the lakes. Through evaporation, which left behind the natural salts in the water, the lakes became salty.

The city of Tenochtitlan was built on an island. Occasionally, there would be flash floods that raised the level of the lakes quickly. To protect Tenochtitlan from flooding, the Aztecs built a barrier across Lake Texcoco. This also helped keep the water in the western end of the lake from becoming too salty. (See the map.)

Island

Being located on an island brings many challenges. To connect Tenochtitlan to the mainland, the Aztecs built three causeways. The causeways allowed people to travel to and from the island. They could also easily be destroyed if the city was threatened by enemies who wanted to enter the city.

Swamps

Many areas around the shores of the five shallow lakes were swampy. Aztec farmers needed to grow a great deal of food to feed a large population. The key to Aztec success as farmers were the floating islands called chinampa. To build a chinampa long stakes were driven into the lakebed in a rectangular shape. Then the builders laid reed mats within the stakes and piled soil on top. They repeated the process until they had a thick sandwich of mud and mats rising above the water's surface. Once the chinampa was in place, farmers planted vegetables, flowers, and medicinal herbs. Each chinampa was small and very productive. All labour was done by hand and with simple tools. Farmers accessed their crops by canoe, travelling along the waterways that ran between the plots of land.
**Directions:** Use the information on Worksheets #8.7.5a, #8.7.5b, and #8.7.5c to answer the questions.

1. What did the Aztecs do to overcome these environmental features?

<table>
<thead>
<tr>
<th>Environmental Feature</th>
<th>What the Aztecs Did to Overcome the Environmental Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sudden bursts of rain in the mountains could cause flash floods in the lakes, flooding Tenochtitlan.</td>
<td></td>
</tr>
<tr>
<td>Since Tenochtitlan was built on an island, the only way to from the island was by boat.</td>
<td></td>
</tr>
<tr>
<td>The valley was short of fresh water because the mountains prevented many rain clouds from reaching the valley.</td>
<td></td>
</tr>
</tbody>
</table>
2. Tell how each of the geographic features affected the Aztec way of life.

<table>
<thead>
<tr>
<th>Geographic Feature</th>
<th>How It Affected the Aztec Way of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountains</td>
<td></td>
</tr>
<tr>
<td>Plateau</td>
<td></td>
</tr>
<tr>
<td>Rich Soil</td>
<td></td>
</tr>
<tr>
<td>Lakes</td>
<td></td>
</tr>
<tr>
<td>Island</td>
<td></td>
</tr>
<tr>
<td>Swamps</td>
<td></td>
</tr>
</tbody>
</table>
**Directions:** Use the information on Worksheets #8.7.5a, #8.7.5b, and #8.7.5c to answer the questions.

1. What did the Aztecs do to overcome these environmental features?

<table>
<thead>
<tr>
<th>Environmental Feature</th>
<th>What the Aztecs Did to Overcome the Environmental Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sudden bursts of rain in the mountains could cause flash floods in the lakes, flooding Tenochtitlan.</td>
<td><em>built barrier across Lake Texcoco</em></td>
</tr>
<tr>
<td>Since Tenochtitlan was built on an island, the only way to from the island was by boat.</td>
<td><em>built three causeways connecting the island to the mainland</em></td>
</tr>
<tr>
<td>The valley was short of fresh water because the mountains prevented many rain clouds from reaching the valley.</td>
<td><em>built aqueduct from mountains spring to Tenochtitlan</em></td>
</tr>
</tbody>
</table>
2. Tell how each of the geographic features affected the Aztec way of life.

<table>
<thead>
<tr>
<th>Geographic Feature</th>
<th>How It Affected the Aztec Way of Life</th>
</tr>
</thead>
</table>
| Mountains          | • acted as barriers to invaders  
                      • built temples to resemble mountains  
                      • used trees from mountains in constructing buildings  
                      • mountains prevented rain clouds from entering valley, make it dry |
| Plateau            | • moderate temperatures → grew crops typical of those found in a temperate climate |
| Rich Soil          | • crops grew well |
| Lakes              | • since the lakes did not drain, much of the water was too salty to drink or grow crops  
                      • mountain rains made lakes susceptible to rapid rises in level  
                      • most likely: lakes used as transportation |
| Island             | • needed way to connect Tenochtitlan to the mainland so they used causeways |
| Swamps             | • built chinampas on swamp beds to increase food production |
Lesson 8.7.6

Concept: The Influence of the Moors on Spain

Resources/Materials: Our Worldviews, pages 242 and 243
Worksheet #8.7.6 (student copies)
Wall Map of the World (or Europe)

Introduction: Review that the Aztec worldview was influenced by the environment in which they lived. This holds true for the Spanish as well. Another factor that influences worldview is the people with whom a group comes into contact.

On the world or Europe map, point out the Iberian Peninsula and Spain. Note its proximity to northern Africa. Explain that for almost 700 years most of the Iberian Peninsula was controlled by the Moors. The Moors came to Iberia from northern Africa. They introduced the Muslim culture.

Procedure:

1. Of course, the Muslims introduced the Islamic faith to the area. While, most of the people followed the Muslim faith, others were Christians and Jews. The Muslims were tolerant of non-Muslims, so the followers of the three religions co-existed.

2. Explain that the Moors were great believers in developing the human mind, so they encouraged the development of the arts, literature, science, mathematics, and architecture.

3. Have students turn to textbook, page 242. Guide as much of pages 242 and 243 as you have time for.

4. Distribute Worksheet #8.7.6. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 243.

Assignments:

1. Read Our Worldviews, pages 242 and 243.
2. Do Worksheet #8.7.6.
3. ALTERNATELY. Do the Reflect and Respond questions, page 243.
How Did Contact with the Moors Influence Spain?

Directions: Use Our Worldviews, pages 242 and 243 to help you with the questions.

1. A mosque is an Islamic house of worship. How does it compare with your church?

2. A legacy is something received or remembered from the past. The legacy left by the Muslims influenced Spanish culture. According to the textbook, what are five things left by the legacy of the Muslims in Spain?
   a. 
   b. 
   c. 
   d. 
   e. 

3. Compare the tolerance of other religions of the Roman Catholics and the Muslims.

Worksheet #8.7.6
Directions: Use *Our Worldviews*, pages 242 and 243 to help you with the questions.

1. A mosque is an Islamic house of worship. How does it compare with your church?
   - *Answers may vary*
   - mosque has no furniture
   - mosque is ornately decorated

2. A *legacy* is something received or remembered from the past. The legacy left by the Muslims influenced Spanish culture. According to the textbook, what are five things left by the legacy of the Muslims in Spain?
   a. important schools of astronomy, mathematics, and architecture
   b. Islamic and Byzantine artistic style known as Mozarabic
   c. great libraries
   d. large collection of classical documents
   e. beautiful buildings

3. Compare the tolerance of other religions of the Roman Catholics and the Muslims.
   - Roman Catholics - mostly intolerant
   - Muslims - mostly tolerant
Lesson 8.7.7

Concept: The Aztecs: Contact with Other Meso-American Societies

Resources/Materials: Our Worldviews, pages 244 – 248
Worksheets #8.7.7a and #8.7.7b (student copies)

Introduction: Discuss that Hutterites are unique cultural group. But that does not mean that the Hutterite way of life is and has not been influenced by other cultural groups. Discuss how other groups have influenced Hutterites. (The most obvious is food – spaghetti, hamburgers, tacos, Chinese food.) Recall that it took nearly 200 years for the Aztecs to leave their desert home in northern Mexico to reach their permanent home in the Valley of Mexico. During their journey, they came into contact with several other groups. In addition, when the Aztecs reached the Valley of Mexico, there were other groups living in the area that influenced the Aztec culture.

Procedure:

1. Explain that the Aztecs adopted several different ideas and ways of doing things from people that lived in the Valley of Mexico.

2. Have students turn to textbook, page 244. Guide as much of the reading of pages 244 – 246 as you have time for. Tell students to read the rest independently.

3. Then have students turn to textbook, pages 247 and 248. Explain that page 247 gives more detailed information on the Toltec and page 248 about an Aztec leader. Tell students to read the pages independently.

4. Distribute Worksheets #8.7.7a and #8.7.7b.

5. ALTERNATELY. Have students dot the Reflect and Respond questions on textbook, page 246.

6. OPTIONAL. Have students write a paragraph about the cultural groups that have influenced Hutterite society.

Assignments:

2. Do Worksheets #8.7.7a and #8.7.7b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 246.
4. OPTIONAL. Write a paragraph about the cultural groups that have influenced Hutterite society.
How Did Contact with Other Meso-American Societies Influence the Aztec?

Directions: Use Our Worldviews, pages 244 – 248 to help you with the questions.

1. Match the societies with their influence on the Aztec civilization.

   Olmec  
   ________________
   Cities were laid out in quadrants (four quarters), which were created by intersecting two main roads at right angles. Temples were built at the city centre.

   Teotihuacan  
   ________________
   They had the greatest impact on the Aztec. The Aztec wrote many poems and told stories about the Toltec because in their estimation, the Aztec should be a model for creating a refined civilization.

   Toltec  
   ________________
   This group believed there were several gods.

2. Complete the chart to summarize how other Meso-American societies affected Aztec culture. (Use the chart on page 246, but try not to copy it word for word. Use point form.)

<table>
<thead>
<tr>
<th>Religious Beliefs and Practices</th>
<th>Social Systems</th>
<th>Architecture and Art</th>
</tr>
</thead>
</table>
3. What are three ways that your culture has been influenced by other cultures?
   a. 
   b. 
   c. 

4. On which culture do you think your culture is modelled? Give reasons for your answer.
   
   
   

The Toltec

5. What are three things from Toltec civilization that the Aztecs borrowed?
   a. 
   b. 
   c. 

Itzcoatl

6. What are four of Itzcoatl’s accomplishments?
   a. 
   b. 
   c. 
   d. 

Worksheet #8.7.7b
How Did Contact with Other Meso-American Societies Influence the Aztec?

Directions: Use Our Worldviews, pages 244 – 248 to help you with the questions.

1. Match the societies with their influence on the Aztec civilization.

<table>
<thead>
<tr>
<th>Olmec</th>
<th>Teotihuacan</th>
<th>Toltec</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cities were laid out in quadrants (four quarters), which were created by intersecting two main roads at right angles. Temples were built at the city centre.</td>
<td>They had the greatest impact on the Aztec. The Aztec wrote many poems and told stories about the Toltec because in their estimation, the Aztec should be a model for creating a refined civilization.</td>
</tr>
<tr>
<td></td>
<td>Olmec</td>
<td>Toltec</td>
</tr>
<tr>
<td></td>
<td>This group believed there were several gods.</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the chart to summarize how other Meso-American societies affected Aztec culture. (Use the chart on page 246, but try not to copy it word for word. Use point form.)

<table>
<thead>
<tr>
<th>Religious Beliefs and Practices</th>
<th>Social Systems</th>
<th>Architecture and Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>belief that gods could take on different forms</td>
<td>hierarchical society</td>
<td>large pyramidal temples</td>
</tr>
<tr>
<td>a belief in many gods</td>
<td>centralized government</td>
<td>murals, sculptures, and monuments</td>
</tr>
<tr>
<td>religious practices that centred on seasonal cycles</td>
<td>use of military to build empire</td>
<td>the art of jewellery making, ceramic pottery, mosaic, metalworking, and featherworks</td>
</tr>
<tr>
<td>a belief that human sacrifices were necessary to sustain the gods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. What are three ways that your culture has been influenced by other cultures?  
   Answers may vary.  
   a. Food  
   b. Language (English)  
   c. Footwear  
       Electronics/Communication  

4. On which culture do you think your culture is modelled? Give reasons for your answer.  
   Answers may vary. Some possibilities  
   German  
   Russian  
   Tyrolean  

The Toltec  

5. What are three things from Toltec civilization that the Aztecs borrowed?  
   a. Warrior society  
   b. Nahuatl language  
   c. Modelled Tenochtitlan after the Toltec city of Tula: architecture  
   d. Medicine  
   e. Pictographic writing  
   f. Artworks  

Itzcoatl  

6. What are four of Itzcoatl’s accomplishments?  
   a. Formed coalition with other groups to defeat the Tepeaca  
   b. Formed Triple Alliance with: Tlacopan and Texcoco  
   c. Expanded Aztec empire  
   d. Established hierarchical class system  
   e. Improved military  

Worksheet #8.7.7b
Lesson 8.7.8

Concept: The Aztec Rise to Power

Resources/Materials: Our Worldviews, pages 249 – 253
Worksheets #8.7.8a, #8.7.8b, and #8.7.8c (student copies)

Introduction: Briefly discuss how leaders are chosen in Canada. Explain that in the past it was common for the leader of a country to inherit the position. Usually, the oldest son of a king became the next king. There are remnants of that system existing today. The queen of England and many other countries is Queen Elizabeth II. She inherited the title from her father King George VI.

The leader of the Aztecs was an inherited position. Recall that the Toltec were highly respected by the Aztecs. They were not only respected by the Aztecs, but by other meso-American societies. The Aztec leaders used this fact to establish themselves as a powerful force in the region. This lesson tells how they did it and how the Aztecs expanded and controlled their empire.

Procedure:

1. Explain that in some countries today and in most countries long ago, marriages were arranged. Love had little to do with anything. Marriage was a way to form an alliance between two families. The Aztecs arranged marriages. They used an arrange marriage to gain the respect of neighbouring groups.

2. Have students turn to textbook, pages 249 and 250. **Guide the reading of the pages.**

3. Explain that by claiming to be direct descendants of the Toltec, the Aztecs gained the respect of other groups in the area. But they also had clever ways to conquer and control other groups. Have students read pages 251 – 253 independently. **Explain that tribute is a term that refers to valuable gifts and taxes collected by the Aztecs from a conquered group or city.**

4. Distribute Worksheets #8.7.8a, #8.7.8b, and #8.7.8c. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 253.

6. OPTIONAL. Have students make up five questions having to do with how the Aztecs became the most powerful society in the area. Have students exchange questions with other students. Once the questions have been answered, have them returned to the original owner for marking.

Assignments:

2. Do Worksheets #8.7.8a, #8.7.8b, and #8.7.8c.
3. ALTERNATELY. Do the Reflect and Respond questions, page 253.
4. OPTIONAL. Make up five questions for another student to answer.
Directions: Use *Our Worldviews*, pages 249 – 253 to help you with the questions.

1. What evidence is there that all the Meso-American societies respected the accomplishments of the Toltec?

2. The Aztecs did many things to gain power and control and maintain it. Tell what they did to accomplish each of the following:

<table>
<thead>
<tr>
<th>Aim</th>
<th>What the Aztecs Did to Accomplish the Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim the Aztecs were descendants of the Toltec</td>
<td></td>
</tr>
<tr>
<td>Conquer the Tepanec</td>
<td></td>
</tr>
<tr>
<td>Get tribute from other groups</td>
<td></td>
</tr>
<tr>
<td>Get humans to sacrifice to the Huitzilopochtli</td>
<td></td>
</tr>
<tr>
<td>Ensure that conquered altepetl obeyed the emperor’s orders</td>
<td></td>
</tr>
<tr>
<td>Give conquered altepetl the feeling that they had control over their lives</td>
<td></td>
</tr>
<tr>
<td>Give young warriors an opportunity to train and improve their skills</td>
<td></td>
</tr>
</tbody>
</table>
3. What geographic feature of Meso-America most likely led to the formation of city-states instead of larger political units? (Hint: Refer back to the map on page 228.)

4. What three things were the conquered city-states required to do?
   a. ___________________________________________
   b. ___________________________________________
   c. ___________________________________________

5. In the space below label the graphic to show the hierarchy of leaders in Aztec society.
6. Describe the responsibilities of each of the following.

Emperor ____________________________________________
____________________________________________________

Chief of Internal Affairs _______________________________________
____________________________________________________

tlatoque ____________________________________________
____________________________________________________

tecutin ____________________________________________
____________________________________________________

priest ____________________________________________
____________________________________________________

7. How did a culture based on war affect the worldview of the Aztecs?

____________________________________________________
____________________________________________________
How Did the Aztec Emperors Become the Most Powerful Rulers in the Valley of Mexico?

Directions: Use *Our Worldviews*, pages 249 – 253 to help you with the questions.

1. What evidence is there that all the Meso-American societies respected the accomplishments of the Toltec?

   All the Meso-American societies respected rulers who could claim to be a descendant of the Toltec

2. The Aztecs did many things to gain power and control and maintain it. Tell what they did to accomplish each of the following:

<table>
<thead>
<tr>
<th>Aim</th>
<th>What the Aztecs Did to Accomplish the Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim the Aztecs were descendants of the Toltec</td>
<td>Aztec nobleman marry a known descendant of the Toltec</td>
</tr>
<tr>
<td>Conquer the Tepanec</td>
<td>formed alliance with Texcoco and Tlacopan</td>
</tr>
<tr>
<td>Get tribute from other groups</td>
<td>conquer them in war</td>
</tr>
<tr>
<td>Get humans to sacrifice to the Huitzilopochtli</td>
<td>take captives in war</td>
</tr>
<tr>
<td>Ensure that conquered altepetl obeyed the emperor’s orders</td>
<td>sent in imperial forces to brutally put down any disobedience</td>
</tr>
<tr>
<td>Give conquered altepetl the feeling that they had control over their lives</td>
<td>allowed them to worship own gods</td>
</tr>
<tr>
<td></td>
<td>did not try to reorganize societies</td>
</tr>
<tr>
<td>Give young warriors an opportunity to train and improve their skills</td>
<td>arranged Wars of Flowers</td>
</tr>
</tbody>
</table>
3. What geographic feature of Meso-America most likely led to the formation of city-states instead of larger political units? (Hint: Refer back to the map on page 228)

mountain ranges, large rivers

4. What three things were the conquered city-states required to do?
   a. promise allegiance to the emperor
   b. pay tribute to emperor in either goods or services
   c. worship the god Huitzilopochtli

5. In the space below label the graphic to show the hierarchy of leaders in Aztec society.

Chief of Internal Affairs
Tlatoque
Tecutin
Emperor
6. Describe the responsibilities of each of the following.

Emperor: rule over entire empire

Chief of Internal Affairs: closest advisor to emperor

Second in command

Tlatoque: ruled major towns and cities

Tecutin: ruled smaller areas

Priest: acted as advisors to the emperor

7. How did a culture based on war affect the worldview of the Aztecs? Answers may vary.

Belief in necessity of war and the importance of skill as a warrior

Saw other cultures as sources of captives for sacrifice

Viewed violence as part of life
Lesson 8.7.9

Concept: The Power of the Spanish Monarchy

Resources/Materials: Our Worldviews, pages 254 – 257
Worksheets #8.7.9a and #8.7.9b (student copies)

Introduction: Recall that the Aztecs used an arranged marriage to gain power and respect in Meso-America. Explain that a similar situation happened in Spain. The marriage of Ferdinand of Aragon with Isabella of Castile was a way for the two already powerful kingdoms of Aragon and Castile to unite and become extremely powerful. In many ways, this marriage was the beginning of the unification of the smaller kingdoms of Spain.

Ferdinand and Isabella proved to be very shrewd in the decisions they made. They were fearless. They were responsible for making Spain the wealthiest country in Europe.

Procedure:

1. Basically, Ferdinand and Isabella took steps to increase their own powers and reduce the powers of others, even that of the Roman Catholic Church.

2. Explain that the term aristocracy is used to refer to the upper class in any society. The members of Spain’s aristocracy were wealthy and powerful. Their work was to organize and control others so that they could remain wealthy and powerful. Unfortunately for them, Ferdinand and Isabella had other ideas.

3. Have students turn to textbook, page 254. Guide the reading of the opening paragraph and the first section. Then have students read the rest of page 254 and all of pages 255-257.

4. Distribute Worksheets #8.7.9a and #8.7.9b. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 256.

6. ALTERNATELY. Have students create a character sketch of Ferdinand and Isabella, in which they tell about their character traits and support their ideas with actions taken by Ferdinand and Isabella.

Assignments:

1. Read Our Worldviews, pages 254 – 257.
2. Do Worksheets #8.7.9a and #8.7.9b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 256.
4. ALTERNATELY. Write a character sketch of Ferdinand and Isabella.
Directions: Use *Our Worldviews*, pages 254 – 257 to help you with the questions.

1. What six things do Ferdinand and Isabella do to ensure they would have the power to rule Spain as they wished?
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

2. The monarchs did many things to ensure they had firm control over Spain. Tell how they accomplished each of the following:

<table>
<thead>
<tr>
<th>What They Wanted to Accomplish</th>
<th>What They Did to Accomplish It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep the support of the aristocrats after reducing their power</td>
<td></td>
</tr>
<tr>
<td>Gain the support of the merchants and townspeople</td>
<td></td>
</tr>
<tr>
<td>Stop the cities from becoming independent and powerful</td>
<td></td>
</tr>
<tr>
<td>Gain control of the Roman Catholic Church in Spain.</td>
<td></td>
</tr>
<tr>
<td>Convince Pope Innocent VIII to allow them to decide whom they wanted to fill the Church positions.</td>
<td></td>
</tr>
</tbody>
</table>
1492. Christopher Columbus (Cristoforo Colombo), an Italian sailor, had just paid a visit to the court of King Ferdinand and Queen Isabella...

Columbus was wearing new clothes and riding a fine horse, but there was little joy in his heart. The Spanish monarchs had once again refused to support his plan to sail westward across the Atlantic Ocean to Asia. Columbus knew his chances of getting support elsewhere were slim. Already, the kings of Portugal, England, and France had turned him down. He was 40 years old and he had run out of options. His dreams of fame and fortune were in tatters. Maybe he would just return to his hometown in Italy and live out his life as a map-maker.

A few kilometres out of town, Columbus heard hoof beats behind him. It was a royal messenger who had come to order him back to court at once. The king and queen had changed their minds. Columbus turned his horse sharply and galloped back from where he had come. Luck was on his side at last! He would now have the opportunity to set out on the adventure of his life.

- from Worldviews (Pearson), page 193

3. Why do you suppose the monarchy decided to support Columbus's explorations?

4. Tell about each of these empires that existed during the time of Ferdinand and Isabella's rule.

<table>
<thead>
<tr>
<th>Empire</th>
<th>Location</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inca</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ottoman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ming Dynasty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.7.9b
How Did the Spanish Monarchy Become So Powerful?

Directions: Use Our Worldviews, pages 254 – 257 to help you with the questions.

1. What six things do Ferdinand and Isabella do to ensure they would have the power to rule Spain as they wished?
   a. centralized government under their control
   b. created a more efficient government bureaucracy
   c. impose new taxes
   d. took control of the Roman Catholic Church in Spain
   e. began the Spanish Inquisition
   f. forbid any faith but Roman Catholicism

2. The monarchs did many things to ensure they had firm control over Spain. Tell how they accomplished each of the following:

<table>
<thead>
<tr>
<th>What They Wanted to Accomplish</th>
<th>What They Did to Accomplish It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep the support of the aristocrats after reducing their power.</td>
<td>granted them large tracts of land and exempted them from paying taxes on this land</td>
</tr>
<tr>
<td>Gain the support of the merchants and townspeople</td>
<td>made changes to financial institutions that helped them with their business activities and by promising them protection</td>
</tr>
<tr>
<td>Stop the cities from becoming independent and powerful</td>
<td>made local officials directly responsible to the monarchy</td>
</tr>
<tr>
<td></td>
<td>sent in own officials to govern cities and tax residents</td>
</tr>
<tr>
<td>Gain control of the Roman Catholic Church in Spain.</td>
<td>placed individuals in important positions in the Church</td>
</tr>
<tr>
<td>Convince Pope Innocent VIII to allow them to decide whom they wanted to fill the Church positions.</td>
<td>agreed to set up the Spanish Inquisition</td>
</tr>
</tbody>
</table>
1492. Christopher Columbus (Cristoforo Colombo), an Italian sailor, had just paid a visit to the court of King Ferdinand and Queen Isabella...

Columbus was wearing new clothes and riding a fine horse, but there was little joy in his heart. The Spanish monarchs had once again refused to support his plan to sail westward across the Atlantic Ocean to Asia. Columbus knew the chances of getting support elsewhere were slim. Already, the kings of Portugal, England, and France had turned him down. He was 40 years old and he had run out of options. His dreams of fame and fortune were in tatters. Maybe he would just return to his hometown in Italy and live out his life as a map-maker.

A few kilometres out of town, Columbus heard hoof beats behind him. It was a royal messenger who had come to order him back to court at once. The king and queen had changed their minds. Columbus turned his horse sharply and galloped back from where he had come. Luck was on his side at last! He would now have the opportunity to set out on the adventure of his life.

- from Worldviews (Pearson), page 193

3. Why do you suppose the monarchy decided to support Columbus’s explorations?
   Answers may vary
   The Spanish monarchy were eager to expand their empire and become the most wealthy and powerful country in Europe

4. Tell about each of these empires that existed during the time of Ferdinand and Isabella’s rule.

<table>
<thead>
<tr>
<th>Empire</th>
<th>Location</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inca</td>
<td>Pacific to Atlantic Oceans from Ecuador to Chile</td>
<td>built magnificent temples/palaces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>water supply and sanitation systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kept records using system of knotted cords</td>
</tr>
<tr>
<td>Ottoman</td>
<td>Aliganto Austria</td>
<td>rebuilt city of Istanbul</td>
</tr>
<tr>
<td></td>
<td>Egypt to Hungary</td>
<td>wonderful architecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>advanced learning</td>
</tr>
<tr>
<td>Ming Dynasty</td>
<td>China</td>
<td>rebelled against Mongols</td>
</tr>
<tr>
<td></td>
<td></td>
<td>improved conditions for commoners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>established Beijing</td>
</tr>
</tbody>
</table>
Lesson 8.7.10

Concept: Worldviews and Creation Stories

Resources/Materials: Our Worldviews, pages 258 and 259
Worksheet #8.7.10 (student copies)

Introduction: Have students tell you how Christians believe the universe was created, and then how humans were created. Explain that their creation stories are among many different creation stories found throughout the world. Recall the creation story from Japan (page 180). Explain that the Aztec had yet a different creation story.

Explain that creation stories often do more than just tell how the world and humans came to be; they often do other things, such as give guidance about how to live with nature, how to lead a virtuous life, and so on. Today's lesson is about the Aztec creation story.

Procedure:

1. Explain that most creation stories of the Americas were passed from one generation to the next in an oral tradition; that is, they were not written, but retold from one person to another.

2. If you have the time, guide the reading of textbook, pages 259 and 260. Discuss how the way of life of the Aztecs was influenced by the creation story.

3. Distribute Worksheet #8.7.10. Go over the directions, if necessary.

4. ALTERNATELY. Do the Reflect and Respond questions on textbook, page 259.

Assignments:

1. Read Our Worldviews, pages 258 and 259.
2. Do Worksheet #8.7.10.
3. ALTERNATELY. Do the Reflect and Respond questions, page 159.
Directions: Use *Our Worldviews*, pages 260 and 261 to help you with the questions.

1. What is meant by *oral tradition*?

2. Put a check mark (√) beside the ideas covered in the Aztec creation story.
   - how parts of nature were created
   - how humans were created
   - an explanation of the passage of time, such as day and night or the seasons
   - an explanation of why living things in nature behave as they do
   - comments on what character traits are positive
   - ideas on how humans should live their lives
   - ideas on how humans should relate to the gods

3. Aztecs believed they must sacrifice humans to satisfy the gods. Explain how this belief is related to their creation story.

4. Explain how the Aztecs worldview that they must regularly be involved in war relates back to the creation story.
Directions: Use Our Worldviews, pages 260 and 261 to help you with the questions.

1. What is meant by oral tradition?

   the passing of cultural knowledge, beliefs, and stories to the next generation through speaking rather than writing

2. Put a check mark (✓) beside the ideas covered in the Aztec creation story.
   
   ✓ how parts of nature were created
   ✓ how humans were created
   ____ an explanation of the passage of time, such as day and night or the seasons
   ____ an explanation of why living things in nature behave as they do
   ✓ comments on what character traits are positive
   ✓ ideas on how humans should live their lives
   ✓ ideas on how humans should relate to the gods

3. Aztecs believed they must sacrifice humans to satisfy the gods. Explain how this belief is related to their creation story.

   believed that some sort of sacrifice was needed in order for the sun to shine and the world to continue to exist

4. Explain how the Aztecs worldview that they must regularly be involved in war relates back to the creation story.

   One purpose for war was to get captives to sacrifice to the gods.
   The blood of humans was nourishment for gods so the Sun, moon, stars would continue to shine
Lesson 8.7.11

Concept: Chapter 7 – Review

Resources/Materials: Our Worldviews, pages 260 and 261
Chapter 7 – Review (optional, student copies)

Introduction: Explain that both the Aztec and Spanish worldviews were influenced by geography and contact with other groups of people. It is now time to review the main ideas covered in Chapter 7.

Procedure:

2. Have students do one or more of the activities on textbook, page 261.
3. ALTERNATELY. Have students do the Chapter 7 - Review Sheets independently.
4. If at all possible, check the review questions in class, as a group.

Assignments:

1. Read Our Worldviews, page 260.
2. Do one or more of the activities on page 261.
3. ALTERNATELY. Do the Chapter 7 – Review Sheets.
Chapter 7
How Did Geography and History Affect the Worldviews of the Aztec and the Spanish?
Review

1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>pre-Columbian</th>
<th>plateau</th>
<th>saline</th>
<th>semi-nomadic</th>
</tr>
</thead>
<tbody>
<tr>
<td>codex</td>
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</tr>
<tr>
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<td>garrison</td>
<td>oral tradition</td>
<td>Reconquista</td>
</tr>
<tr>
<td>Spanish Inquisition</td>
<td>obsidian</td>
<td>ecological zone</td>
<td>militarism</td>
</tr>
</tbody>
</table>

________________________ Meso-American city-state
________________________ an ancient manuscript in book form
________________________ one who conquers
________________________ a physical area with specific traits of climate, soil, altitude, and so on that determine its particular plants and animals
________________________ the troops assigned to a military post
________________________ a deity or spirit taking a physical form
________________________ the tendency, belief, or policy that a country should maintain a strong military force and be prepared to use it to advance national interests
________________________ a dark natural glass formed by the cooling of molten lava
________________________ the passing of cultural knowledge, beliefs, and stories to the next generation through speaking
________________________ a large raised area of mostly level land
________________________ referring to the time in the Americas before Columbus arrived
________________________ salty
________________________ partially settled and partially moving around
________________________ the Christian reconquest of Spain from the Muslims
________________________ a state-run system of courts in Spain where non-Christians were put on trial, expelled, and/or executed
2. Put a check mark (✓) next to the sentences that tell how geography influenced the Aztec lifestyle.

_____ The Valley of Mexico was at the lower latitudes, resulting in a hot tropical climate year-round.

_____ Mountains surrounding the Valley of Mexico gave the people some protection from invaders.

_____ Brackish water in the lakes made the soil around the lakes unsuitable for growing crops.

_____ Good farmland was found in the areas away from the lakes so farmers lived more in outlying areas and the nobility lived in the cities.

_____ There were five shallow lakes in the Valley of Mexico, which became important in transportation.

_____ The lakes provided plenty of fresh water for the people to use.

_____ There were different ecological zones within the valley, resulting in different farming methods being used and different kinds of food being grown.

_____ The elevation of the central plateau was high, resulting in moderate climate. This affected the type of food grown, house structures, and clothing worn.

3. Put a check mark (✓) next to the sentences that tell how geography influenced the Spanish lifestyle.

_____ Almost all rivers flowed too quickly to be navigable.

_____ Mountain ranges dividing the Iberian Peninsula, resulted in the development of several different kingdoms.

_____ The Meseta Central is so hot and dry in the summer that agricultural activity is limited.

_____ Windmills in the meseta take advantage of winds that blow on the central plateau.

_____ The best harbours are located in the northwestern coastal area.

_____ Northern Spain is generally mild and rainy.

_____ Because southern Spain is hot and dry, houses are painted light colours and have thick walls that insulate against the heat.
4. Write A if the sentence tells about Aztec history and S if it tells about Spanish history.

A. The people were told to move from their home in the desert by the chief god.

S. The people lived a semi-nomadic life until they found the spot where an eagle was perched on a cactus with a rattlesnake in its beak.

A. At one time the Romans controlled the land.

S. Muslims ruled the land for over 700 years.

A. During the Reconquista, Christians took the land back from the Muslims.

S. Most societies were city-states.

A. They created alliances with other people to conquer enemies.

S. The queen and king decided that all non-Christians must be expelled or executed.

A. They decided to settle in a valley where other groups already lived.

S. They were looked down upon by others as being barbarous and uncultured.

A. The arranged marriage of a king and queen was a major factor in unifying Spain.

S. They built a city on a swampy island.

A. Over time they absorbed the manners and traditions of those societies around them.

S. They developed a strong desire for exploration to new, undiscovered lands.

A. They sent explorers to new lands, who claimed the land for Spain and made efforts to convert Indigenous peoples to Christianity.

5. Put a check mark (√) beside the sentences that tell about the legacy of the Moors in Spain.

S. They established schools of astronomy, mathematics, and architecture.

S. They developed an artistic style called Mozarabic, which is considered the first genuinely Spanish national art.

S. They established great libraries.

S. They were not tolerant of non-Muslim religions.
They accumulated large collections of classical documents, including translations of writing of Greek and Jewish authors.

They built many beautiful structures, including palaces and mosques.

They united the kingdoms in Spain into one country.

6. Finish the sentence about the Aztecs with phrases that make sense.
   
a. The Aztecs modelled much of their civilization on that of the Toltecs because

b. The Aztecs showed they were the descendants of the Toltecs by

   c. The Aztecs formed the Triple Alliance with two other groups in order to

   d. The two reasons that the Aztecs developed a culture of war were

7. Finish the sentences about the Spanish with phrases that make sense.
   
a. Ferdinand and Isabella reduced the power of the aristocracy by

b. Ferdinand and Isabella gained the support of the merchant class by

   c. Ferdinand and Isabella prevented cities from becoming too independent and powerful by
d. Ferdinand and Isabella gained control of the Roman Catholic Church in Spain by


e. The Roman Catholic Church gave up power to Ferdinand and Isabella in exchange for


f. Ferdinand and Isabella’s decision to send explorers to other lands resulted in


8. Tell how each affected worldviews.

| The Aztecs believed that human blood was nourishment for the gods. |
| The Aztecs lived in an environment where they had to overcome many geographic features in order to live. |
| The Aztecs were successful in conquering many neighbouring groups. |
| During the Reconquista, Christians successfully drove out the Moors. |
| The marriage of Ferdinand of Aragon and Isabella of Castile served to unify Spain. |
| Ferdinand and Isabella made Spain into a powerful country. |
Chapter 7
How Did Geography and History Affect the Worldviews of the Aztec and the Spanish?
Review

1. Match the words and phrases in the box with their meanings.

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<td>Reconquista</td>
</tr>
<tr>
<td>Spanish Inquisition</td>
<td>obsidian</td>
<td>ecological zone</td>
<td>militarism</td>
</tr>
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atlepelt | Meso-American city-state

codex | an ancient manuscript in book form

conquistador | one who conquers

ecological zone | a physical area with specific traits of climate, soil, altitude, and so on that determine its particular plants and animals

garrison | the troops assigned to a military post

incarnation | a deity or spirit taking a physical form

militarism | the tendency, belief, or policy that a country should maintain a strong military force and be prepared to use it to advance national interests

obsidian | a dark natural glass formed by the cooling of molten lava

oral tradition | the passing of cultural knowledge, beliefs, and stories to the next generation through speaking

plateau | a large raised area of mostly level land

pre-Columbian | referring to the time in the Americas before Columbus arrived

saline | salty

semi-nomadic | partially settled and partially moving around

Reconquista | the Christian reconquest of Spain from the Muslims

Spanish Inquisition | a state-run system of courts in Spain where non-Christians were put on trial, expelled, and/or executed
2. Put a check mark (✓) next to the sentences that tell how geography influenced the Aztec lifestyle.

___ The Valley of Mexico was at the lower latitudes, resulting in a hot tropical climate year-round.

✓ Mountains surrounding the Valley of Mexico gave the people some protection from invaders.

✓ Brackish water in the lakes made the soil around the lakes unsuitable for growing crops.

✓ Good farmland was found in the areas away from the lakes so farmers lived more in outlying areas and the nobility lived in the cities.

✓ There were five shallow lakes in the Valley of Mexico, which became important in transportation.

___ The lakes provided plenty of fresh water for the people to use.

✓ There were different ecological zones within the valley, resulting in different farming methods being used and different kinds of food being grown.

✓ The elevation of the central plateau was high, resulting in moderate climate. This affected the type of food grown, house structures, and clothing worn.

3. Put a check mark (✓) next to the sentences that tell how geography influenced the Spanish lifestyle.

✓ Almost all rivers flowed too quickly to be navigable.

✓ Mountain ranges dividing the Iberian Peninsula, resulted in the development of several different kingdoms.

✓ The Meseta Central is so hot and dry in the summer that agricultural activity is limited.

✓ Windmills in the meseta take advantage of winds that blow on the central plateau.

✓ The best harbours are located in the northwestern coastal area.

✓ Northern Spain is generally mild and rainy.

✓ Because southern Spain is hot and dry, houses are painted light colours and have thick walls that insulate against the heat.
4. Write A if the sentence tells about Aztec history and S if it tells about Spanish history.

A The people were told to move from their home in the desert by the chief god.
A The people lived a semi-nomadic life until they found the spot where an eagle was perched on a cactus with a rattlesnake in its beak.
S At one time the Romans controlled the land.
S Muslims ruled the land for over 700 years.
S During the Reconquista, Christians took the land back from the Muslims.
A Most societies were city-states.
A They created alliances with other people to conquer enemies.
S The queen and king decided that all non-Christians must be expelled or executed.
A They decided to settle in a valley where other groups already lived.
A They were looked down upon by others as being barbarous and uncultured.
S The arranged marriage of a king and queen was a major factor in unifying Spain.
A They built a city on a swampy island.
A Over time they absorbed the manners and traditions of those societies around them.
S They developed a strong desire for exploration to new, undiscovered lands.
S They sent explorers to new lands, who claimed the land for Spain and made efforts to convert Indigenous peoples to Christianity.

5. Put a check mark (√) beside the sentences that tell about the legacy of the Moors in Spain.

√ They established schools of astronomy, mathematics, and architecture.
√ They developed an artistic style called Mozarabic, which is considered the first genuinely Spanish national art.
√ They established great libraries.
____ They were not tolerant of non-Muslim religions.
They accumulated large collections of classical documents, including translations of writing of Greek and Jewish authors.

They built many beautiful structures, including palaces and mosques.

They united the kingdoms in Spain into one country.

6. Finish the sentence about the Aztecs with phrases that make sense.
   a. The Aztecs modelled much of their civilization on that of the Toltecs because they believed the Toltecs were masters at creating a refined civilization.
   b. The Aztecs showed they were the descendants of the Toltecs by arranging a marriage between an Aztec and a Toltec princess.
   c. The Aztecs formed the Triple Alliance with two other groups in order to conquer other groups, such as the Tepanec.
   d. The two reasons that the Aztecs developed a culture of war were to seek an honourable defeat for the enemy and make them pay tribute, and to gain captives for sacrifice to the gods.

7. Finish the sentences about the Spanish with phrases that make sense.
   a. Ferdinand and Isabella reduced the power of the aristocracy by appointing men from humble origins to the Cortes.
   b. Ferdinand and Isabella gained the support of the merchant class by making changes to the financial institutions that helped them with their business activities and promising them protection.
   c. Ferdinand and Isabella prevented cities from becoming too independent and powerful by sending their own representative to govern cities and tax residents, and making them directly responsible to the monarchy.
d. Ferdinand and Isabella gained control of the Roman Catholic Church in Spain by placing their own individuals in important Church positions.

e. The Roman Catholic Church gave up power to Ferdinand and Isabella in exchange for Ferdinand and Isabella agreeing to set up the Spanish Inquisition.

f. Ferdinand and Isabella's decision to send explorers to other lands resulted in Spain becoming the most powerful and wealthy country in Europe.

8. Tell how each affected worldviews. Answers may vary.

| The Aztecs believed that human blood was nourishment for the gods. | felt gods controlled much of their lives  
| felt war was necessary |
|---|---|
| The Aztecs lived in an environment where they had to overcome many geographic features in order to live. | felt nature was something to conquer and not necessarily respect and coexist with |
| The Aztecs were successful in conquering many neighbouring groups. | ethnocentric view |
| During the Reconquista, Christians successful drove out the Moors. | Christianity was the one true religion  
| Moors were inferior |
| The marriage of Ferdinand of Aragon and Isabella of Castile served to unify Spain. | ethnocentrism  
| Spain was powerful |
| Ferdinand and Isabella made Spain into a powerful country. | Spain should continue to expand its power and wealth by increasing size of empire and spreading Christianity |
Lesson 8.7.12

Concept: Chapter 7 – Test

Resources/Materials: Chapter 7 – 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 7

How Did Geography and History Affect the Worldviews of the Aztec and the Spanish?

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 Aztec moved from the east coast of North America to the Valley of Mexico because Huitzilopochtli had told them to find a new home.

2. The Valley of Mexico is located in the central plateau.

3. Five shallow freshwater lakes were at the centre of Aztec civilization.

4. There were several different ecological zones within the Mexican basin.

5. The fact that most of the land suitable for agriculture was located away from the cities had an effect on the Aztec social system.

6. In general, the climate is the same throughout Spain.

7. Several wide, slow-moving rivers criss-cross Spain.

8. The many mountain ranges led to the development of several different Spanish kingdoms.

9. The fact that southern Spain gets a lot of precipitation means that tropical fruits and vegetables are easily grown.

10. The Aztec migration to their new home in the Valley of Mexico took over 200 years.

11. The societies already living the in the Valley of Mexico thought the Aztecs were barbarous and uncultured.

12. Over time, the Aztecs absorbed the manners and traditions of the societies around them.

13. The Reconquista was the name given for the Christians driving the Moors out of the Iberian Peninsula.
14. In general, the Moors left little of note behind when they left Spain, resulting in Spain having to go through a period of “catching up” with the rest of Europe.

15. The arranged marriage of Ferdinand and Isabella served to unify Spain and make it more powerful.

**Multiple Choice**
Choose the best answer to each question.

*Use the information below to answer questions 16 and 17.*

- Constructing the chinampas on swampy lands
- Erecting a barrier across Lake Texcoco
- Building causeways to join Tenoctitlan with the mainland

16. Which of the following tells how the above are alike?
   a. They are ways that the Aztec used to overcome obstacles in the environment.
   b. They describe technology that the Aztecs brought from their desert homeland.
   c. They are projects done for the Aztecs by neighbouring peoples.
   d. They are ways that the Aztec showed the importance of living without altering nature.

17. Which of the following is most like the items in the list above?
   a. recognizing the different ecological zone in the valley
   b. using feathers from birds in the nearby forests to make capes and head gear
   c. building temples that resembled mountains
   d. constructing an aqueduct to transport fresh water from mountain springs to Tenoctitlan

18. Which of the following is not an activity that is consistent with the climate of southern Spain?
   a. Houses are painted white to reflect the hot sun.
   b. The walls of houses are very thick to insulate against the heat.
   c. Roofs are tiled to withstand the constant rains.
   d. Windows have shutters than can be closed to prevent the sun from coming in.
19. Which of the following best describes the migration of the Mexica from Aztlan to the Valley of Mexico?

a. continuous  
b. semi-nomadic  
c. peaceful  
d. quick

Use the following information to answer question 20.

Legend has it that the Culhua, the most powerful society in the Valley, forced the Aztec to live on the rocky land of Tizapan, an area full of poisonous snakes. The Culhua though the snakes would kill the Aztec. To their surprise, the Aztec captured the snakes and roasted them for food.

20. From the information above, you can infer that

a. the Culhua were cowards.  
b. all of the Valley of Mexico was full of natural dangers.  
c. the Aztec did not know how to take care of themselves.  
d. the Aztec were resourceful.

21. Which of the following best goes with the founding of the city of Tenochtitlan?

a.  

b.  

c.  
d.
22. From examining the map above, you can tell that

a. the five shallow lakes often flooded.
b. the areas around the lakes were at higher elevations than the lakes.
c. Lake Texcoco was the shallowest of the lakes.
d. Tenochtitlan was the most densely populated Aztec city.

23. The following is a list of the many groups that have controlled Spain. In which line is there an error?

<table>
<thead>
<tr>
<th>Arrived</th>
<th>Group</th>
<th>Beliefs/Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>a 3rd century</td>
<td>Romans</td>
<td>many gods</td>
</tr>
<tr>
<td>b 5th century</td>
<td>Northern European tribes</td>
<td>Christian</td>
</tr>
<tr>
<td>c 8th century</td>
<td>Moors</td>
<td>Muslim</td>
</tr>
<tr>
<td>d 15th century</td>
<td>Christians</td>
<td>Christian</td>
</tr>
</tbody>
</table>

24. Which of the following best describes the Moorish view of non-Muslim religions in Spain?

a. tolerant
b. intolerant
c. non-accepting
d. should be erased
25. Which of the following is true about the Spanish Inquisition?
   a. The Spanish monarchy agreed to carry it out against the wishes of the Catholic Church.
   b. The Spanish monarchy saw it as a way to unify Spain.
   c. Queen Isabella supported it, but King Ferdinand did not.
   d. It was carried out without violence.

26. Which of the following best describes an economic motive for Spain wanting to expand its empire?
   a. It felt a duty to spread Christianity to other parts of the world.
   b. It wanted control of more territory.
   c. It wanted to get access to more resources.
   d. It wanted to spread Spain's social system to other societies.

*Use the following information to answer question 27.*

When the conquistadors came into contact with societies of the New World, they carried forth the idea that they were serving both God and country. The Spanish regarded their own culture and religion as being superior to any other; they treated other cultures and religions as inferior. They used these attitudes to justify their harsh treatment of the peoples they conquered and their forced conversion to Roman Catholicism.

27. Which of the following terms best describes the Spanish belief as described in the passage above?
   a. aristocratic
   b. feudal
   c. liberal
   d. ethnocentric

28. Which of the following best describes the Spanish worldview during the Age of Exploration?
   a. All societies have their good qualities.
   b. Spain can become the most powerful and wealthy country in Europe.
   c. Countries should be able to rely on each other for help when it is needed.
   d. Spain has a duty to share resources with others.
Use the following information to answer questions 29 and 30.

| Important schools of astronomy, mathematics, and architecture | The artistic style known as Mozarabic, the first genuine Spanish national art |
| Great libraries containing books on varied topics | A large collection of classical documents from Roman, Greek, Arabic, and Jewish writers |

29. What do all the above have in common?
   a. They are all part of the Moorish legacy in Spain.
   b. They were things set up by King Ferdinand and Queen Isabella.
   c. They were all projects supported by the Roman Catholic Church.
   d. They are all projects completed after the rule of King Ferdinand and Queen Isabella.

30. Which of the following belongs with the above?
   a. the printing press
   b. the translation of the Bible into the Spanish language
   c. the construction of Renaissance style buildings
   d. structures including buildings with courtyards, magnificent palaces, and mosques

31. Which of the following does not tell how the Aztecs were influenced by the people with whom they interacted?
   a. They adopted many of their religious beliefs and practices.
   b. They adopted parts of their social systems.
   c. They did not trade with other groups.
   d. They copied much of their architecture and art

32. The Aztecs arranged for the marriage of an Aztec nobleman to a Culhua princess. This was important because
   a. the Aztecs could then claim to be direct descendants of the Toltec.
   b. it would be the first arranged marriage in Aztec history.
   c. the Culhua controlled all of the Valley of Mexico.
   d. the Culhua considered the Aztecs to be foreigners.
33. Which of the following actions was done to satisfy religious needs?
   a. building an aqueduct from mountain springs to the city of Tenochtitlan
   b. taking captives during war
   c. forcing conquered groups to pay tribute
   d. constructing causeways to connect islands to the mainland

34. Which of the following best describes the political structure of the Aztecs?
   a. hierarchical
   b. equality
   c. matrilineal
   d. monarchy

35. Which of the following best describes the rule of King Ferdinand and Queen Isabella?
   a. They took several steps to increase their powers and reduce the powers of the Church, the aristocracy, and the merchants.
   b. They felt they should consult with the Pope on all matters.
   c. They wanted regional and city governments to remain strong.
   d. They disagreed about how to rule the country on almost all points.

36. Which of the following is common about the worldviews of the Aztecs and the Spanish?
   a. War is a way to satisfy religious needs.
   b. Building a larger empire is a way to access more resources.
   c. The Church and state should be separate.
   d. All people should be considered equal.
Part B

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

1. How did geographic features affect the Aztec lifestyle?

2. How did interaction with the Moors affect the Spanish worldview?

3. How did the Aztec belief system affect the Aztec way of life?

4. Compare the Aztec with the Spanish ways of dealing with conquered peoples.
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. _______
34. _______
35. _______
36. _______
Chapter 7

How Did Geography and History Affect the Worldviews of the Aztec and the Spanish?

Test

Part A – Answer Sheet

1. F
2. T
3. T
4. T
5. T
6. F
7. F
8. T
9. F
10. T
11. T
12. T
13. T
14. F
15. T
16. a
17. d
18. c
19. b
20. d
21. c
22. b
23. a
24. a
25. b
26. c
27. d
28. b
29. a
30. d
31. c
32. a
33. b
34. a
35. a
36. b
1. How did geographic features affect the Aztec lifestyle?
   - Temperate climate affected the crops they grew
   - Modified environment to suit their needs: causeways, barrier in lake, chinampas, aqueduct
   - Built temples to resemble mountains

2. How did interaction with the Moors affect the Spanish worldview?
   - Appreciation of Moorish architecture, libraries, writings, and art
   - Reconquista and Spanish Inquisition resulted in Catholic Spanish feelings of ethnocentrism and invincibility

3. How did the Aztec belief system affect the Aztec way of life?
   - Built temples to honour gods
   - Militarism helped Aztec to capture men to sacrifice
   - Consulted with priests when making major decisions
   - Planned cities so that main temples were at the core

4. Compare the Aztec with the Spanish ways of dealing with conquered peoples.
   - Both took resources from those they conquered
   - Both expected people to adopt at least part of their religion
   - Both were violent
   - Aztec allowed conquered people to retain most of their customs, traditions, and religion; but Spanish expected conquered people to assimilate into Spanish society
Chapter 8

How did the Aztec and the Spanish Ways of Life Reflect Their Worldviews?
Chapter 8
How Did the Aztec and the Spanish Ways of Life Reflect Their Worldviews?

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Lesson 8.8.1

Concept: Introduction

Resources/Materials: Our Worldviews, pages 262 and 263
Worksheet #8.8.1 (student copies)

Introduction: Recall that geography, ideas and knowledge, and contact with other groups have major impacts on a society’s worldview. In turn, a society’s worldview influences the systems and culture of that society. If necessary, review that worldview is a collection of beliefs and values of a society.

With students, brainstorm for a list of values and beliefs that would make up the worldview of Hutterite society. For example:

- All people are equal.
- We are stronger as a group than as individuals.
- There is only one God and He created the universe, including people.
- The Bible offers guidance on the qualities people should have and how people should live their lives.
- While humans have the ability to think and do many things, in the end, nature is stronger.
- People can maintain their values if they are determined.
- People must be cautious about blindly following “the way of the world”.

Explain that Chapter 8 is about how the ways of life of the Aztec and the Spanish are a reflection of their worldview.

Procedure:

1. Have students turn to textbook, page 262. Guide the reading of the page.

2. Distribute Worksheet #8.8.1. Explain that to prepare for the chapter, students will examine some of the systems from their own culture.

3. NOTE: If your students have been doing the Worldview Investigation activities, then have them continue as outlined on textbook, page 263.

Assignments:

1. Read Our Worldviews, page 262.

2. Do Worksheet #8.8.1.
**Directions:** Think about the systems and culture in place in your society. Then complete the following chart.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>The Value or Belief It Reflects</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the relationship between people? Is there a class system?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is education important? Who goes to school and for how long?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there any education after a person leaves school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are leaders selected?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are the rules enforced?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are goods and services produced?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are goods and services distributed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are your basic religious beliefs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do your religious beliefs affect how you behave in life?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what extent are the arts valued and supported?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.8.1
Directions: Think about the systems and culture in place in your society. Then complete the following chart.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>The Value or Belief It Reflects</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the relationship between people? Is there a class system?</td>
<td>There is no class system.</td>
<td>All people are equal.</td>
</tr>
<tr>
<td>Is education important? Who goes to school and for how long?</td>
<td>Education is important. We go to school from age six to fifteen.</td>
<td>All people must be literate.</td>
</tr>
<tr>
<td>Is there any education after a person leaves school?</td>
<td>After leaving school, boys work in various parts of the farm. Girls learn to sew, keep house, cook</td>
<td>A hands-on education is important.</td>
</tr>
<tr>
<td>How are leaders selected?</td>
<td>Men vote.</td>
<td>A democratic system is best.</td>
</tr>
<tr>
<td>How are the rules enforced?</td>
<td>Ministers decide what punishment to use. The punishments for breaking the rules are established and known.</td>
<td>Fairness is important</td>
</tr>
<tr>
<td>How are goods and services produced?</td>
<td>Everyone shares in the work.</td>
<td>Love one another. Love means we live communally.</td>
</tr>
<tr>
<td>How are goods and services distributed?</td>
<td>Everyone shares in the profits</td>
<td></td>
</tr>
<tr>
<td>What are your basic religious beliefs?</td>
<td>God knows all and expects me to live a good, virtuous life</td>
<td>God is almighty.</td>
</tr>
<tr>
<td>How do your religious beliefs affect how you behave in life?</td>
<td>I try to live by the teachings of the Bible.</td>
<td>The Bible gives people clues/directions on living a 'good' life</td>
</tr>
<tr>
<td>To what extent are the arts valued and supported?</td>
<td>They are only valued as a recreational activity.</td>
<td>The development of the arts is not essential to life.</td>
</tr>
</tbody>
</table>
Lesson 8.8.2

Concept: The Social Systems of the Aztec

Resources/Materials: Our Worldviews, pages 264 – 268
Worksheets #8.8.2a (transparency or enlargement)
Worksheets #8.8.2b and #8.8.2c (student copies)

Introduction: Recall that in Edo Japan, society was divided into distinct social classes. There was the ruling class, composed of the shogun, daimyo, samurai, and other aristocracy. Then there were the peasants or commoners. Within the peasant class there were subdivisions: farmers, artisans, and merchants.

Explain that Aztec society also had a definite hierarchy, and like Edo Japan, you born into a social class. Each members of each social class had their roles and responsibilities. This lesson is about the Aztec social systems.

Procedure:

1. Put up the transparency of Worksheet #8.8.2a, which is a graphic of the Aztec social system. Point out that it is basically a two-class systems, with the commoner class further subdivided into three classes. **NOTE: The textbook’s description is a little confusing. You might want to explain that different authors describe the social classes slightly differently. The textbook authors do not include slaves as part of the class structure.**


3. Then explain that pages 265 – 268 give information about some of the people within the social classes: their privileges and responsibilities. They also tell about education for the different social classes.

4. Distribute Worksheets #8.8.2b and #8.8.2c. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 268

6. ALTERNATELY. Have students make point-form notes on pages 264 – 268.

Assignments:

1. Read Our Worldviews, pages 264 – 268.
2. Do Worksheets #8.8.2b and #8.8.2c.
3. ALTERNATELY. Do the Reflect and Respond questions, page 268.
4. ALTERNATELY. Make notes on pages 264 – 268.
THE AZTEC SOCIAL HIERARCHY

Nobles: About 10 – 15% of the population belonged to the nobility, but they held most of the power and wealth. Priests came from the ranks of nobles. Noblemen often worked as scribes, government officials, and teachers.

Emperor: The leader came from the nobles, but once he assumed office, he was in a class by himself. His role was not hereditary; a council of nobles decided who would be the next leader by vote.

MACEHUALTIN
Warriors, Low-Ranking Priests, Merchants, Judges, Pochtea (long-distance traders) Toltecah (artisans)

Commoners: Anyone who was not a noble belonged to the commoner class.

MAYEQUES
Farmers Fishers

TLACOTIN
Slaves

Slaves: No one was born a slave. Slaves could own property and marry. Their children were free.

*Each rank in society had its own responsibilities and they all contributed to the good of the Aztec Empire.

Worksheet #8 8.2a
How Did the Social Systems of the Aztec Reflect Their Worldview?

**Directions:** Use *Our Worldviews*, pages 264 – 268 to help you with the questions.

1. Complete the chart about the pipiltin.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Privileges</th>
<th>Responsibilities/Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the chart about the macehualtin.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warriors</td>
<td></td>
</tr>
<tr>
<td>Priests</td>
<td>(Refer to page 266 to fill in the information.)</td>
</tr>
<tr>
<td>Merchants and Toltecah</td>
<td></td>
</tr>
<tr>
<td>Judges</td>
<td></td>
</tr>
</tbody>
</table>

3. Complete the chart about the mayeques.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.2b
4. Complete the chart about the tlacotin.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Complete the chart about the calpulli.

<table>
<thead>
<tr>
<th>What It Was</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Complete the chart about the roles/responsibilities of men and women.

<table>
<thead>
<tr>
<th>Roles/Responsibilities of Men</th>
<th>Roles/Responsibilities of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Complete the chart about education for nobles and for commoners.

<table>
<thead>
<tr>
<th>Education for Nobles</th>
<th>Education for Commoners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Did the Social Systems of the Aztec Reflect Their Worldview?

Directions: Use *Our Worldviews*, pages 264 – 268 to help you with the questions.

1. Complete the chart about the pipiltin.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Privileges</th>
<th>Responsibilities/Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruling Class nobles</td>
<td>• owned land</td>
<td>• be role models</td>
</tr>
<tr>
<td>high-ranking warriors</td>
<td>• had luxurious homes</td>
<td>• jobs such as judges, clerks,</td>
</tr>
<tr>
<td>high-ranking priests</td>
<td>• had servants</td>
<td>administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• priests advised emperor</td>
</tr>
</tbody>
</table>

2. Complete the chart about the macehualtin.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warriors</td>
<td>• next in social class to nobility</td>
</tr>
<tr>
<td>Priests (Refer to page 266 to fill in the information.)</td>
<td>• did not marry&lt;br&gt;• offered human sacrifices to the gods</td>
</tr>
<tr>
<td>Merchants and Toltecah</td>
<td>• became wealthy from their trade in luxury goods</td>
</tr>
<tr>
<td>Judges</td>
<td>• became judges by distinguishing themselves as warriors and leaders&lt;br&gt;• made decisions about petty crimes</td>
</tr>
</tbody>
</table>

3. Complete the chart about the mayeques.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>peasants</td>
<td>• worked the land&lt;br&gt;• labourenrs&lt;br&gt;• paid taxes</td>
</tr>
</tbody>
</table>
4. Complete the chart about the tlacotin.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
</table>
| slaves        | • captured in war  
|               | • could also sell self into slavery to pay debts  
|               | • able to own property and marry  
|               | • children of slaves born free |

5. Complete the chart about the calpulli.

<table>
<thead>
<tr>
<th>What It Was</th>
<th>Information</th>
</tr>
</thead>
</table>
| clan        | • made up of extended family  
|            | • tradesmen/artisans could also form a calpulli |

6. Complete the chart about the roles/responsibilities of men and women.

<table>
<thead>
<tr>
<th>Roles/Responsibilities of Men</th>
<th>Roles/Responsibilities of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>• physical work</td>
<td>• care for household and family</td>
</tr>
<tr>
<td>• forced to join army</td>
<td>• could do crafts or run a business</td>
</tr>
<tr>
<td>• could hold positions of power</td>
<td>• had legal protection against abuse</td>
</tr>
<tr>
<td></td>
<td>• had custody of children in case of marriage breakup</td>
</tr>
</tbody>
</table>

7. Complete the chart about education for nobles and for commoners.

<table>
<thead>
<tr>
<th>Education for Nobles</th>
<th>Education for Commoners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• called calmecac</td>
<td>• called telpochcalli</td>
</tr>
<tr>
<td>• boys lived at school</td>
<td>• boys and girls taught separately</td>
</tr>
<tr>
<td>• taught to be warriors → trained tlahuiztli leaders</td>
<td>• boys taught warfare, occupational skills, history, literacy, religious practices</td>
</tr>
<tr>
<td>• taught rhetoric, music, history</td>
<td>• lived at school</td>
</tr>
<tr>
<td>• curricula emphasized development of good character traits</td>
<td>Girls taught how to manage households/be a good mother</td>
</tr>
</tbody>
</table>
Lesson 8.8.3

Concept: The Social Systems of the Spanish

Resources/Materials: Our Worldviews, pages 269 – 271
Worksheet #8.8.3a (transparency or enlargement)
Worksheets #8.8.3b and #8.8.3c (student copies)

Introduction: Recall that the Aztec had a rigid social class system. Explain that Spain had a hierarchical social class system as well. However, it was not quite as rigid as that of the Aztecs. There could be some movement from the lower class into the middle class. Just as in the Aztec society, there were particular roles and responsibilities associated with each social class. In this lesson students will learn more about them.

Procedure:

1. Put up the transparency of Worksheet #8.8.3a. Explain that this is one way of showing how the social classes in Spain were organized. Some historians show how the classes were organized in a slightly different way using just two classes: the nobility and the commoners. Which ever way is used, the one thing that distinguished the nobility from the other classes is that the nobility did not do manual labour.

2. Then have students turn to textbook, page 269. Guide the reading of the opening two paragraphs. Then have students read the rest of page 269 and all of pages 270 and 271.

3. Distribute Worksheets #8.8.3b and #8.8.3c. Go over the directions, if necessary.

4. ALTERNATELY. Have students to do the Reflect and Respond questions on textbook page 271.

5. ALTERNATELY. Have students write an essay comparing and contrasting the social systems of the Aztec and Spanish. You may want to guide the students by giving the a structure, such as

   Introduction: Explain the topic and tell how social systems affect ways of life
   Body (several paragraphs): Tell how the social systems are alike
   Tell how the social systems are different
   Conclusion: Restate the topic
   General statements on how social systems affected ways of life in Aztec and Spanish society.

Assignments:

2. Do Worksheets #8.8.3b and #8.8.3b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 271.
4. ALTERNATELY. Write an essay comparing and contrasting the social systems in the Aztec and Spanish societies.
THE SPANISH SOCIAL HIERARCHY

Nobility. The Upper Class. They were the most wealthy and powerful. They made up a small percentage of the total population. Manual labour was beneath them.

Middle Class. Had a higher status than those who did any type of manual labour. Often had a lifestyle similar to the nobility.

Lower Class. They made up 90% of the total population. They worked on the estates of the nobility. They did manual labour.

Professionals
Parish Priests
Lawyers
Doctors
Merchants and Traders
Artisans

Peasant Farmers
Herders
Common Labourers
How Did the Spanish Social Systems Reflect the Spanish Worldview?

**Directions:** Use *Our Worldviews*, pages 269 – 271 to help you with the questions.

1. Complete the chart about each of these members of the upper class.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monarchs</td>
<td></td>
</tr>
<tr>
<td>Spanish Grande</td>
<td></td>
</tr>
<tr>
<td>Dons</td>
<td></td>
</tr>
<tr>
<td>Hidalgo</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the chart about the middle class.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionals</td>
<td></td>
</tr>
<tr>
<td>Merchants</td>
<td></td>
</tr>
<tr>
<td>Traders</td>
<td></td>
</tr>
<tr>
<td>Artisans</td>
<td></td>
</tr>
</tbody>
</table>

3. Complete the chart about the lower class.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peasant Farmers</td>
<td></td>
</tr>
<tr>
<td>Herders</td>
<td></td>
</tr>
<tr>
<td>Manual Labourers</td>
<td></td>
</tr>
</tbody>
</table>
4. Complete the chart about priests.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of Religious Orders</td>
<td></td>
</tr>
<tr>
<td>Parish Priests</td>
<td></td>
</tr>
</tbody>
</table>

5. Complete the chart about the roles of men and women.

<table>
<thead>
<tr>
<th>Roles/Responsibilities of Men</th>
<th>Roles/Responsibilities of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Complete the chart about education in Spain.

<table>
<thead>
<tr>
<th>Education for the Nobility</th>
<th>Education for the Commoners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Our Worldviews*, pages 269 – 271 to help you with the questions.

1. Complete the chart about each of these members of the upper class.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monarchs</td>
<td>king, queen</td>
</tr>
<tr>
<td>Spanish Grande</td>
<td>highest class of nobility</td>
</tr>
<tr>
<td></td>
<td>dukes, marquis, counts</td>
</tr>
<tr>
<td></td>
<td>owned land</td>
</tr>
<tr>
<td>Dons</td>
<td>lesser nobles</td>
</tr>
<tr>
<td></td>
<td>owned land</td>
</tr>
<tr>
<td>Hidalgo</td>
<td>minor nobles</td>
</tr>
<tr>
<td></td>
<td>owned land</td>
</tr>
</tbody>
</table>

2. Complete the chart about the middle class.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionals</td>
<td>had higher status than those who did manual labour</td>
</tr>
<tr>
<td>Merchants</td>
<td>had higher status than those who did manual labour</td>
</tr>
<tr>
<td>Traders</td>
<td>had higher status than those who did manual labour</td>
</tr>
<tr>
<td>Artisans</td>
<td>had higher status than those who did manual labour</td>
</tr>
<tr>
<td></td>
<td>often had same lifestyle as nobility</td>
</tr>
<tr>
<td></td>
<td>many merchants were educated and own land</td>
</tr>
</tbody>
</table>

3. Complete the chart about the lower class.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peasant Farmers</td>
<td>had lowest status</td>
</tr>
<tr>
<td>Herders</td>
<td>did manual work</td>
</tr>
<tr>
<td>Manual Labourers</td>
<td>lived on estates owned by nobles</td>
</tr>
<tr>
<td></td>
<td>usually did not own property</td>
</tr>
</tbody>
</table>
4. Complete the chart about priests.

<table>
<thead>
<tr>
<th>Who They Were</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of Religious Orders</td>
<td>generally well-educated and from wealthier families</td>
</tr>
<tr>
<td></td>
<td>operated basic schools for commoners</td>
</tr>
<tr>
<td>Parish Priests</td>
<td>worked often to support themselves</td>
</tr>
<tr>
<td></td>
<td>some advanced through church hierarchy</td>
</tr>
</tbody>
</table>

5. Complete the chart about the roles of men and women.

<table>
<thead>
<tr>
<th>Roles/Responsibilities of Men</th>
<th>Roles/Responsibilities of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard labour</td>
<td>expected to marry well and take care of household</td>
</tr>
<tr>
<td>could hold government positions and run businesses</td>
<td>a few became writers and artisans</td>
</tr>
</tbody>
</table>

6. Complete the chart about education in Spain.

<table>
<thead>
<tr>
<th>Education for the Nobility</th>
<th>Education for the Commoners</th>
</tr>
</thead>
<tbody>
<tr>
<td>sons mostly tutored at home; some went to university</td>
<td>religious studies important</td>
</tr>
<tr>
<td>girls usually tutored at home, but some received lessons at royal court</td>
<td>in cities and towns, Church offered schooling at elementary level</td>
</tr>
<tr>
<td></td>
<td>boys taught farming / carpentry</td>
</tr>
<tr>
<td></td>
<td>girls taught housekeeping skills</td>
</tr>
</tbody>
</table>
Lesson 8.8.4

Concept: Aztec Political and Economic Systems

Resources/Materials: Our Worldviews, pages 272 – 278
Worksheets #8.8.4a, #8.8.4b, and #8.8.4c (student copies)

Introduction: Explain that a society’s economic system is most often discussed in relation to its political system. Discuss why (People in positions of power usually make decisions so that the economic system benefits them. So the more power you have, the more economic benefits you are likely to have.). Explain that this was very true of the Aztec. In fact, those with the most political and economic power also had the most social status. Contrast this with Hutterite society.

Explain that today’s lesson looks at the Aztec political and economic systems.

Procedure:

1. Explain that the most powerful Aztec was the emperor. He had the title of huey tlatoani. One of the most famous emperors was Moctezuma II.


3. Discuss how the emperor “set the tone” for all other citizens. (Citizens take cues from their leaders when it comes to attitudes, philosophy, and behaviour.)

4. Then explain that the Aztec Empire was divided into city-states called altepetl. Each altepetl had its own government that in turn was controlled by the central government.

5. Have students read pages 273 – 278 independently.

6. Distribute Worksheets #8.8.4a, #8.8.4b, and #8.8.4c. Go over the directions, if necessary.

7. ALTERNATELY. Have students do one or more of the Reflect and Respond questions on textbook, page 278.

8. ALTERNATELY. Create a graphic illustrating and explaining the Aztec political system. Do the same for the economic system.

Assignments:

1. Read Our Worldviews, pages 272 – 278.
2. Do Worksheets #8.8.4a, #8.8.4b, and #8.8.4c.
3. ALTERNATELY. Do one or more of the Reflect and Respond questions, page 278.
4. ALTERNATELY. Make graphics illustrating and describing the Aztec political and economic systems.
How Did the Political and Economic Systems Reflect the Aztec Worldview?

Directions: Use *Our Worldviews*, pages 272 – 278 to help you with the questions.

1. Fill in the parts of the web to tell about the rule of Moctezuma II.

   THE RULE OF MOCTEZUMA II

   How He Ruled:       How People Behaved:       Appearance:

2. In the web below, describe each of the parts of the Aztec political system.

   Council of Wise Men:

   Huey Tlatoani (Emperor):

   Altepeli:

   Priests:
3. Complete the chart about each of the parts of the Aztec economic system.

<table>
<thead>
<tr>
<th><strong>TRIBUTE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who paid it?</td>
</tr>
<tr>
<td>How was it paid?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FARMING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>For what were farm products used?</td>
</tr>
<tr>
<td>How was farmed production increased?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>OTHER GOODS AND SERVICES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What products did inland farmers produce?</td>
</tr>
<tr>
<td>What were some of the services available in cities?</td>
</tr>
<tr>
<td>What did artisans make and sell?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>THE MARKETPLACE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where were marketplaces found?</td>
</tr>
<tr>
<td>What was sold?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>POCHTECA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What was their main role?</td>
</tr>
<tr>
<td>What other role did they play?</td>
</tr>
</tbody>
</table>
4. Think about the Aztec social, political, and economic systems. What evidence is there that the Aztec had each of the following beliefs or values?

a. Society worked better if people had well-defined roles and responsibilities.

b. The gods control our lives.

c. Military strength should be used to improve your way of life.
How Did the Political and Economic Systems Reflect the Aztec Worldview?

Directions: Use Our Worldviews, pages 272 – 278 to help you with the questions.

1. Fill in the parts of the web to tell about the rule of Moctezuma II.

   **THE RULE OF MOCTEZUMA II**

   **How He Ruled:**
   - chose his own advisors
   - ruled with absolute power
   - very religious

   **How People Behaved:**
   - did not look at him
   - obeyed or risked being put to death
   - use of brute force resulted in resentment from conquered city-states

   **Appearance:**
   - headgear with feathers
   - long luxurious cape/cloak
   - ornamented sandals

2. In the web below, describe each of the parts of the Aztec political system.

   **Council of Wise Men:** elected the emperor
   - made up of greatest warriors and wisest priests
   - could dismiss emperor if he did not manage the empire wisely

   **Huey Tlatoani (Emperor):** representative of the god Huitzilopochtli; no one could disobey him
   - head of government and highest priest

   **Altepetl:**
   - made of a group of calpulli
   - had own customs and beliefs
   - prayed to own patron god
   - had own creation stories and recorded history
   - ruler was the Hutoani

   **Priests:**
   - higher priests were members of nobility; emperor consulted them
   - lower priests provided music and directed religious ceremonies
3. Complete the chart about each of the parts of the Aztec economic system.

<table>
<thead>
<tr>
<th>TRIBUTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who paid it?</td>
</tr>
<tr>
<td>conquered societies</td>
</tr>
<tr>
<td>How was it paid?</td>
</tr>
<tr>
<td>food, cacao beans, natural resources, labour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FARMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>For what were farm products used?</td>
</tr>
<tr>
<td>pay tribute or pay taxes</td>
</tr>
<tr>
<td>food, trade</td>
</tr>
<tr>
<td>How was farmed production increased?</td>
</tr>
<tr>
<td>irrigation, dikes, chinampas, terracing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER GOODS AND SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What products did inland farmers produce?</td>
</tr>
<tr>
<td>crops</td>
</tr>
<tr>
<td>also products from raw materials: pottery, blades, paper</td>
</tr>
<tr>
<td>mined salt or stone</td>
</tr>
<tr>
<td>What were some of the services available in cities?</td>
</tr>
<tr>
<td>barbers, herbalists</td>
</tr>
<tr>
<td>What did artisans make and sell?</td>
</tr>
<tr>
<td>jewellery of precious stones, gold, silver</td>
</tr>
<tr>
<td>featherworks → capes, garments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THE MARKETPLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where were marketplaces found?</td>
</tr>
<tr>
<td>towns, cities</td>
</tr>
<tr>
<td>largest in Tenochtitlan</td>
</tr>
<tr>
<td>What was sold?</td>
</tr>
<tr>
<td>wide variety of goods and products</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POCHTECA</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was their main role?</td>
</tr>
<tr>
<td>transport goods</td>
</tr>
<tr>
<td>What other role did they play?</td>
</tr>
<tr>
<td>spy on enemies</td>
</tr>
</tbody>
</table>
4. Think about the Aztec social, political, and economic systems. What evidence is there that the Aztec had each of the following beliefs or values?

a. Society worked better if people had well-defined roles and responsibilities.
   Social classes well-defined. People knew roles of each class so ____________
   they knew exactly how to interact with each other.

b. The gods control our lives.
   Prayed to gods. Sacrificed humans to feed (nourish) gods ____________
   Built many magnificent temples ____________

c. Military strength should be used to improve your way of life.
   *collected tribute from conquered societies ____________
   *captured warriors to act as slaves and to sacrifice ____________
Lesson 8.8.5

Concept: Spanish Political and Economic System

Resources/Materials: Our Worldviews, pages 279 – 282
                   Worksheets #8.8.5a and #8.8.5b (student copies)

Introduction: Explain that in almost all levels of government in Canada, there is a separation of church and state. This means that no religion can have the final say in the decisions that are made. Decision making bodies do not have any representatives of religions on them.

Contrast this with a Hutterite colony. In a Hutterite colony the leader of the colony is also the leader of the Church at the colony. In this case there is no separation of church and state.

In Spain the Spanish worldview was that the monarchs were appointed by the Roman Catholic pope. Since the pope had divine powers, it was felt that the monarchs were in their positions with God’s blessings. Explain that the political system of Spain had some similarities with that of the Aztec, but there were some important differences. The same goes for the economic system.

Procedure:

1. Recall that Isabella and Ferdinand made moves to place people in key places in the Roman Catholic Church in Spain. With the cooperation of the Church, they had almost absolute power. When a person has absolute power, the decisions made are not questioned.

2. Explain that the Spanish parliament was called the Cortes. No legislation could pass without its approval. But in reality, it had little power.

3. Finally, the economy of Spain was based on agriculture. It had its ups and downs. When all was said and done, Spain needed to do something to get its economy going. It had been involved in costly wars. In the end, the Age of Exploration helped Spain go from being quite poor to the wealthiest European country.

4. Have students turn to textbook, page 279. Direct them to read pages 279 – 282.

5. Distribute Worksheets #8.8.5a and #8.8.5b. Go over the directions, if necessary.

6. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 281.

Assignments:

2. Do Worksheets #8.8.5a and 8.8.5b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 281.
How Did the Political and Economic Systems of the Spanish Reflect Their Worldview?

Directions: Use *Our Worldviews*, pages 279 – 281 to help you with the questions.

1. Explain how King Ferdinand and Queen Isabella maintained control over
   a. the Cortes
   ________________________________
   ________________________________
   ________________________________

   b. the Roman Catholic Church
   ________________________________
   ________________________________
   ________________________________

2. Use pages 280 and 281 to find words that will fit in the spaces. Be careful. This may be a little tricky!

   In the kingdom of Aragon, the primary economic activities were ____________ and _____________. Along the Mediterranean coast, Barcelona and Valencia were major seaports for importing and ____________ goods. With the Black Death, the population of Spain _____________, resulting in a decline in both agricultural and manufacturing output.

   While under ____________ rule, agriculture in Castile flourished. However, by the time Ferdinand and Isabella came to power, agricultural activities in Castile were limited. Much of the agricultural land was taken over by ________ farmers. The minimum of agricultural products created a lack of ____________ to support the development of larger industries. Now Spain imported more products that it exported.

   The nobility saw farming and business as something the ________ classes did. Although they had no interest in agriculture, they liked to ________ land and used their money to buy more land. They did not ________ it.

   The nobility did become involved in ________ trading when Spain established its colonies, but Spanish manufacturing could not produce enough products for both local use and export to the ______________. The colonies increased their production; the Spanish did not. Over time, huge amounts of ____________ and ____________ were exported back to Spain, and it became one of the richest and most ______________ countries in the world.
3. Think about the Spanish political and economic systems. How do they reflect these beliefs?

a. Only God can give a person the right to rule.

b. The monarchs are the highest authority in the land.

c. The interests of the individual are more important than what is good for the country.

4. State three interesting facts about each of the following:

<table>
<thead>
<tr>
<th>Aztec Warriors</th>
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<table>
<thead>
<tr>
<th>Spanish Conquistadors</th>
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<table>
<thead>
<tr>
<th>Japanese Samurai</th>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
How Did the Political and Economic Systems of the Spanish Reflect Their Worldview?

Directions: Use Our Worldviews, pages 279 – 281 to help you with the questions.

1. Explain how King Ferdinand and Queen Isabella maintained control over
   
a. the Cortes **reduced its powers**

   **____________________________________________________________**

   b. the Roman Catholic Church **gained right to place individuals of**
   their choosing into important positions in the Church
   **____________________________________________________________**

2. Use pages 280 and 281 to find words that will fit in the spaces. Be careful. This may be a little tricky!

   In the kingdom of Aragon, the primary economic activities were **agriculture** and **manufacturing**. Along the Mediterranean coast, Barcelona and Valencia were major seaports for importing and **exporting** goods. With the Black Death, the population of Spain **decreased**, resulting in a decline in both agricultural and manufacturing output.

   While under **Moors** rule, agriculture in Castile flourished. However, by the time Ferdinand and Isabella came to power, agricultural activities in Castile were limited. Much of the agricultural land was taken over by **sheep** farmers. The minimum of agricultural products created a lack of **money** to support the development of larger industries. Now Spain imported more products that it exported.

   The nobility saw farming and business as something the **lower** classes did. Although they had no interest in agriculture, they liked to **own** land and used their money to buy more land. They did not **farm** it.

   The nobility did become involved in **overseas** trading when Spain established its colonies, but Spanish manufacturing could not produce enough products for both local use and export to the _________________. The colonies increased their production; the Spanish did not. Over time, huge amounts of **gold** and **silver** were exported back to Spain, and it became one of the richest and most **powerful** countries in the world.
3. Think about the Spanish political and economic systems. How do they reflect these beliefs?  
   **Answers may vary.**

   a. Only God can give a person the right to rule.
   
   Since God had appointed the monarch, no king or queen could be removed from power because of misrule.

   b. The monarchs are the highest authority in the land.
   
   King and queen could call and dismiss the Cortes whenever they wished.

   c. The interests of the individual are more important than what is good for the country.
   
   Nobility bought land but did not put it to productive use. They only wanted to increase their landholdings.

4. State three interesting facts about each of the following: **Answers may vary.**

   **Aztec Warriors**
   - commoners and nobles expected to go to war
   - nobles joined one of two orders: jaguars or eagles
   - has prestige whether the died in battle or were sacrificed.

   **Spanish Conquistadors**
   - brought most of Iberian Peninsula under Spanish rule
   - engaged in hand-to-hand fighting, but also used muskets and weapons made of steel
   - goal was to kill as many of enemy as possible

   **Japanese Samurai**
   - warriors who fought for their clan
   - skilled in martial arts and bow and arrow
   - excellent horsemen
Lesson 8.8.6

Concept: The Aztec Culture

Resources/Materials: Our Worldviews, pages 283 – 290
Worksheets #8.8.6a, #8.8.6b, and #8.8.6c (student copies)

Introduction: Ask students if they like country music (Most will say yes.). Explain that country music is often referred to as the music of the everyday working person because it is about the successes and challenges of people who use their hands to make a living. Discuss how a love of country music might be a reflection of the Hutterite worldview. (Hutterites rarely go into professions requiring higher education. Instead, they prefer more hands-on occupations. Thus, country music reflects the experiences and emotions.)

Explain that in a similar way, the arts and other aspects of Spanish and Aztec life are a reflection of their worldviews. Explain that today’s lesson is about the Aztec culture.

Procedure:

1. Discuss that modeled their society after the Toltec. They did not, however, interact with societies to the north and to the south. Because of this, they had a different worldview than these societies.

2. Have students turn to textbook, page 283. **Guide the reading of page 283.**

3. Then have students flip through pages 283 – 290, noting the names of the subheadings. Explain that students will be reading about Aztec religion, medicine, and arts.

4. Distribute Worksheets #8.8.6a, #8.8.6b, and #8.8.6c. Direct them to read each section in their textbooks, and then do the questions pertaining to that section.

5. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 290.

6. ALTERNATELY. Have students make a display on a sheet of chart paper or make a booklet about Aztec culture. **For each student, photocopy the pages in the textbook (pages 283 – 290).** Have them cut out the pictures. For each aspect of Aztec culture, have them write a few sentences and then use the pictures as illustrations. Alternately, have them draw their own illustrations.

Assignments:

2. Do Worksheets #8.8.6a, #8.8.6b, and #8.8.6c.
3. ALTERNATELY. Do the Reflect and Respond questions, page 290.
4. ALTERNATELY. Make a wall display on chart paper or a booklet on Aztec culture.
How Did the Culture of the Aztec Reflect Their Worldview?

Directions: Use *Our Worldviews*, pages 283 – 290 to help you with the questions.

Introduction (page 283)

1. Briefly tell about (Look back in your textbook, if necessary):
   a. the influence that the Moors had on Spanish culture.

   ____________________________________________________________

   ____________________________________________________________

   b. the influence the Toltecs had on the Aztec culture.

   ____________________________________________________________

   ____________________________________________________________

Religious Beliefs and Practices (pages 284 and 285)

2. According to Aztec religion, what was the role of humans in the world?

   ____________________________________________________________

3. Name the god described.

   ____________________________ the god of night and sorcery

   ____________________________ the god of civilization and learning

   ____________________________ the god of war and sun

   ____________________________ special guardian of Tenochtitlan and the Aztec

   ____________________________ resembled a plumed serpent

   ____________________________ known as the Smoking Mirror

4. Explain why sacrifices were so important to the Aztecs.

   ____________________________________________________________

   ____________________________________________________________
5. Where were human sacrifices performed?

6. What were medicine bundles and why were they sacred?

Medicine (page 286)

7. List and tell about the three things that blended to make medicine.

The Arts (pages 286 – 288)

8. What was recorded in a
codex?________________________________________________________

________________________________________________________

book?_______________________________________________________

________________________________________________________

Why do you think a codices are considered to be art?

________________________________________________________

________________________________________________________

9. The purpose of creating a sculpture was _________________________

________________________________________________________

Sculptures were made from ____________________________

Worksheet #8.8.6b
10. The main purpose of a temple was _________________________________

What are three features of a temple?

a. _________________________________
b. _________________________________
c. _________________________________

11. Why is it that featherwork was valued so much? _________________________________

In what way was featherwork different from jewellery and ornaments? ______________

12. Briefly describe the two types of calendars.

xiuhltapohualli _________________________________

_______________________________

_______________________________

tonalpohualli _________________________________

_______________________________

_______________________________

13. How did Aztec culture reflect the belief that the gods controlled all aspects of life?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
How Did the Culture of the Aztec Reflect Their Worldview?

Directions: Use Our Worldviews, pages 283 – 290 to help you with the questions.

Introduction (page 283)

1. Briefly tell about (Look back in your textbook, if necessary):
   a. the influence that the Moors had on Spanish culture.
   
      ideas and knowledge, literature, libraries, architecture
   
   b. the influence the Toltecs had on the Aztec culture.
      
      Aztec admired Toltec society and modelled much of Aztec society after it

Religious Beliefs and Practices (pages 284 and 285)

2. According to Aztec religion, what was the role of humans in the world?
   
      fight and die for the gods and keep the world order in balance

3. Name the god described.
   
      Tezcatlipoca the god of night and sorcery
      Quetzalcoatl the god of civilization and learning
      Huitzilopochtli the god of war and sun
      Huitzilopochtli special guardian of Tenochtitlan and the Aztec
      Quetzalcoatl resembled a plumed serpent
      Tezcatlipoca known as the Smoking Mirror

4. Explain why sacrifices were so important to the Aztecs.
   
      thought human blood nourished gods

Worksheet #8.8.6a
5. Where were human sacrifices performed?

   top of temples

6. What were medicine bundles and why were they sacred?

   bundles containing sacred objects: corn, feathers, rubber, precious stones
   thought it contained the essence of god

**Medicine (page 286)**

7. List and tell about the three things that blended to make medicine.

| Religion: Certain gods thought to send illnesses away or heal them |
| Magic: Certain illnesses thought to be caused as a result of black magic |
| Medicine: Aztecs knew about healing powers of plants and minerals |

**The Arts (pages 286 – 288)**

8. What was recorded in a codex?

   manuscrupts ➔ picture writing, ideographs, number symbols, calendar symbols
   book: used to record key ideas to help speakers remember information and stories told through Aztec oral tradition

   Why do you think a codices are considered to be art?
   lots of drawings

9. The purpose of creating a sculpture was to honour gods

   Sculptures were made from wood, stone, or fibre cords
10. The main purpose of a temple was ___________________________ to worship and honour gods:
   perform human sacrifices

What are three features of a temple?  Examples
a. pyramid divided into two temples at the top
b. steps led to top
c. front faced west

11. Why is it that featherwork was valued so much?  They were delicate and ___________________________ brilliantly coloured; rare

In what way was featherwork different from jewellery and ornaments?  Featherwork used in ceremonial costumes, headdresses, warrior shields. Jewellery and ornaments has no religious importance

12. Briefly describe the two types of calendars.
   xiuhltapohualli made up of 18 months
   - each month named for a god
   - solar calendar that followed seasons
   tonalpohualli composed of 13 numbers and 20 signs
   - each day associated with a specific fate
   - used to determine when many religious rituals should be performed

13. How did Aztec culture reflect the belief that the gods controlled all aspects of life?
   The activities of Aztecs centred around pleasing the gods, including dominating other societies to capture warriors that could be sacrificed; also built magnificent temples; no separation of church (religion) and state.
Lesson 8.8.7

Concept: Spanish Culture

Resources/Materials: Our Worldviews, pages 291 – 294
Worksheets #8.8.7a and #8.8.7b (student copies)

Introduction: Recall that much of the Aztec worldview centred around religion. Explain the much of the Spanish worldview also centred around religion, but not nearly to the same extent.

Recall also that Reconquista had lasted for centuries and this led the Spaniards to value some of the same character traits as those possessed by the conquistadors: courage, sacrifice, willingness to endure suffering, faith in God, and valour. Since most Spaniards were very poor, these character traits also helped them to cope with life.

Explain that in today’s lesson, students will learn not only about religion in Spain, but about the arts and how they measured time.

Procedure:

1. Recall that during the Italian Renaissance Biblical scenes were common subjects of paintings and sculptures. The same can be said for Spanish painting and sculpture. Some of the grandest buildings were churches and mosques.

2. Have students turn to textbook, page 291. Guide the reading of the opening paragraph. Then have students read the rest of page 291 and all of pages 292, 293, and 294.

3. Distribute Worksheets #8.8.7a and #8.8.7b. Go over the directions, if necessary.

4. ALTERNATELY. Have students do the Reflect and Respond questions on textbook, page 294.

5. ALTERNATELY. Have students write a paragraph or essay entitled “The Moors Influenced Spanish Culture”.

Assignments:

2. Do Worksheets #8.8.7a and #8.8.7b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 294.
4. ALTERNATELY. Write a paragraph or an essay entitled “The Moors Influenced Spanish Culture”.
How Did the Culture of the Spanish Reflect Their Worldview?

Directions: Use *Our Worldviews*, pages 291 – 293 to help you with the questions.

1. Most Spanish were poor peasants. The Spanish focused on the suffering of Jesus Christ.
   a. How did this influence the character traits they admired?

   _____________________________________________________________

   _____________________________________________________________

   b. Why did the Spanish believe it was important to follow the teachings of the Roman Catholic Church?

   _____________________________________________________________

   _____________________________________________________________

   c. What was the result of the Spanish Inquisition?

   _____________________________________________________________

   _____________________________________________________________

2. What contribution did each of the following make to Spanish culture?
   a. epic stories like “El Cid”

   _____________________________________________________________

   _____________________________________________________________

   b. troubadours

   _____________________________________________________________

   _____________________________________________________________

   c. lyrical poems

   _____________________________________________________________

   _____________________________________________________________

3. A great deal of money and time was spent building beautiful places of worship and decorating them with extraordinary sculptures and paintings. What does this tell you about how the Spanish felt about religion?

   _____________________________________________________________

   _____________________________________________________________
5. Read the descriptions of the Julian and Gregorian calendars on page 294. Which calendar do we use in Canada today? How can you tell?

6. Think about the Aztec and Spanish cultures. Which aspect of culture do you think has the most possibility of leading to conflict between the two societies? Why?
Social Studies Grade 8 Our Worldviews Chapter 8
Worksheets

How Did the Culture of the Spanish Reflect Their Worldview?

Directions: Use Our Worldviews, pages 291 – 293 to help you with the questions.

1. Most Spanish were poor peasants. The Spanish focused on the suffering of Jesus Christ.
   a. How did this influence the character traits they admired?

   The character traits Jesus Christ displayed were the same ones the
   peasants needed for their own survival: being able to withstand suffering,
   sacrifice in support of principles, etc.
   b. Why did the Spanish believe it was important to follow the teachings of the Roman
      Catholic Church?

       The Spanish believed their place in the afterlife depended on
       whether or not they followed the teachings of the Roman Catholic
       Church.
   c. What was the result of the Spanish Inquisition?

       Non-Catholics were tried with heresy. If they were found guilty,
       they were often executed.

2. What contribution did each of the following make to Spanish culture?
   a. epic stories like “El Cid” helped to solidify and unify Spain by making
      the character into a hero.
   b. troubadours sang for the common people and for the nobility;
      usually about political/social situation
   c. lyrical poems focused on themes of courtly love, chivalry, country life

3. A great deal of money and time was spent building beautiful places of worship and
   decorating them with extraordinary sculptures and paintings. What does this tell you
   about how the Spanish felt about religion?

   - felt religion was important
   - wanted to please God and the Church
5. Read the descriptions of the Julian and Gregorian calendars on page 294. Which calendar do we use in Canada today? How can you tell?

Gregorian calendar. Equinox was set at a particular date as it is today

6. Think about the Aztec and Spanish cultures. Which aspect of culture do you think has the most possibility of leading to conflict between the two societies? Why?

Answers may vary. Possibilities:

- Aztec practised human sacrifice

- Aztec: many gods
- Spanish: one god

- Aztec conquered most of neighbouring people; Spanish lived next to many different countries
Lesson 8.8.8

NOTE: Teachers may want to use this activity as the assessment for this chapter, instead of having students do the chapter test.

NOTE: This lesson is extremely valuable; some students may need a relatively large amount of guidance. If time does not permit, you may choose to omit it, although this is not recommended. You will have to adapt the lesson as outlined in the textbook to suit your particular group.

Concept: In What Ways Were the Worldviews of the Aztec and the Spanish in Conflict?

Resources/Materials: Our Worldviews, pages 295 – 297
Worksheets #8.8.8a and #8.8.8b (optional, student copies)

Introduction: Discuss that Hutterites and many other cultural groups in Canada have different worldviews. Some parts of each group’s worldviews are probably quite similar, but other aspects are different and it is these that can cause conflict. Discuss with students which aspects of their worldview is so different from that of other groups’ worldviews that it can lead to conflict?

Explain that during the Age of Exploration, Spanish explorers travelled to the Valley of Mexico, where they encountered many different cultural groups. One of them was the Aztecs. There was conflict. This usually happens when groups of different worldviews interact. This lesson is about summarizing the Aztec and Spanish societies and then hypothesizing about the nature of the conflict these two civilizations will have.

Procedure:

1. Have students turn to textbook, page 295. Guide the reading of the page. **If at all possible, guide the reading of pages 296 and 297 as well.**

2. You might want students to work on Step 1 on the first day; Step 2 on the second day; Step 3 and Step 4 on the third day.

3. Students can create their own charts in their notebooks. If you like, the charts from pages 296 and 297 are reproduced on Worksheets #8.8.8a and #8.8.8b.

Assignment:

Do the *Focus on Inquiry* activity, pages 295 – 297.
<table>
<thead>
<tr>
<th>Evidence of Worldviews</th>
<th>Aztec</th>
<th>Spanish</th>
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<tbody>
<tr>
<td>Factors</td>
<td></td>
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<tr>
<td>Geography</td>
<td></td>
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<tr>
<td>Ideas and Knowledge</td>
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<td>Contact with Other Groups</td>
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<td>Evidence of Worldviews</td>
<td>Aztec</td>
<td>Spanish</td>
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<tr>
<td><strong>Way Society Operates</strong></td>
<td>Social Systems</td>
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<tr>
<td>Political and Economic Systems</td>
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<tr>
<td>Culture</td>
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<tr>
<td>Comparison of Worldviews</td>
<td>Aztec</td>
<td>Spanish</td>
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<tr>
<td>Beliefs</td>
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<tr>
<td>Nature of the Universe</td>
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<tr>
<td>Place in the World</td>
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<tr>
<td>Spiritual and Religious Beliefs</td>
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<tr>
<td>Comparison of Worldviews</td>
<td>Aztec</td>
<td>Spanish</td>
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</tr>
<tr>
<td>Values</td>
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<tr>
<td>Purpose and Value of Life</td>
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<tr>
<td>Relationship of People to the Natural World</td>
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<tr>
<td>Personal Character</td>
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<tr>
<td>Other…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Worldviews</td>
<td>Aztec</td>
<td>Spanish</td>
</tr>
<tr>
<td>------------------------</td>
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<td>---------</td>
</tr>
<tr>
<td><strong>Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>• surrounded by mountains</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• five shallow saline lakes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• island in lake</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• temperate climate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• several ecological zones</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• central plateau</td>
<td></td>
</tr>
<tr>
<td>• northeast - rainy</td>
<td>• southern two thirds dry, sunny</td>
<td></td>
</tr>
<tr>
<td>• swift rivers</td>
<td>• many mountain ranges</td>
<td></td>
</tr>
<tr>
<td>• central plateau</td>
<td>• close to northern Africa</td>
<td></td>
</tr>
<tr>
<td><strong>Ideas and Knowledge</strong></td>
<td>• seasonal cycles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• did several things to modify environment to suit needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• sophisticated military tactics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• sophisticated architecture and building methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• advanced agricultural methods</td>
<td></td>
</tr>
<tr>
<td>• strongly influenced by Moors</td>
<td>• Church influenced way people viewed life</td>
<td></td>
</tr>
<tr>
<td>• advanced weaponry</td>
<td>• Sophistication navigational instruments, maps, ships</td>
<td></td>
</tr>
<tr>
<td><strong>Contact with Other Groups</strong></td>
<td>• formed alliances</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• conquered many groups using violence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• used parts of other groups in their own culture</td>
<td></td>
</tr>
<tr>
<td>• Moors influence is strong</td>
<td>• other European countries also had some influence</td>
<td></td>
</tr>
<tr>
<td>Evidence of Worldviews</td>
<td>Aztec</td>
<td>Spanish</td>
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<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Way Society Operates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• strict hierarchical social classes with emperor at top and slaves at bottom</td>
<td>• hierarchical social structure with monarchs on top and serfs at bottom</td>
<td></td>
</tr>
<tr>
<td>• little or no social mobility</td>
<td>• some social mobility</td>
<td></td>
</tr>
<tr>
<td>• education different for nobility than commoners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political and Economic Systems</td>
<td>• emperor was leader of centralized government</td>
<td>• monarchs had absolute power</td>
</tr>
<tr>
<td>• city-states had own customs and beliefs, and paid tribute to the central government</td>
<td>• parliaments had some power</td>
<td></td>
</tr>
<tr>
<td>• agriculture was backbone of economy</td>
<td>• Church influenced monarchs to some degree</td>
<td></td>
</tr>
<tr>
<td>• religion closely tied to politics</td>
<td>• economy largely based on agriculture, although it was weak</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>• much of culture rooted in religion</td>
<td>• Reconquista drove out Moors and solidified Catholic Church’s presence</td>
</tr>
<tr>
<td>• codices and books</td>
<td>• Arts important, many artworks depicted Biblical scenes</td>
<td></td>
</tr>
<tr>
<td>• sculptures</td>
<td>• Moors influenced architecture</td>
<td></td>
</tr>
<tr>
<td>• largest and most magnificent buildings were temples</td>
<td>• followed Gregorian calendar</td>
<td></td>
</tr>
<tr>
<td>• featherwork, goldworks, silver work</td>
<td>• had calendars</td>
<td></td>
</tr>
<tr>
<td>Comparison of Worldviews</td>
<td>Aztec</td>
<td>Spanish</td>
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<tr>
<td>--------------------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Beliefs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of the Universe</td>
<td>the gods created and destroyed the world four times. Aztec were presently living in fifth world</td>
<td>God created the universe and humans</td>
</tr>
<tr>
<td>Place in the World</td>
<td>felt it was their duty to keep the sun alive to prevent destruction of Earth and people must please the gods by trying to determine what would please them</td>
<td>Life on Earth is only one part of human existence. People must endure hardships on Earth to earn a place in heaven must do best to follow the teachings and wishes of the Roman Catholic Church</td>
</tr>
<tr>
<td>Spiritual and Religious Beliefs</td>
<td>must be some form of sacrifice in order for the sun to shine and the world to exist and remain in balance human blood nourishes gods warriors who were sacrificed to the gods would be heroes the god Quetzalcoatl would return one day, which would signify the end of the fifth world</td>
<td>place in afterlife depends on whether they followed teaching of the Church should lead lives as directed by Bible</td>
</tr>
<tr>
<td>Comparison of Worldviews</td>
<td>Aztec</td>
<td>Spanish</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose and Value of Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appease the gods</td>
<td></td>
<td>• must follow teachings of the Catholic Church</td>
</tr>
<tr>
<td>• put needs of group before personal needs</td>
<td></td>
<td>• live a good life to earn place in heaven</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• individual is important</td>
</tr>
<tr>
<td>Relationship of People to the Natural World</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• must do things to overcome obstacles in the natural world</td>
<td>• nature is a force to overcome</td>
<td></td>
</tr>
<tr>
<td>• nature provides resources which must be respected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Character</td>
<td></td>
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</tr>
<tr>
<td>• character traits that make for a good soldier are emphasized: bravery, self-sacrifice, cunning</td>
<td>• character traits that help people live stoically so they will go to heaven: willing to sacrifice, put up with life's harshness, acceptance of life's hardships</td>
<td></td>
</tr>
<tr>
<td>Other…</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 8.8.9

Concept: Chapter 8 – Review

Resources/Materials: Our Worldviews, pages 298 and 299
Chapter 8 – Review Sheets (optional, student copies)

Introduction: Explain that the Aztec and Spanish worldviews were quite different. There were some similarities, but many differences. Now it is time to review.

Procedure:

1. Have students turn to textbook, page 298. Guide the reading of the page.
2. Then have the students do one or more of the activities on textbook, page 299.
3. ALTERNATELY. Have students do the Chapter 8 – Reviews Sheets independently.
4. If at all possible, check the review questions in class, as a group.

Assignments:

1. Read Our Worldviews, page 298.
2. Do one or more of the activities on page 299.
3. ALTERNATELY. Do the Chapter 8 – Review Sheets.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>Disdain</th>
<th>Parish</th>
<th>Omen</th>
<th>Cacao Beans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cottage Industry</td>
<td>Eurasia</td>
<td>Impersonate</td>
<td>Templo Mayor</td>
</tr>
<tr>
<td>Equinox</td>
<td>Troubadour</td>
<td>Solstice</td>
<td>Codex</td>
</tr>
<tr>
<td>Synthesize</td>
<td>Huey Tlatoani</td>
<td>Chinampas</td>
<td>El Cid</td>
</tr>
</tbody>
</table>

- ___________________________ the dried seeds of a tropical plant used by the Aztec as currency
- ___________________________ an ancient manuscript in book form
- ___________________________ an industry whose force consists of families or individuals working at home with their own equipment
- ___________________________ to treat with contempt; to look down upon
- ___________________________ the Aztec emperor
- ___________________________ the combined continents of Europe and Asia
- ___________________________ a Spanish hero
- ___________________________ to pretend to be someone else
- ___________________________ an event or item predicting future good or evil
- ___________________________ a district that has its own Christian church and minister or priest
- ___________________________ time of the year when the lengths of day and night are equal
- ___________________________ the time of the year when the sun is at its greatest distance from the equator
- ___________________________ the major temple in the centre of Tenochtitlan
- ___________________________ a travelling singer or musician
- ___________________________ to combine parts or elements into a whole
- ___________________________ floating gardens
2. Tell who belonged to each of these Aztec social classes:

Pipiltin

Macehualtin

Mayeques

3. Why do you suppose the education for the nobility and for the commoners was different in Aztec society?


4. Who belonged to each of these Spanish social classes?

Nobility

Commoners

5. Why do you suppose the Roman Catholic Church became so tightly linked with education in Spain?


6. Write A if sentence tells about the Aztec political and economic systems and S if it tells about the Spanish political and economic systems.

_____ The monarchs had almost absolute power.

_____ The huey tlatoani was elected by the Council of Wise Men.

_____ The emperor was considered to be a representative of the chief god.

_____ No political position was hereditary.

_____ The monarch could not be dismissed because God had appointed him or her.

_____ The position of monarch was hereditary.

_____ The society was composed of city-states, each with their own government, customs and traditions, and economy.
City-states had to pay tribute to the central government.
The country was composed of kingdoms, each with its own parliament.
The monarchs lessened the power of the Church by placing its own officials in key Church positions.
The political leaders were also religious leaders.
Agriculture was the backbone of the economy.
Huge marketplaces were established in each city.
Agriculture as an industry had its ups and downs as many landowners chose not to have their land farmed.
Tribute paid by altepetls was an important factor in the economy.
Chinampas and terracing helped increase food production immensely.
Gold and silver were used as currency.
Cacao beans were used as currency.

7. Underline all the sentences that are true about Aztec culture.

The art of Eurasian countries were a major influence on Aztec arts.
They felt that humans played only a small role in the world.
Each of the gods had a physical image, often with both human and animal features.
The role of humans is to maintain the universe in balance through rituals and sacrifice.
Human blood was the only worthwhile sacrifice.
Human sacrifices were performed on altars at the tops of temples.
Ideas about medicine and illness was a blend of magic, religion, and medicine.
Books and codices recorded information about Aztec life.
Sculptures could be about nature, but never about gods.
The pyramid was the most common shape used to design and build temples.
The Aztec valued featherwork over gold or silverwork.
8. Underline all the sentences that are true about Spanish culture.

Two calendars were combined to form a third type of calendar, which had a cycle of 52 years.

The Spanish believed that their place in the afterlife depended on whether they had followed the religious teachings of the Roman Catholic Church.

The Roman Catholic Church followed the Moorish practice of allowing people to practise other religions.

The official language of Spain became Castilian.

Lyrical poems and epic poems were sung by troubadours in villages, towns, and royal courts.

After the Reconquista, the Spanish demolished all buildings erected by the Moors.

Spanish artists were influenced by artists from other parts of Europe.

The Spanish used the same calendar as the one we use today.

9. Write A if the sentence tells about the Aztec worldview and S if it tells about the Spanish worldview. You may write more than one letter in each space.

_____ Religion is important in life.

_____ It is important to have enough humans to sacrifice to please the gods.

_____ Everyone in society has his or her place in society.

_____ Individuals should do what is best for the whole group.

_____ The interests of individuals should be placed before the interests of the group.

_____ People should be strong and courageous.

_____ Good agricultural production is important to society.

_____ We must bear a simple and virtuous life on earth so we can go to heaven.

_____ Our lives should be dedicated to pleasing the gods.

_____ There is only one god.

_____ We should be tolerant of people with other beliefs, customs, and traditions.

_____ We should not be tolerant of people with other beliefs, customs, and traditions.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cacao beans</td>
<td>the dried seeds of a tropical plant used by the Aztec as currency</td>
</tr>
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<tr>
<td>cottage industry</td>
<td>an industry whose force consists of families or individuals working at home with their own equipment</td>
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<tr>
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<td>to treat with contempt; to look down upon</td>
</tr>
<tr>
<td>huey tlatoani</td>
<td>the Aztec emperor</td>
</tr>
<tr>
<td>Eurasia</td>
<td>the combined continents of Europe and Asia</td>
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<td>a Spanish hero</td>
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<tr>
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</tr>
<tr>
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<td>a district that has its own Christian church and minister or priest</td>
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</tr>
<tr>
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<td>a travelling singer or musician</td>
</tr>
<tr>
<td>synthesize</td>
<td>to combine parts or elements into a whole</td>
</tr>
<tr>
<td>chinampas</td>
<td>floating gardens</td>
</tr>
</tbody>
</table>

Social Studies Grade 8 Our Worldviews Chapter 8
Review

Chapter 8
How Did the Aztec and the Spanish Ways of Life Reflect Their Worldviews?
Review

1. Match the words and phrases in the box with their meanings.
2. Tell who belonged to each of these Aztec social classes:

- Pipiltin: huey tlatoani, nobles, high-ranking priests
- Macehualtin: commoners - warriors, low-ranking priests, merchants, artisans - traders
- Mayeques: farmers, slaves

3. Why do you suppose the education for the nobility and for the commoners was different in Aztec society?

   Each type of education prepared them to fill different roles in life.

4. Who belonged to each of these Spanish social classes?

   - Nobility: monarchs, land owners, higher-ranking clergy, Spanish Grande, dons, hidalgos
   - Commoners: peasant farmers and herdsmen, merchants, artisans

5. Why do you suppose the Roman Catholic Church became so tightly linked with education in Spain?

   The monarchs were staunch supporters of the church. The Church would educate people to become good Christian citizens.

6. Write A if sentence tells about the Aztec political and economic systems and S if it tells about the Spanish political and economic systems.

   A The huey tlatoani was elected by the Council of Wise Men.
   A The emperor was considered to be a representative of the chief god.
   A No political position was hereditary.
   S The monarch could not be dismissed because God had appointed him or her.
   S The position of monarch was hereditary.
   A The society was composed of city-states, each with their own government, customs and traditions, and economy.
City-states had to pay tribute to the central government.
The country was composed of kingdoms, each with its own parliament.
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Spanish artists were influenced by artists from other parts of Europe.

The Spanish used the same calendar as the one we use today.

9. Write A if the sentence tells about the Aztec worldview and S if it tells about the Spanish worldview. You may write more than one letter in each space.

AS Religion is important in life.

A It is important to have enough humans to sacrifice to please the gods.

AS Everyone in society has his or her place in society.

A Individuals should do what is best for the whole group.

S The interests of individuals should be placed before the interests of the group.

AS People should be strong and courageous.

A Good agricultural production is important to society.

S We must bear a simple and virtuous life on earth so we can go to heaven.

A Our lives should be dedicated to pleasing the gods.

S There is only one god.

A We should be tolerant of people with other beliefs, customs, and traditions.

S We should not be tolerant of people with other beliefs, customs, and traditions.
Lesson 8.8.10

Concept: Chapter 8 – Test

Resources/Materials: Chapter 8 – 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.
Chapter 8
How Did the Aztec and the Spanish Ways of Life Reflect Their Worldviews?
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. Aztec society was divided into three main social classes.

2. The members of the pipiltin were expected to be role models for the commoners.

3. The members of the Aztec nobility were not expected to serve in war, while all male commoners did spend time in the military.

4. The Spanish believed their monarchs had been appointed by God.

5. The Spanish Grande could have a monarch removed if he or she was not ruling the country effectively.

6. Spain was a secular country; that is, religion did not influence political decisions.

7. The huey tlatoani was elected by the Council of Wise men.

8. The Aztec emperor was also the chief priest.

9. Tribute from the territories ensured a steady flow of goods for the Aztec.

10. Agriculture was considered the backbone of the Spanish economy.

11. Spanish culture was heavily influenced by the Moors.

12. Religious beliefs, architecture, and arts all supported what was important to the Aztec.

13. The Spanish and Aztec were similar in their belief in one god.

14. Aztec medicine is remarkably similar to the medicine practised in Canada today.

15. Spanish literature served to unify the country and contribute to the Spanish development of ethnocentrism.
Multiple Choice
Choose the best answer to teach question.

16. Which of the following would not be an activity of a member of the Aztec middle class?
   a. fight in battles
   b. create featherwork
   c. become a priest
   d. become a government official

17. Children of nobility and commoners had different types of education because
   a. they lived in different parts of the cities.
   b. their educations prepared them for different roles in society.
   c. the nobility had to pay for their children’s education and commoners did not.
   d. the children of nobility were more intelligent than those of commoners.

Use the following information to answer question 18.

King Ferdinand and Queen Isabella were so devoted to their religion that the pope in Rome gave them a special title – Catholic Monarchs. The first step they took to united Spain under one religion was to take over the Spanish Inquisition from the Church.

The expulsion of the Jews and Muslims had serious negative effects on Spain. For example, both the Spanish Jews and Muslims had formed a large part of the educated middle class. Many were financiers and business people. The loss of their skills made it difficult for Spain to maintain economic growth at the end of the 1400s.

18. From the above information you can infer that
   a. Spain became a better country after the Inquisition.
   b. Spain’s economic situation changed after the Inquisition.
   c. the Spanish were a more content group of people after the Inquisition.
   d. the Inquisition had no noticeable effects on Spanish life.
19. The Roman Catholic Church became tightly linked to education in Spain mainly because

a. no other organization was willing to take responsibility for education.
b. wealthy Spaniards would only sponsor Church-run schools for commoners.
c. the Church wanted to prepare children to be good Catholic citizens.
d. no other religion was prepared to take on the responsibility for educating Spanish children.

Use the following information to answer question 20.

In the year 2000, Pope John Paul II sought forgiveness on behalf of Roman Catholics for the violence committed against Jews and Muslims during the Spanish Inquisition. He used the phrase “violence in the service of truth” to describe those acts. Following are four people’s views:

Person I: Why do we need to apologize? Those who are stronger win. That’s all there is to it.

Person II: The violence in the Spanish Inquisition was committed with the values and beliefs common to people of that time in history. We can’t blame them for that.

Person III: A Church should never admit it has committed a wrong. If it does, people won’t believe anything it teaches.

Person IV: We can’t undo what has been done in the past, but we can acknowledge wrongdoings. We can learn from our mistakes and try not to do them again.

20. The person that most agrees with the action of Pope John Paul II is

a. Person I.
b. Person II.
c. Person III.
d. Person IV.

21. Which of the following most resembles the Aztec social system?

a. Spain.
b. a modern-day Hutterite colony
c. Edo Japan.
d. Modern-day Canada
22. The Aztec required that conquered city-states pay tribute. Which of the following is not true about tribute?

   a. Tribute could be paid in the form of agricultural goods, military service, or in labour.
   b. Goods from tribute were often sold in marketplaces.
   c. All tribute was kept by the nobility.
   d. The movement of tribute through the economy encouraged the development of new businesses.

23. Emperors like Moctezuma II wore magnificent clothing, headdresses, and foot wear. This served mainly to

   a. distinguish him from other nobility.
   b. keep him protected from the elements of nature.
   c. show his support for the artisans of the city.
   d. encourage altepetls to increase the size of their tribute.

Use the following information to answer question 24.

Aztecs believed that the higher up you were, the closer you were to the gods. A mountain was sacred because through its height, it brought people physically closer to the gods. Temples were built in the shape of a pyramid, to resemble the shape of a mountain.

24. From the above information, which of the following could you not infer?

   a. Human sacrifices were made at the tops of temples so that the priests would be closer to the gods.
   b. The emperor’s throne was in a room at the top of his palace so that he would receive more inspiration from the gods.
   c. Priests sometimes climbed to the top of a mountain when they had to make important decisions.
   d. Slaves carried the emperor through the streets so that the soles of his feet would not touch the earth.

25. The most likely result of an Aztec emperor ruling the empire badly would be

   a. he would continue in his position because he had absolute rule.
   b. the Council of Wise Men would vote to remove him from his position.
   c. the leaders of the altepetl would be asked for their opinions on how to handle the situation.
   d. the emperor’s son would automatically be appointed to the position.
26. The construction of chinampas

   a. were a way for the citizens of Tenochtitlan to travel from their island home to the mainland.
   b. is an example of how the Aztecs modified nature to increase agricultural production.
   c. made it easier for outlying city-states to transport their tribute to Tenochtitlan.
   d. made farms in outlying areas unnecessary.

27. Besides trading for goods from far away places, the pochteca

   a. acted as spies for the emperor.
   b. raised agricultural goods on terraced land.
   c. acted as boat pilots.
   d. acted as priest while they were away.

*Use the following information to answer question 28.*

<table>
<thead>
<tr>
<th>Decreased the power of the Cortes</th>
<th>Gained the right to place individuals of their own choosing in important positions in the Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasized the Spanish belief in the Divine Right of Kings</td>
<td>Maintained parliaments in both Aragon and Castile instead of establishing one larger parliament</td>
</tr>
</tbody>
</table>

28. What do the above have in common?

   a. They are all ways in which the Spanish monarchs tried to ensure that Spain was ruled in a democratic way.
   b. They all describe the political system before Ferdinand and Isabella became monarchs.
   c. They are all ways that the Spanish monarchs increased their power.
   d. All were done according to the wishes of the Roman Catholic Church.
Use the following information to answer question 29.

After the departure of the Muslims and Jews, the Spanish economy became weak. The Black Death meant that the Spanish population decreased significantly. Under Moorish rule, Spain had enjoyed a flourishing economy. Once the Moors left, the land was divided amongst the Spanish nobility. The new landowners were interested in amassing their own little empires, so they purchased more land if they had the money. The nobility felt it was beneath them to engage in farming. With little investment in agriculture or any commercial efforts, the economy of Spain suffered.

29. According to the above, which of the following best describes the worldview of the Spanish nobility?

   a. An individual should have the freedom to do as he or she pleases.
   b. People should put the needs of the group before their individual needs.
   c. What is good for the individual is good for the entire group.
   d. Governments should have strict control over the economy of a country.

30. Which of the following best describes the Aztec culture?

   a. It was influenced largely by ideas and knowledge from a wide range of other cultures.
   b. Aztec culture centred around religious beliefs.
   c. Most aspects of Aztec culture centred around aesthetics.
   d. Keeping accurate track of time was at the centre of Aztec culture.

31. Which of the following best describes Spanish culture?

   a. It was influenced greatly by ideas and knowledge from a wide range of other cultures.
   b. Although Spaniards were Roman Catholics, other parts of the Spanish culture did not relate to religion.
   c. Spanish architecture modelled itself entirely on the Muslim traditions.
   d. Unlike most other European countries, the Spanish population was mostly literate, resulting in a large book publishing industry.
Part B

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

1. Explain how religion was the centre of Aztec culture.

2. Compare the Aztec social system with the Hutterite social system.

3. The Spanish admired both courage and the willingness to withstand suffering and sacrifice. How did this worldview help Spanish peasants cope with their lives?

4. Later, the Aztecs and Spanish would meet. Which elements of their worldviews do you feel will lead to conflict?
Chapter 8
How Did the Aztec and the Spanish Ways of Life Reflect Their Worldviews?

Test

Part A – Answer Sheet

1. ________  
2. ________  
3. ________  
4. ________  
5. ________  
6. ________  
7. ________  
8. ________  
9. ________  
10. ________  
11. ________  
12. ________  
13. ________  
14. ________  
15. ________  
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17. ________  
18. ________  
19. ________  
20. ________  
21. ________  
22. ________  
23. ________  
24. ________  
25. ________  
26. ________  
27. ________  
28. ________  
29. ________  
30. ________  
31. ________
Chapter 8
How Did the Aztec and the Spanish Ways of Life Reflect Their Worldviews?
Test

Part A – Answer Sheet

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. T
9. T
10. F
11. T
12. T
13. F
14. F
15. T
16. d
17. b
18. b
19. c
20. d
21. c
22. c
23. a
24. d
25. b
26. b
27. a
28. c
29. a
30. b
31. a
Part B

1. Explain how religion was the centre of Aztec culture.  *EXAMPLES:*  
   - People felt that their responsibilities were to ensure that there was balance. This would please the gods.  
   - The emperor was thought to have divine guidance; he was the chief priest. The emperor sought the advice of priests before making decisions.  
   - The Aztec needed to regularly be at war and take captives so that they would have humans to sacrifice to the gods.  
   - Temples were built in the shape of pyramids, so that they resembled mountains; climbing them brought them closer to the gods.

2. Compare the Aztec social system with the Hutterite social system.  
   - **Aztec social system** is hierarchical; little social movement; each social class had its distinctive dress, roles, and responsibilities.  
   - **Hutterite society** is based on a one-class system. There is no social hierarchy. All people dress alike, live in similar houses, and generally enjoy the same quality of life. People basically do the same types of jobs.

3. The Spanish admired both courage and the willingness to withstand suffering and sacrifice. How did this worldview help Spanish peasants cope with their lives?  
   - Spanish peasant life was difficult and gruelling. Standard of living and quality of life were poor.  
   - They were motivated to live a virtuous life on earth so that they could earn a place in heaven. This required their being able to put up with suffering and to sacrifice life on earth for a better afterlife.

4. Later, the Aztecs and Spanish would meet. Which elements of their worldviews do you feel will lead to conflict?  *EXAMPLES:*  
   - Aztec belief in human sacrifice was unfamiliar to the Spanish.  
   - Aztecs put the interests of the group before the interests of the individual, while it was the opposite for the Spanish.  
   - Aztec population density was relatively high, making it necessary to make judicious use of land. Spanish population and population density were low, with much land not in production.  
   - Aztec allowed conquered groups to retain their cultures. Spanish were intolerant of other cultural groups.
Chapter 9

How Did Conflicting Worldviews Lead to the Spanish Conquest of the Aztec Civilization?
Chapter 9
How Did Conflicting Worldviews Lead to the Spanish Conquest of the Aztec Civilization?

Contents

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Lesson 8.9.2  The Aztec Understanding of the Spanish Before Their Arrival  4
Lesson 8.9.3  Cortés Meets Moctezuma  5
Lesson 8.9.4  The Battles for the Aztec Empire  6
Lesson 8.9.5  Reasons for Moctezuma’s Decisions  7
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Lesson 8.9.1

Concept: The Sources of Conflict Between the Aztec and the Spanish

Resources/Materials: Our Worldviews, pages 300 – 304
Worksheet #8.9.1a (transparency or enlargement)
Worksheets #8.9.1b and #8.9.1c (student copies)
Wall Map of North America
Atlas

Introduction: Discuss that during the late 1400s and early 1500s, both the Aztec and Spanish were engaging in activities to expand their empires. Their motivations were not altogether alike, however. The Aztec wanted the resources of the neighbouring city-states as well as captives to act as slaves or serve as sacrifices to the gods. Aztec warriors did not want to kill their enemies. The Spanish wanted resources as well. When they did battle with their enemies, they goal was to kill them. This fact, among, many others would play an important role when the two met.

In today’s lesson, students will learn more about the events that led up to the meeting of a man named Hernan Cortés and Moctezuma II.

Procedure:

1. To introduce Chapter 9 have students turn to textbook, page 300. Guide the reading of the page.

2. Recall with students, the Spanish hero, El Cid, who fought in the Spanish Inquisition. El Cid epitomized character traits that the Spanish revered. (Put up Worksheet #8.9.1a and read it with students.)

3. Explain that a young Spaniard named Hernan Cortés was eager to go to the New World for adventure and to become a hero, just like El Cid. Have students turn to textbook, page 302. Explain that the page gives some background information on Cortés.

4. Then have students refer to textbook, pages 303 and 304. Explain that these pages give information on the Spanish and Aztec Empires.

5. Have students read textbook, pages 302 – 304 independently.

6. Distribute Worksheets #8.9.1b and #8.9.1c. Go over the directions, if necessary.

7. ALTERNATELY. Have students do the Reflect and Respond question on textbook, page 304.

8. OPTIONAL. Have students list Hernan Cortés’s character traits that are evident from pages 302 and 303. They should tell about what evidence they have for each character trait.

Assignments:

1. Read Our Worldviews, pages 300, 302 – 304.
2. Do Worksheets #8.9.1b and #8.9.1c.
3. ALTERNATELY. Do the Reflect and Respond question, page 304
4. OPTIONAL. List and give evidence of Cortés’s character traits.
A Chivalric Epic: *The Poem of El Cid*

The 12th-century Spanish epic *The Poem of El Cid* celebrated the following aspects of El Cid’s career and legend.

*military success* – A brilliant general, El Cid is never defeated in battle

*loyalty* – El Cid remains faithful to his king, even after the king is unjustly accuses him of treason.

*fairness* – He deals generously with defeated opponents.

*faith in God* – El Cid is a good Christian who tries to live a morally upright life.

All these qualities – skill in battle, loyalty, fairness, and faith in God – became part of the *code of chivalry*. This code was supposed to govern the behaviour of all Christian soldiers.
How Did the Ambitions of the Aztec and the Spanish Lead to Conflict?

Directions: Use Our Worldviews, pages 300, 302 – 304 to help you with the questions. You will also need to use an atlas or a wall map that shows Meso-America, the Caribbean Sea and the Gulf of Mexico.

1. Number the sentences about Hernan Cortés’s activities in the order they happened.

   ______ Cortés settled on the island of Cuba where he gained political power and was twice elected mayor of Santiago.

   ______ Cortés left Spain to seek his fortune in the new Caribbean colonies when he was just nineteen.

   ______ On February 18, 1519, Cortés sailed from Cuba with 11 ships, 16 horses, and 500 men.

   ______ Cortés had the ships burned because he feared his men might turn against him and flee back to Cuba or Spain.

   ______ At the last moment Velazquez, tried to stop Cortés from proceeding on his expedition, but Cortés was determined to lead the expedition.

   ______ Cortés travelled to Cozumel, just off the coast of the Yucatan Peninsula, to the city of Veracruz.

   ______ Cortés wrote to the king, stating that he wanted to capture all of Meso-America in the name of Christianity and the Spanish crown.

   ______ Diego Velazquez, governor of Cuba, urged Cortés to lead an expedition to the mainland where rumour had it there was a wealthy civilization.

   ______ Cortés founded his own city and was elected the captain-general.

2. On the map on Worksheet #8.9.2d, label the following:

   Pacific Ocean               Cuba
   Atlantic Ocean              Hispaniola
   Gulf of Mexico              Yucatan Peninsula
   Caribbean Sea               Meso-America

   Draw in the Aztec Empire. Shade it lightly in orange.
   Shade the Spanish Caribbean colonies lightly in purple.

   Make a legend to show what the colours mean.

Worksheet #8.9.1b
3. What four things motivated the Spanish monarchs to expand their empire?
   a. 
   b. 
   c. 
   d. 

4. How did Spain’s attitude with respect to the colonies of the New World reflect its worldview?

5. In what activities did the Aztec rulers engage with respect to expanding their empire?
   a. 
   b. 
   c. 
   d. 

6. The Aztecs were accustomed to being successful against other cultural groups. Why do you think this was not the case when it came to the Spanish?

Worksheet #8.9.1c
Meso-America, the Gulf of Mexico, and the Caribbean Sea
How Did the Ambitions of the Aztec and the Spanish Lead to Conflict?

Directions: Use Our Worldviews, pages 300, 302 – 304 to help you with the questions. You will also need to use an atlas or a wall map that shows Meso-America, the Caribbean Sea and the Gulf of Mexico.

1. Number the sentences about Hernan Cortés’s activities in the order they happened.

   2. Cortés settled on the island of Cuba where he gained political power and was twice elected mayor of Santiago.

   1. Cortés left Spain to seek his fortune in the new Caribbean colonies when he was just nineteen.

   5. On February 18, 1519, Cortés sailed from Cuba with 11 ships, 16 horses, and 500 men.

   8. Cortés had the ships burned because he feared his men might turn against him and flee back to Cuba or Spain.

   4. At the last moment Velazquez, tried to stop Cortés from proceeding on his expedition, but Cortés was determined to lead the expedition.

   6. Cortés travelled to Cozumel, just off the coast of the Yucatan Peninsula, to the city of Veracruz.

   9. Cortés wrote to the king, stating that he wanted to capture all of Meso-America in the name of Christianity and the Spanish crown.

   3. Diego Velazquez, governor of Cuba, urged Cortés to lead an expedition to the mainland where rumour had it there was a wealthy civilization.

   7. Cortés founded his own city and was elected the captain-general.

2. On the map on Worksheet #8.9.2d, label the following:

   Pacific Ocean  Cuba
   Atlantic Ocean  Hispaniola
   Gulf of Mexico  Yucatan Peninsula
   Caribbean Sea  Meso-America

   Draw in the Aztec Empire. Shade it lightly in orange.
   Shade the Spanish Caribbean colonies lightly in purple.

   Make a legend to show what the colours mean.
3. What four things motivated the Spanish monarchs to expand their empire?
   a. establish a large empire to compete with Portugal
   b. build national unity by making expansion a national mission
   c. increase its colonies and gain wealth from any new lands they conquered
   d. convert non-Christians in other lands to Roman Catholicism

4. How did Spain’s attitude with respect to the colonies of the New World reflect its worldview?
   Spain believed any newly discovered lands was theirs for the taking

5. In what activities did the Aztec rulers engage with respect to expanding their empire?
   a. expand the empire for the glory of their god Huitzilopochtli
   b. receive payments of generous tribute and taxes
   c. profit from trade and marketing throughout the empire
   d. take captives to be sacrificed to the gods

6. The Aztecs were accustomed to being successful against other cultural groups. Why do you think this was not the case when it came to the Spanish? Answers may vary
   - different worldviews
   - reasons for warfare
   - religious views
   - technology (military)
Lesson 8.9.2

**Concept:** The Aztec Understanding of the Spanish Before Their Arrival

**Resources/Materials:** Our Worldviews, pages 305 – 307  
Worksheets #8.9.2a and #8.9.2b (student copies)

**Introduction:** Write the word **omen** on the board. Explain that an omen is a sign that something good or evil is impending (about to take place). A black cat crossing your path might be interpreted as an omen that you will have bad luck in the near future.

Recall that the Aztec worldview included a belief in the powers of the gods and supernatural signs. These signs were omens of things to come. Recall also that the Aztecs believed that the god Quetzalcoatl would one day return. When this happened the present world would end. These two factors played significant roles in how the Aztecs interacted with the Spanish.

**Procedure:**

1. Have students turn to textbook, page 305. Guide the reading, if at all possible.

2. Then have students read pages 306 and 307 to find out more about how omens and beliefs affected the actions of the Aztecs.

3. Distribute Worksheets #8.9.2a and #8.9.2b. Go over the directions, if necessary.

4. **ALTERNATELY.** Have students do the *Reflect and Respond* questions on textbook, page 307.

5. **OPTIONAL.** Have students role play Aztecs witnessing one or more of the omens.

**Assignments:**

2. Do Worksheets #8.9.2a and #8.9.2b.
3. **ALTERNATELY.** Do the *Reflect and Respond* questions, page 307.
4. **OPTIONAL.** Role play witnessing the omens.
What Was the Aztec Understanding of the Spanish Before Their Arrival?

Directions: Use *Our Worldviews*, pages 305 – 307 to help you with the questions.

1. What knowledge did the Aztecs have of the Spanish prior to actually meeting them?

2. Complete the chart about Quetzalcoatl.

<table>
<thead>
<tr>
<th>QUETZALCOATL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who He Was</strong></td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
</tr>
<tr>
<td><strong>Aztec Belief about His Return</strong></td>
</tr>
</tbody>
</table>

3. What role does coincidence play in the Spaniards arriving in Meso-America and meeting with the Aztecs?
4. Many scientists believe that the omens the Aztec witnessed were really just natural phenomena. Describe each omen and give a more scientific explanation for it.

<table>
<thead>
<tr>
<th>Omen</th>
<th>Brief Description</th>
<th>Scientific Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
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<td>6</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Many scientists believe that the omens the Aztec witnessed were really just natural phenomena. Describe each omen and give a more scientific explanation for it.

<table>
<thead>
<tr>
<th>Omen</th>
<th>Brief Description</th>
<th>Scientific Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A flaming ear of corn crossed the sky</td>
<td>meteor</td>
</tr>
<tr>
<td>2</td>
<td>The temple of Huitzilopochtli burst into flames</td>
<td>Fire could have been result of an accidentally dropped torch or spontaneous combustion</td>
</tr>
<tr>
<td>3</td>
<td>A temple was damaged by a lightning bolt, even though there was no storm</td>
<td>lightning</td>
</tr>
<tr>
<td>4</td>
<td>Fire seemed to stream through the sky</td>
<td>comet</td>
</tr>
<tr>
<td>5</td>
<td>Wind came from far off and lashed the water until it seemed to boil</td>
<td>tornado</td>
</tr>
<tr>
<td>6</td>
<td>People heard a weeping woman night after night</td>
<td>Wind whistling, woman crying</td>
</tr>
<tr>
<td>7</td>
<td>Strange creature captured in the nets. When brought to Moctezuma he saw people; others saw nothing</td>
<td>Answers will vary; Moctezuma could have been schizophrenic</td>
</tr>
<tr>
<td>8</td>
<td>Monstrous creatures with two heads appeared in streets; they vanished when taken to Moctezuma</td>
<td>Mirror, prism image</td>
</tr>
</tbody>
</table>
What Was the Aztec Understanding of the Spanish Before Their Arrival?

Directions: Use Our Worldviews, pages 305 – 307 to help you with the questions.

1. What knowledge did the Aztecs have of the Spanish prior to actually meeting them?

   had heard reports of foreigners land in the West Indies
   ships were ‘floating towers’; had light skin, long beards, and
   hair that came only to their ears.

2. Complete the chart about Quetzalcoatl.

<table>
<thead>
<tr>
<th>QUETZALCOATL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who He Was</strong></td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
</tr>
<tr>
<td><strong>Aztec Belief about His Return</strong></td>
</tr>
</tbody>
</table>

3. What role does coincidence play in the Spaniards arriving in Meso-America and meeting with the Aztecs?

   It is a coincidence that the Aztec believed Quetzalcoatl would return to earth the same year that Cortés arrived.
Lesson 8.9.3

Concept: Cortés Meets Moctezuma

Resources/Materials: Our Worldviews, pages 308 – 312
Worksheet #8.9.3 (student copies)

Introduction: Explain that the Aztec and the Spanish have two completely different views of the same situation. The Aztec are convinced that Cortés is really the god Quetzalcoatl returning to reclaim the world. On the other hand, the Spanish are looking to conquer the Aztec, claim their territory for Spain, and use the resources to improve its economy. In this lesson students will learn more about the consequences of these two perspectives.

Procedure:

1. Explain that when Moctezuma got word that the Spanish were in Yucatan, he sent emissaries to greet them. The emissaries drew pictures to record scenes from their interaction with the Spanish.

2. Have students turn to textbook, page 308. Guide the reading of the opening paragraph. From context, have students determine the meaning of the word **emissary** (a person sent out as an agent to perform a certain duty – in this case, greet the Spanish and get more information about them).

3. With students examine the pictures drawn by the artists that accompanied the emissaries. Discuss how the Spanish are using a form of gunboat diplomacy.

4. Explain that on pages 308 – 312 students will learn about Moctezuma’s treatment of Cortés and the other Spaniards. They will also learn about the first steps that Cortés took in conquering the Aztec. (Have students refer back to the map on textbook, page 304. Point out that the city-states of Tlaxcala and Cholula were not part of the Aztec Empire; they had been able to resist Aztec attempts to conquer them. These two city-states considered the Aztecs as enemies.) How might Cortés use this information.

5. Direct students to read textbook, pages 308 – 312.

6. Distribute Worksheet #8.9.3. Go over the directions, if necessary.

Assignments:

1. Read Our Worldviews, pages 308 – 312.
2. Do Worksheet #8.9.3.
The Meeting of the Aztecs and the Spanish: Two Perspectives

Directions: Use Our Worldviews, pages 308 – 312 to help you with the questions.

1. The Aztec and Spanish had two different perspectives about the situation. Briefly tell about each.

<table>
<thead>
<tr>
<th>How the Aztec Saw the Situation</th>
<th>How the Spanish Saw the Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Their different perspectives caused the Aztec and Spanish to take different courses of action. Briefly tell about them.

<table>
<thead>
<tr>
<th>Actions of the Aztec</th>
<th>Actions of the Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. At what point did the Aztec realize they had been mistaken about Cortés?

__________________________________________________________________________

__________________________________________________________________________
1. The Aztec and Spanish had two different perspectives about the situation. Briefly tell about each.

<table>
<thead>
<tr>
<th>How the Aztec Saw the Situation</th>
<th>How the Spanish Saw the Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aztec felt that Cortés was the god Quetzalcoatl returning</td>
<td>Spanish saw the Aztec as somewhat naive. Spanish wanted to conquer Aztec and take over their lands</td>
</tr>
</tbody>
</table>

2. Their different perspectives caused the Aztec and Spanish to take different courses of action. Briefly tell about them.

<table>
<thead>
<tr>
<th>Actions of the Aztec</th>
<th>Actions of the Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moctezuma sent food with blood in it to see if Cortés would eat it</td>
<td>Cortés demonstrated his military strength to the Aztec emissaries.</td>
</tr>
<tr>
<td>Moctezuma invited Cortés to Tenochtitlan. He welcomed him, treating him and his men royally as if he were Quetzalcoatl.</td>
<td>He made alliances with the Tlaxcalans and Cholulas against the Aztecs.</td>
</tr>
<tr>
<td>Cortés accepted Moctezuma’s hospitality. Then after a week Cortés took Moctezuma hostage and replaced the Aztec idols in the palace with statues of Catholic saints</td>
<td></td>
</tr>
</tbody>
</table>

3. At what point did the Aztec realize they had been mistaken about Cortés?

   When Cortés took Moctezuma hostage.
Lesson 8.9.4

Concept: The Battles for the Aztec Empire

Resources/Materials: Our Worldviews, pages 313 – 316
Worksheets #8.9.4a and #8.9.4b (student copies)

Introduction: Recall that Cortés had taken Moctezuma hostage in his palace and had replaced Aztec statues with statues of Roman Catholic saints. Discuss how the different worldviews of the Aztec and Spanish led to this situation. (Aztec thought Cortés’s arrival marked the return to Quetzalcoatl; Spanish intended to conquer the Aztec.)

Discuss with students how the Aztec and Spanish viewed enemy warriors differently. (Aztec did not want to kill enemy, but take them captive. Spanish aimed to kill.)

Discuss how this fact would affect the outcomes of battles between the Aztec and Spanish. Explain that in the end, in spite of being heavily outnumbered, the Spanish were able to win the war. But there were factors other than fighting that played major roles in the Spanish victory.

Procedure:

1. Recall that the governor of Cuba, Velazquez, did not want Cortés to lead the expedition to the Aztec Empire. The truth was that Velazquez wanted the glory of conquering them himself and he was outraged. He took actions to prevent Cortés from completing his mission. This led to Cortés having to change his original plans to conquer the Aztec.

2. Have students turn to textbook, page 313. Explain that pages 313 – 316 describe how the Spanish defeated the Aztec and ended their glorious civilization.

3. Have students read pages 313 – 316 independently. If you have the time, guide the reading.

4. Distribute Worksheets #8.9.4a and #8.9.4b. Go over the directions, if necessary.

5. ALTERNATELY. Have students do questions #3, #4, and #5 of Reflect and Respond on textbook, page 316.

6. OPTIONAL. Pick one scene. Then write two journal entries, one from the point of view of an Aztec and one from the point of view of a Spaniard.

Assignments:

1. Read Our Worldviews, pages 313 – 316.
2. Do Worksheets #8.9.4a and #8.9.4b.
3. ALTERNATELY. Do questions #3, #4, and #5 of Reflect and Respond, page 316.
4. OPTIONAL. Pick one scene. Write journal entries of the scene from the points of view of an Aztec and a Spaniard.
**The Battle Between the Aztec and the Spanish**

**Directions:** Use *Our Worldviews*, pages 313 – 316 to help you with the questions.

1. Complete the cause and effect charts.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
</table>
| **Massacre of Unarmed Aztec**  
Cortés received word that Velazquez had sent men to arrest him for disobeying his orders. | Any chance of a peaceful agreement between the Spanish and the Aztec was gone. |

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
</table>
| **Noche Triste**  
The size of Cortés's army increased. | Cuitlahuac was elected the new huey tlatoani. |
| The Spanish tried to escape from Tenochtitlan in the middle of the night, many laden with gold and silver. | |

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
</table>
| **An Unforeseen Enemy**  
The Aztec had no immunity to smallpox. | |

Worksheet #8.9.4a
The Final Battle

The Aztec had been ruthless in their control of the surrounding city-states

The Spanish blocked the canals, causeways, and aqueducts that led to Tenochtitlan.

Cortés became governor and captain-general of New Spain.

2. Spanish people admired the qualities of their hero El Cid. Which of these qualities do you think Hernan Cortés possessed? Complete the chart to explain your opinion.

<table>
<thead>
<tr>
<th>El Cid’s Qualities</th>
<th>Cortés</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Military success</strong> – brilliant general, El Cid is never defeated in battle.</td>
<td></td>
</tr>
<tr>
<td><strong>Loyalty</strong> – El Cid remains faithful to his king, even after the king unjustly accuses him of treason.</td>
<td></td>
</tr>
<tr>
<td><strong>Fairness</strong> – He deals generously with defeated opponents.</td>
<td></td>
</tr>
<tr>
<td><strong>Faith in God</strong> – El Cid is a good Christian who tries to live a morally upright life.</td>
<td></td>
</tr>
</tbody>
</table>
The Battle Between the Aztec and the Spanish

Directions: Use Our Worldviews, pages 313 – 316 to help you with the questions.

1. Complete the cause and effect charts.

**CAUSE**

**Massacre of Unarmed Aztec**

- Cortés received word that Velazquez had sent men to arrest him for disobeying his orders.
- Pedro de Alvarado massacred unarmed citizens celebrating at a festival.

**EFFECT**

- Cortés left for Veracruz to stop Velazquez's forces.
- Any chance of a peaceful agreement between the Spanish and the Aztec was gone.

**Noche Triste**

- Cortés defeated the Spanish who had been sent to arrest him. The survivors joined Cortés.
- Moctezuma died as a result of dissatisfied Aztecs who threw stones at him.
- The Spanish tried to escape from Tenochtitlan in the middle of the night, many laden with gold and silver.

**EFFECT**

- The size of Cortés's army increased.
- Cuitlahuac was elected the new huey tlatoani.
- The Spanish soldiers were killed or drowned by the Aztecs.

**An Unforeseen Enemy**

- The Aztec had no immunity to smallpox.

**EFFECT**

- Half the population of Tenochtitlan died.
The Final Battle

The Aztec had been ruthless in their control of the surrounding city-states

The city-states were resentful of the Aztecs and joined forces with the Spanish

The Spanish blocked the canals, causeways, and aqueducts that led to Tenochtitlan.

Most Aztecs died from hunger, contaminated drinking water

The Spanish completed their conquest by destroying the city

Cortés became governor and captain-general of New Spain.

2. Spanish people admired the qualities of their hero El Cid. Which of these qualities do you think Hernan Cortés possessed? Complete the chart to explain your opinion.

<table>
<thead>
<tr>
<th>El Cid’s Qualities</th>
<th>Cortés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military success – brilliant</td>
<td>Answers may vary</td>
</tr>
<tr>
<td>general, El Cid is never defeated</td>
<td>Cortés proved to be a very skillful military strategist</td>
</tr>
<tr>
<td>in battle.</td>
<td></td>
</tr>
<tr>
<td>Loyalty – El Cid remains faithful</td>
<td>Cortés was conquering the Aztecs in the name of Spain and its monarch</td>
</tr>
<tr>
<td>to his king, even after the king</td>
<td></td>
</tr>
<tr>
<td>unjustly accuses him of treason.</td>
<td></td>
</tr>
<tr>
<td>Fairness – He deals generously</td>
<td>Cortés’s first choice was to have a more non-violent takeover. However,</td>
</tr>
<tr>
<td>with defeated opponents.</td>
<td>once victory was complete, he completely destroyed Tenochtitlan and</td>
</tr>
<tr>
<td></td>
<td>killed most people</td>
</tr>
<tr>
<td>Faith in God – El Cid is a good</td>
<td>Cortés did replace the Aztec idols with Roman Catholic statues while</td>
</tr>
<tr>
<td>Christian who tries to live a</td>
<td>in the palace. It seemed as if he were “rescuing” the Aztec from a</td>
</tr>
<tr>
<td>morally upright life.</td>
<td>misguided way of life</td>
</tr>
</tbody>
</table>
**Lesson 8.9.5**

**Concept:** Reasons for Moctezuma’s Decisions

**Resources/Materials:** Our Worldviews, pages 317 and 318  
Worksheets #8.9.5a and #8.9.5b (student copies)

**Introduction:** Ask the students: “Do you think Cortés would have defeated the Aztec if they did not feel that he was Quetzalcoatl?” Explain that religious beliefs were an important part of the Aztec worldview that led to the Aztec defeat. Explain that there were others, however. The textbook summarizes these readings.

**Procedure:**

1. Have students turn to textbook, page 317. Explain that by reading pages 317 and 318, students will understand why Moctezuma made the decisions he made.

2. Have students read pages 317 and 318 independently.

3. Distribute Worksheets #8.9.5a and #8.9.5b. Go over the directions, if necessary.

**Assignments:**

1. Read *Our Worldviews*, pages 317 and 318.
2. Do Worksheets #8.9.5a and #8.9.5b.
Why Did Moctezuma Make the Decisions He Did?

Directions: Use Our Worldviews, pages 317 and 318 to help you answer the question.

1. Complete the web to summarize the reasons why Moctezuma made the decision to welcome Cortés and his men.

   REASONS FOR MOCTEZUMA’S DECISIONS
   
   The Return of Quetzalcoatl
   Contact with Other Groups
   The Aztec View of Warfare
   Aztec View of Disease
2. Do you think Moctezuma was a good leader? Tell why or why not?
Directions: Use *Our Worldviews*, pages 317 and 318 to help you answer the question.

1. Complete the web to summarize the reasons why Moctezuma made the decision to welcome Cortés and his men.

The Return of Quetzalcoatl
Moctezuma believed Cortés was Quetzalcoatl returned to the world. He treated Cortés with the respect he thought a god should command.

Contact with Other Groups
Moctezuma had never encountered a group with a different worldview. He had no idea about what the Spaniards’ motives might be. He felt it was his duty to graciously welcome the Spanish.

REASONS FOR MOCTEZUMA’S DECISIONS

The Aztec View of Warfare
The Aztec view was to first try negotiation of a territory takeover. War was conducted to capture slaves or men to sacrifice, so the aim was not to kill, but only wound.

Aztec View of Disease
Disease was seen as the will of the gods. Aztec believed that it was the wills of the gods that their world would be coming to an end.
2. Do you think Moctezuma was a good leader? Tell why or why not?

Answers may vary

Yes. Moctezuma had been successful in administering a large complex civilization/empire. The decisions he made were quite appropriate, given the Aztec worldview.

No. Montezuma was somewhat gullible and naive. He ignored some obvious signs that Cortés’s intentions were not honourable → showing emissaries his armory

Cortés did not eat the food containing human blood.
Lesson 8.9.6

Concept: Reasons for Cortés’s Decisions

Resources/Materials: Our Worldviews, pages 319 – 321
Worksheets #8.9.6a and #8.9.6b (student copies)

Introduction: Recall the reasons the Moctezuma made the decisions he did and how they were a reflection on his worldview.

Explain that today, students will find out more about how worldview influenced the decisions that Cortés made. They will also about two people: La Malinche and Geronimo de Aguilar. Many historians believed they were key in Cortés’s success.

Procedure:

1. Briefly review the roles of spies and interpreters.

2. Have students turn to textbook, page 319. Explain that this page tell about why Cortés made his decisions. Have the students read the page independently, later.

3. Then have the students turn to textbook, page 320. If you have the time, guide the reading of pages 320 and 321.

4. Distribute Worksheets #8.9.6a and #8.9.6b. Go over the directions, if necessary.

5. ALTERNATELY. Do one or more of the Reflect and Respond questions on textbook, page 321.

Assignments:

2. Do Worksheets #8.9.6a and #8.9.6b.
3. ALTERNATELY. Do one or more of the Reflect and Respond questions, page 321.
Directions: Use *Our Worldviews*, pages 319 – 321 to help you answer the questions.

1. Complete the web to explain why Cortés made the decisions he did.

   Ethnocentrism

   Desire for Wealth

   REASONS FOR CORTÉS’S DECISIONS

   The Spanish View of Warfare

   Military Strategy
2. What two roles did Dona Marina (La Malinche) play in Cortés’s success?
   a. 
   b. 

3. What role did Geronimo de Aguilar play in Cortés’ success?

4. Some say La Malinche was a hero; others feel she was a traitor to her people. Explain these two point of view.

| La Malinche was a hero. | La Malinche was a traitor. |

In your opinion, was La Malinche a hero or a traitor? Tell why.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Worksheet #8.9.6b
Directions: Use *Our Worldviews*, pages 319 – 321 to help you answer the questions.

1. Complete the web to explain why Cortés made the decisions he did.

- **Ethnocentrism**
  - The Spanish believed their culture was superior to others.
  - They felt they had the right to take over the lands of others and dominate them, by violent means, if necessary.
  - The Spanish felt it was their duty to convert people in these lands to Roman Catholicism.

- **Desire for Wealth**
  - The Spanish equated gold and silver with wealth and prestige.
  - Montezuma’s emissaries offering gifts of precious stones, gold, and silver only made them hunger for more.

- **The Spanish View of Warfare**
  - Spanish viewed victory in war as killing as many of the opponents as possible.
  - They also felt that completely destroying cities made a victory complete.

- **Military Strategy**
  - Cortés was familiar with using a “divide-and-conquer” strategy, which in the end proved to be key in his success.
2. What two roles did Dona Marina (La Malinche) play in Cortés’s success?
   a. translator - from Maya to Nahuatl and vice versa
   b. spy and information - provided Cortés with information about the Aztec and told him about a trap Montezuma had set for him

3. What role did Geronimo de Aguilar play in Cortés’ success?
   translator - from Spanish to Maya and vice versa

4. Some say La Malinche was a hero; others feel she was a traitor to her people. Explain these two points of view.

La Malinche was a hero.
She was a gift to Cortés. She now belonged to him and showed her loyalty by warning him of danger and providing him with the information he needed to be victorious.

La Malinche was a traitor.
Her actions led to the downfall of the Aztec and all Meso-American groups, of which she was a member.

In your opinion, was La Malinche a hero or a traitor? Tell why.

Answers will vary.
Lesson 8.9.7

Concept: The Impact of the Conquest on Aztec Society

Resources/Materials: Our Worldviews, page 322 – 327
Worksheets #8.9.7a and #8.9.7b (optional, student copies)

Introduction: Explain that we have been examining the Aztec-Spanish conflict from both the Aztec and Spanish perspectives. We will continue this today.

A well-written story ends with the writer telling readers about the impact of the story events on the characters after the problem in the story has been resolved. The same goes for the Aztec-Spanish conflict. How did the conflict affect the lives of the Aztec and of the Spanish?

Procedure:

1. Ask students what they feel the Aztec perspective on the conflict might be.

2. Then have students turn to textbook, page 322. If at all possible, guide the reading of pages 322 and 323, as the vocabulary may impede comprehension for some.

3. Then recall that part of the Code of Chivalry involved treating the defeated with dignity. As it turns out, many of the Catholic clergy and the Spanish monarchs supported this view. The monarchs even passed laws about it. Unfortunately, they were not strictly enforced and, for the most part, the Aztec and other Meso-Americans were exploited and treated poorly.

4. Have students read textbook, pages 324 – 327 independently.

5. Have students do the Reflect and Respond questions on textbook, page 327. These are great questions.

6. ALTERNATELY. Distribute Worksheets #8.9.7a and #8.9.7b. Go over the directions, if necessary.

Assignments:

1. Read Our Worldviews, pages 322 – 327.
2. Do the Reflect and Respond questions, page 327.
3. ALTERNATELY. Do Worksheets #8.9.7a and #8.9.7b.
What Impact Did the Conquest Have on Aztec Society?

Directions: Use Our Worldviews, pages 322 – 327 to help you with the questions.

1. The letter Cortés wrote to the king (page 322) highlights much of the emotion involved during the Aztec-Spanish conflict as well as the character traits of the Aztec and Spanish.

   Complete the chart to show what character traits are evidenced. Then tell what feelings you had from reading the excerpts.

<table>
<thead>
<tr>
<th>Characters Traits...</th>
<th>Evidence of Character Traits from the Excerpts</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the Spanish</td>
<td></td>
</tr>
<tr>
<td>of the Aztecs</td>
<td></td>
</tr>
</tbody>
</table>

Feelings:

2. What emotions are expressed in the Aztec poem? (page 323)

________________________________________________________________________

________________________________________________________________________

3. Tell what happened as a result of each of these actions:

   a. Cortés claimed the land of the Aztec for the Spanish crown and named it New Spain.
b. Queen Isabella and King Ferdinand took steps to ensure that the Indigenous peoples of Meso-America were treated fairly.

c. The Spanish continued the tribute system that the Aztec had used.

d. The Spanish viewed the Aztec as heathens.

4. In what way do the attitude and work of Father Bartolome de Las Casas in Meso-America differ from that of the Roman Catholic Church during the Spanish Inquisition?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. In what ways did the Aztec assimilate into the Spanish way of life?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**What Impact Did the Conquest Have on Aztec Society?**

**Directions:** Use *Our Worldviews*, pages 322 – 327 to help you with the questions.

1. The letter Cortés wrote to the king (page 322) highlights much of the emotion involved during the Aztec-Spanish conflict as well as the character traits of the Aztec and Spanish.

   Complete the chart to show what character traits are evidenced. Then tell what feelings you had from reading the excerpts.

<table>
<thead>
<tr>
<th>EXCERPTS FROM CORTÉS’S LETTER TO KING CHARLES V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters Traits...</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>of the Spanish brave determined confident</td>
</tr>
<tr>
<td>of the Aztecs brave proud determined</td>
</tr>
</tbody>
</table>

**Feelings:** Answers will vary
- Admiration for Aztecs (or Spanish)
- Disgust at all the needless death and violence

2. What emotions are expressed in the Aztec poem? (page 323)

   *grief, sadness, remorse*

3. Tell what happened as a result of each of these actions:

   a. Cortés claimed the land of the Aztec for the Spanish crown and named it New Spain. Cortés gave the conquistadors large tracts of land. They forced the Aztecs to work as slave labourers

*Worksheet #8.9.7a*
b. Queen Isabella and King Ferdinand took steps to ensure that the Indigenous peoples of Meso-America were treated fairly. The laws were frequently ignored and not enforced. Spanish attempted to wipe out as much of Aztec culture as they could.

c. The Spanish continued the tribute system that the Aztec had used. Haciendas became productive. Conquistadors gained immense wealth.

d. The Spanish viewed the Aztec as heathens. Spanish tried to convert Aztec to Christianity.

4. In what way do the attitude and work of Father Bartolome de Las Casas in Meso-America differ from that of the Roman Catholic Church during the Spanish Inquisition?

Father Las Casas did his best to respect the Aztec as a people. During Spanish Inquisition, people’s differences were not tolerated.

Father Las Casas was a human rights advocate.

5. In what ways did the Aztec assimilate into the Spanish way of life?

Some nobles adopted Spanish institutions and ways of life

→ learn Spanish trades, language

married Spaniards → the children were called Mestizos
Lesson 8.9.8

Concept: Perspectives on the Aztec-Spanish Conflict

Resources/Materials: Our Worldviews, pages 328 and 329

Introduction: Explain that the Aztec-Spanish conflict was an example of what happens when peoples with two completely different worldviews interact. Explain that the modern-day Canadian worldview is very similar to the worldview held by the Spanish in the 1500s. The passage of time and the fact that Canada is now a multicultural country has changed the Canadian worldview to a certain degree.

Review the terms primary source and secondary source. Primary sources are original sources of information, such as artifacts, letters, journal entries, eyewitness accounts, and photographs. Secondary sources of information are created by people who have interpreted primary sources. Our textbook is largely a secondary source of information. The difficulty with secondary sources is that they are often interpreted using a particular worldview.

Today students will read about some primary sources of information.

Procedure:

1. Have students turn to textbook, page 328 and 329. Guide the reading, if you have the time; otherwise have students read the pages independently.

2. Have students do the Reflect and Respond questions on textbook, page 329.

Assignments:

1. Read Our Worldviews, pages 328 and 329.
2. Do the Reflect and Respond questions, page 329.
Lesson 8.9.9

Concept: Canada’s First Nations and the Aztec

Resources/Materials: Our Worldviews, pages 332 and 333
Worksheet #8.9.9 (student copies)

Introduction: Explain that the Spanish treated in Aztec in a way that today’s Canadians would not agree with. There were many similarities, however, between the interaction between Canada and its First Nations and Spain and the Aztec. There were some differences as well.

The British and French had a worldview similar to that of the Spanish. However, Canada’s First Nations had a different worldview than that of the Aztec.

Today students will have a chance to think about the similarities and differences between the two situations.

Procedure:

1. Have students turn to textbook, page 332. Have them read pages 332 and 333.

2. Distribute Worksheet #8.9.9. Go over the directions, if necessary.

3. OPTIONAL. Explain that in modern times, imperialism continues in some form or other. Have students write an essay in which they tell how they think a dominant group should treat the group it has conquered. (NOTE: Many students will be of the opinion that imperialism is just plain wrong. They might want to write an essay about their point of view.)

Assignments:

1. Read Our Worldviews, pages 332 and 333.
2. Do Worksheet #8.9.9.
3. OPTIONAL. Write an essay about how you feel a dominant group should treat a conquered group.
What Records Detail Aztec Life and Conflict with the Spanish?

Directions: Use *Our Worldviews*, pages 332 and 333 to help you with the questions.

1. About the same time Spain was building its empire, so were several other European countries. Tell where in the world France and Britain were actively trying to expand their empires.

**France:**

**Britain:**

2. Think about how Canada (Britain and France) interacted with its First Nations and compare it with how Spain interacted with the Aztecs. Complete the chart to tell about this comparison.

<table>
<thead>
<tr>
<th>Why it/they were interested in the Americas</th>
<th>Spain-Aztecs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources the Europeans wanted</td>
<td></td>
</tr>
<tr>
<td>How the Indigenous people treated the Europeans at first</td>
<td></td>
</tr>
<tr>
<td>To what degree was violence involved in their interaction?</td>
<td></td>
</tr>
<tr>
<td>To what extent did the dominant country try to negotiate a settlement?</td>
<td></td>
</tr>
<tr>
<td>To what extent did the dominant country try to assimilate the Indigenous people?</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Our Worldviews*, pages 332 and 333 to help you with the questions.

1. About the same time Spain was building its empire, so were several other European countries. Tell where in the world France and Britain were actively trying to expand their empires.

<table>
<thead>
<tr>
<th>France:</th>
<th>Great Lakes</th>
<th>French Guiana</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mississippi Region</td>
<td>West Africa</td>
</tr>
<tr>
<td></td>
<td>West Indies</td>
<td>Québec</td>
</tr>
<tr>
<td>Britain:</td>
<td>Australia</td>
<td>Egypt</td>
</tr>
<tr>
<td></td>
<td>New Zealand</td>
<td>American colonies</td>
</tr>
<tr>
<td></td>
<td>southern Africa</td>
<td>Canada</td>
</tr>
</tbody>
</table>

2. Think about how Canada (Britain and France) interacted with its First Nations and compare it with how Spain interacted with the Aztecs. Complete the chart to tell about this comparison.

<table>
<thead>
<tr>
<th>Why it/they were interested in the Americas</th>
<th>expand empire</th>
<th>expand empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources the Europeans wanted</td>
<td>fish furs</td>
<td>gold silver</td>
</tr>
<tr>
<td>How the Indigenous people treated the Europeans at first</td>
<td>welcomed them</td>
<td>welcomed them</td>
</tr>
<tr>
<td>To what degree was violence involved in their interaction?</td>
<td>some violence</td>
<td>a great deal of violence</td>
</tr>
<tr>
<td>To what extent did the dominant country try to negotiate a settlement?</td>
<td>negotiated/negotiating treaties</td>
<td>no negotiating</td>
</tr>
<tr>
<td>To what extent did the dominant country try to assimilate the Indigenous people?</td>
<td>residential schools reserves</td>
<td>expected to assimilate</td>
</tr>
</tbody>
</table>
Lesson 8.9.10

Concept: Chapter 9 – Review

Resources/Materials: Our Worldviews, pages 336 and 337
Chapter 9 – Review Sheets (optional, student copies)

Introduction: Explain Chapter 8 provides a good example of what can happen when two groups with very different worldviews interact.
Explain that often new immigrants to Canada have different worldviews from most Canadians and this can lead to conflict.

Procedure:

2. Then have students do one or more of the activities from textbook, page 337.
3. ALTERNATELY. Have students do the Chapter 9 – Review Sheets.
4. If possible, check the review questions in class as group.

Assignments:

1. Read *Our Worldviews*, page 336.
2. Do one or more of the activities, page 337.
3. ALTERNATELY. Do the Chapter 9 – Review Sheets
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>omen</th>
<th>confrontation</th>
<th>hacienda</th>
<th>genealogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>protectorate</td>
<td>character traits</td>
<td>assimilate</td>
<td>conquistador</td>
</tr>
<tr>
<td>court</td>
<td>expansionism</td>
<td>human rights</td>
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</tr>
<tr>
<td>mortality</td>
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<td>regalia</td>
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</tr>
</tbody>
</table>

to be absorbed into a larger group, often by giving up aspects of identity

the qualities or features that distinguish one person or group from another

the clashing of forces or ideas

one who conquers

the families, advisors, and other members of a royal or noble family history

estate, plantation

the basic rights believed to belong to every person

death

a dark natural glass formed by the cooling of lava

country under the protection or control of another

distinctive, elaborate, or emblematic clothing or decoration

money or goods demanded on an on going basis

an event or item predicting future good or evil

the policy of a country or empire to extend its authority or domination by political, economic, or military means

a government policy encouraging territorial or economic expansion to other countries, often by force
2. What ambitions did the Spanish and Aztec have that led to conflict?

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3. Correct each sentence to make it right.

a. The Aztecs believed the omens they witnessed were a sign of impending prosperity.

b. When Moctezuma consulted his farmers about Cortés's arrival, they were as uncertain about Cortés and the conquistadors as Moctezuma himself was.

c. When Quetzalcoatl first heard of the Spanish landing at Veracruz, he sent emissaries with gifts of jewels and fine featherworks for the Spanish leader.

d. When Cortés put on a sacred feathered headdress of Quetzalcoatl, Moctezuma was convinced that Cortés was the god Quetzalcoatl.

e. Cortés succeeded in befriending Moctezuma’s emissaries by showing them weapons and armour.

f. Cortés use the fact that many city-states supported being dominated by the Aztec and wanted independence from them.

g. To get the Tlaxcalans and the Cholulas on his side, Cortés attacked them and showed them they were better off joining the Aztec than fighting the Spanish.

h. When Cortés met Moctezuma, Moctezuma welcomed Cortés and his men and treated them well by feeding them and letting them stay in the temple.

i. After a week, Cortés took Moctezuma to Veracruz.

j. Cortés received word that governor Valezquez had sent men to arrest him. Cortés left Cuba to stop them.
k. In Cortés’s absence, Pedro de Alvarada had his soldiers massacred Spanish citizens who were celebrating in a festival honouring Huitziopochtli.

l. The Aztecs were alarmed and fought back so ferociously that the Spanish were forced to retreat into the lake.

m. When Cortés returned, he forced Moctezuma to speak to his people to try to persuade them to let the Spanish go in peace. The Aztec people responded by throwing spears at Moctezuma. He died from his wounds.

n. The Spanish tried to escape, but were protected by the Aztecs.

o. Meanwhile, hundreds of thousands of Aztecs died from measles brought to Meso-America by the Spanish.

p. In the end, the Cortés blocked Tenochtitlan from getting food and fresh water. The Aztecs died from battle wounds.

q. The final step was for the Spanish to restore the city of Tenochtitlan.

4. Tell how each of these elements of the Aztec worldview affected the decisions Moctezuma made.

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<td>Disease is due to the will of the gods. The smallpox epidemic signalled that it was the will of the gods that the world come to an end.</td>
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5. Tell how each of these elements of the Spanish worldview affected the decisions Cortés made.

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<td>Gold and silver are desirable because they can give you personal wealth.</td>
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6. Put a check mark (✓) next to the sentences that are true about the impact of the conquest on Aztec society.

- The Aztec civilization basically came to an end. ✓
- No religious leaders stepped in to encourage fair treatment of the Aztec. ✓
- Queen Isabella and King Ferdinand both took steps to encourage the fair and proper treatment of the Indigenous people of Meso-America. ✓
- The Spanish conquistadors by and large ignored the wishes of the monarchs. ✓
- The Spanish attempted to wipe out as much as Aztec culture as they could. ✓
- The Spanish continued the tribute system established by the Aztec. ✓
- Spanish missionaries began to convert Aztecs to Christianity. ✓
- The Spanish encouraged any Aztecs still alive to adopt the Spanish culture. ✓
- Many Spanish married Aztecs.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>omen</th>
<th>confrontation</th>
<th>hacienda</th>
<th>genealogy</th>
</tr>
</thead>
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<tr>
<td>protectorate</td>
<td>character traits</td>
<td>assimilate</td>
<td>conquistador</td>
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**assimilate** — to be absorbed into a larger group, often by giving up aspects of identity

**character traits** — the qualities or features that distinguish one person or group from another

**confrontation** — the clashing of forces or ideas

**conquistador** — one who conquers

**court** — the families, advisors, and other members of a royal or noble family

**genealogy** — family history

**hacienda** — estate, plantation

**human rights** — the basic rights believed to belong to every person

**mortality** — death

**obsidian** — a dark natural glass formed by the cooling of lava

**protectorate** — country under the protection or control of another

**regalia** — distinctive, elaborate, or emblematic clothing or decoration

**tribute** — money or goods demanded on an ongoing basis

**omen** — an event or item predicting future good or evil

**imperialism** — the policy of a country or empire to extend its authority or domination by political, economic, or military means

**expansionism** — a government policy encouraging territorial or economic expansion to other countries, often by force
2. What ambitions did the Spanish and Aztec have that led to conflict?

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<tr>
<td>establish a large empire to compete with Portugal</td>
<td>expand the empire for the glory of their god Huizilopochtli</td>
</tr>
<tr>
<td>build national unity by making exploration/expansion a national mission</td>
<td>receive payments of generous tribute and taxes</td>
</tr>
<tr>
<td>increase colonies and gain wealth from any new lands they conquered</td>
<td>profit from trade and marketing throughout the empire</td>
</tr>
<tr>
<td>convert non-Christians to Roman Catholicism</td>
<td>take captives to be sacrificed to the gods</td>
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3. Correct each sentence to make it right.

   a. The Aztecs believed the omens they witnessed were a sign of impending prosperity.

   b. When Moctezuma consulted his farmers about Cortés's arrival, they were as uncertain about Cortés and the conquistadors as Moctezuma himself was.

   c. When Quetzalcoatl first heard of the Spanish landing at Veracruz, he sent emissaries with gifts of jewels and fine featherworks for the Spanish leader.

   d. When Cortés put on a sacred feathered headress of Quetzalcoatl, Moctezuma was convinced that Cortés was the god Quetzalcoatl.

   e. Cortés succeeded in befriending Moctezuma's emissaries by showing them weapons and armour.

   f. Cortés use the fact that many city-states supported being dominated by the Aztec and wanted independence from them.

   g. To get the Tlaxcalans and the Cholulas on his side, Cortés attacked them and showed them they were better off joining the Spanish than fighting the Spanish.

   h. When Cortés met Moctezuma, Moctezuma welcomed Cortés and his men and treated them well by feeding them and letting them stay in the temple palace.

   i. After a week, Cortés took Moctezuma to Veracruz.

   j. Cortés received word that governor Valezquez had sent men to arrest him. Cortés left Cuba to stop them.
k. In Cortés’s absence, Pedro de Alvarada had his soldiers massacred Spanish citizens who were celebrating in a festival honouring Huitzilopochtli.

l. The Aztecs were alarmed and fought back so ferociously that the Spanish were forced to retreat into their palace.

m. When Cortés returned, he forced Moctezuma to speak to his people to try to persuade them to let the Spanish go in peace. The Aztec people responded by throwing spears at Moctezuma. He died from his wounds.

n. The Spanish tried to escape, but were attacked by the Aztecs.

o. Meanwhile, hundreds of thousands of Aztecs died from measles brought to Meso-America by the Spanish.

p. In the end, the Cortés blocked Tenochtitlan from getting food and fresh water. The Aztecs died from battle wounds, starvation and drinking contaminated water.

q. The final step was for the Spanish to destroy the city of Tenochtitlan.

4. Tell how each of these elements of the Aztec worldview affected the decisions Moctezuma made.

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<td>welcomed Cortés into the heart of Tenochtitlan.</td>
</tr>
<tr>
<td>All people have the same basic values and beliefs as the Aztec.</td>
<td>had no idea of Spanish intentions (believed it was their duty to extend a gracious welcome)</td>
</tr>
<tr>
<td>It is important to welcome strangers.</td>
<td></td>
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<tr>
<td>Wars are waged with the idea of capturing enemy soldiers to become slaves or to be sacrificed. Killing shows disrespect for human life.</td>
<td>believed killing showed disrespect for human life did not order his men to kill Spanish</td>
</tr>
<tr>
<td>Disease is due to the will of the gods. The smallpox epidemic signalled that it was the will of the gods that the world come to an end.</td>
<td>did not immediately blame Spanish or try to avoid them</td>
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5. Tell how each of these elements of the Spanish worldview affected the decisions Cortés made.

<table>
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<th>Spanish Worldview</th>
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<td>The Spanish people and culture were superior to other people and cultures.</td>
<td><em>wanted to dominate and destroy Aztecs and eventually assimilate the survivors</em></td>
</tr>
<tr>
<td>Non-Christian religions should not be tolerated.</td>
<td><em>it was alright to kill Aztecs</em></td>
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<td>Gold and silver are desirable because they can give you personal wealth.</td>
<td><em>Cortés and his men wanted the gold and silver the Aztec had and subsequently tried to steal some of it</em></td>
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<td>The whole point of warfare is to kill as many of the many as you can.</td>
<td><em>killed as many Aztecs as possible to show dominance</em></td>
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<tr>
<td>A good military leader uses well-thought out strategies.</td>
<td><em>he convinced Aztec enemies to join the Spanish forces.</em></td>
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6. Put a check mark (✓) next to the sentences that are true about the impact of the conquest on Aztec society.

- ✓ The Aztec civilization basically came to an end.
- — No religious leaders stepped in to encourage fair treatment of the Aztec.
- ✓ Queen Isabella and King Ferdinand both took steps to encourage the fair and proper treatment of the Indigenous people of Meso-America.
- ✓ The Spanish conquistadors by and large ignored the wishes of the monarchs.
- ✓ The Spanish attempted to wipe out as much as Aztec culture as they could.
- ✓ The Spanish continued the tribute system established by the Aztec.
- ✓ Spanish missionaries began to convert Aztecs to Christianity.
- ✓ The Spanish encouraged any Aztecs still alive to adopt the Spanish culture.
- ✓ Many Spanish married Aztecs.
Lesson 8.9.11

Concept: Chapter 9 – Test

Resources/Materials: Chapter 9 – 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 9
How Did Conflicting Worldviews Lead to the Spanish Conquest of the Aztec Civilization?

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. Both the Spanish and the Aztec were interested in expanding their empires.

2. The Spanish monarchs wanted to become powerful and wealthy like its nearest neighbour Portugal through imperialism.

3. Moctezuma’s reaction to the arrival of the Spanish in Yucatan was influenced by eight omens that appeared over the course of a year.

4. Moctezuma sent his emissaries to discourage Cortés from advancing any closer to Tenochtitlan.

5. Cortés often killed the nobility of a city to frighten its citizens into submission.

6. La Malinche was an Aztec sent to spy on Cortés and his men.

7. Moctezuma thought Cortés might be Quetzalcoatl because of his light-coloured skin.

8. Cortés’s men outnumbered Moctezuma’s by 25,000 to 1.

9. During Noche Triste, the Aztecs killed 700 Spanish and thousands of Tlaxcalans.

10. Smallpox killed more Aztecs than the Spanish killed.

11. It was part of the Aztec worldview that as many enemies soldiers as possible should be killed if there was a battle.

12. Cortés felt that one of his duties was to save Aztec citizens by making them Roman Catholics.

13. The Aztecs showed little determination in their war with the Spanish.

14. The offspring of Spanish and Aztec parents are called mestizos.
15. Spanish soldiers did their best to save the temples of Tenochtitlan.

Multiple Choice
Choose the best answer to each question.

Use the following information to answer question 16.

- Take captives to be sacrificed to their gods
- Profit from trade and marketing throughout the empire
- Receive payments of generous tribute and taxes
- Expand their territory for the glory of their god Huitzilopochtli

16. The common factor in the features above could best be described as

a. religious motivations for the Aztec need to expand their empire.
b. building the Aztec economy.
c. reasons why the Aztec continued to expand their empire.
d. political reasons for the Aztec need to expand their empire.

17. In what way were the worldviews of the Aztec and the Spanish similar?

a. Both had similar economies.
b. Both valued military service.
c. Both were democracies.
d. Both valued religious tolerance.

18. Today, many Christian churches send missionaries to other parts of the world with the goal of converting people to their particular religion. This practice is most consistent with which element of the Spanish worldview in the 16th and 17th centuries?

a. It is our duty to spread Christianity throughout the world.
b. Only Roman Catholicism will be allowed in the country.
c. We must expand our territory to improve the economy.
d. We must do what we can to compete with Portugal.
19. Which of the following was not part of the Aztec worldview?

a. It was the duty of humans to try to keep balance in the world.
b. All people have the same basic values and beliefs.
c. The aim of war should be to capture, but not kill.
d. Conquered city-states should be assimilated into the Aztec culture.

*Use the information below to answer questions 20 and 21.*

**The Aztec emissaries had brought sketchers or painters with them to record their meeting with the Spanish.**

All this was carried out in the presence of the two Aztec emissaries, and so that they should see the cannon fired, Cortés made as though he wished again to speak to them, and the muskets were fired off, and as it was quite still at that moment, the stones went flying through the forest resounding with a great din, and the two emissaries and all the others were frightened by things so new to them, and ordered their painters to record them so that Moctezuma might see.

20. From the information above, you can infer that

a. the Aztec emissaries expected Cortés to show off his weapons.
b. Cortés's strategy was to try to negotiate with the Aztec.
c. Cortés knew that his men could easily overtake the Aztec army.
d. Cortés was trying intimidate the Aztec by firing the muskets.

21. Cortés most likely assumed that the Aztec would be frightened by showing them Spanish weapons because

a. the other Indigenous peoples of the region had simple weapons compared to those of the Spanish.
b. he knew that Aztec weapons were only meant to wound and not kill.
c. he knew that the Aztec were afraid of fire.
d. Cortés's spies had told him they would be frightened if cannons and guns were fired.
22. Which of the following is not a reason that Moctezuma believed Cortés might be Quetzalcoatl?

   a. Cortés has light-coloured skin.
   b. Cortés put on the sacred feathered robe.
   c. Cortés arrived in the same year that the Aztec believed Quetzalcoatl would return.
   d. Cortés did not eat the food containing human blood.

23. Eight omens were interpreted by the Aztec as signs that the world would soon be coming to an end. The present-day Canadian worldview of those events would be

   a. they were naturally occurring events that could be explained using scientific knowledge.
   b. an enemy of the Aztec planned the events to try to frighten the Aztec.
   c. the actual events were the result of Aztec imagination.
   d. historians changed Aztec codices recording the events.

*Use the following information to answer question 24.*

- Made alliances with two enemies of the Aztec
- Pretended to come to Tenochtitlan in peace
- Made use of spies and interpreters
- Forced neighbouring city-states to help him

24. The best heading for the list above would be

   a. Strategies Used by Cortés
   b. Cortés's Use of Aztec Enemies
   c. Aztec Weaknesses
   d. Expanding the Spanish Empire
25. Which the student’s goal would not have been shared by the Spanish during the Age of Exploration?

a. A
b. B
c. C
d. D

26. From the above information, you can conclude that the main aim of the Conquistador’s Formula was to

a. conquer new regions in a respectful way.
b. establish trading partners with new groups of people.
c. try to take over new regions in a peaceful way if possible, but violently if necessary.
d. cooperate with others in taking over a new region.
27. Which step above best corresponds to how the Spanish interacted with the Aztec once they had been invited to stay in the palace?

a. Step 1
b. Step 2
c. Step 3
d. Step 4

28. More than half the city of Tenochtitlan died from smallpox. This occurred mainly because

a. The city of Tenochtitlan was not as clean as most Spanish cities of the time.
b. The Spanish purposely infected the Aztecs with the disease.
c. The Aztec priests infected the population as a punishment.
d. The Aztecs had not built up any resistance to the disease.

Use the following information to answer question 29.

The 12th century Spanish epic The Poem of El Cid celebrated the following aspects of El Cid’s career and legend.

**Military Success** - A brilliant general. El Cid is never defeated in battle.
**Loyalty** – El Cid remains faithful to his king, even after the king unjustly accuses Him of treason
**Fairness** – He deals generously with defeated opponents
**Faith in God** – El Cid is a good Christian who tries to live a morally upright life.

29. Think about Hernan Cortés. Which of the above qualities did he least demonstrate in his interactions with the people of Meso-America?

a. military success
b. loyalty
c. fairness
d. faith in God

30. Once the conquest of the Aztec was complete, the Spanish

a. forced the Aztec to assimilate into the Spanish way of life.
b. allowed the Aztec to maintain their way of life.
c. were careful to preserve the city of Tenochtitlan.
d. forced all Spanish soldiers to marry Aztec women.
As soon as the Aztecs surrendered, the Spanish changed the economic system in Mexico by introducing the *encomienda* system. It was the same economic system the Spanish set up in all their colonies in the Americas.

**The Encomienda System**

<table>
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<tr>
<th>The Spanish Crown</th>
<th>Takes the “King’s fifth”, 20 percent of all gold and other valuables found in New Spain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor or Viceroy</td>
<td>Collects taxes that support himself, the colonial government, and the Spanish Crown</td>
</tr>
<tr>
<td>Spanish Conquistadors and Settlers</td>
<td>Given <em>encomiendas</em> with Aztec workers. After paying taxes, they keep the remaining profits</td>
</tr>
<tr>
<td>The Aztec People</td>
<td>Do all the actual work on the farms and in the mines in return for little more than basic necessities: food, clothing, and shelter.</td>
</tr>
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31. From the above information, you can infer that an *encomienda* is

a. a type of currency used in Meso-America.
b. a tract of land or a village together with its native inhabitants.
c. a name for the Indigenous peoples of Meso-America.
d. a slave.

32. Which of the following terms would best describe why Spain felt justified in implementing the *encomienda* system?

a. democracy  
b. equality  
c. conscription  
d. ethnocentrism
Part B

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

1. In what ways did religious beliefs influence Moctezuma’s decisions where the Spanish were concerned?

2. In what ways did the Cortés’s actions reflect the motto of the conquistadors: “For God, Glory, and Gold”?

3. After the conquest of the Aztec, King Ferdinand laid down rules to prevent the abuse of Indigenous workers. How does this compare with his attitude during the Spanish Inquisition?

4. Why is it that primary sources of information are considered to be more reliable than secondary sources of information when it comes to understanding extinct civilizations?
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### Social Studies Grade 8 Our Worldviews Chapter 9
### Test

#### Chapter 9
**How Did Conflicting Worldviews Lead to the Spanish Conquest of the Aztec Civilization?**

**Test**

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1. In what ways did religious beliefs influence Moctezuma’s decisions?
   - Believed omens were signs the present world may be ending
   - Believed Cortés might actually be the god Quetzalcoatl

2. In what ways did the Cortés’s actions reflect the motto of the conquistadors: “For God, Glory, and Gold”?
   - God: replace Aztec idols with statues of Roman Catholic saints
     wanted to convert Aztecs to Christianity
   - Glory: did not want Velazquez ruining his expedition; wanted to be
     recognized for the conquest
   - Gold: wanted the jewels, gold, and silver of the Aztec so that it
     would make him wealthy

3. After the conquest of the Aztec, King Ferdinand laid down rules to prevent
   the abuse of Indigenous workers. How does this compare with his attitude
   during the Spanish Inquisition?
   - After the conquest of the Aztec, Ferdinand wanted to ensure the
     Aztecs had basic human rights.
   - During the Inquisition, non-Christians were expelled or executed.

4. Why is it that primary sources of information are considered to be more
   reliable than secondary sources of information when it comes to
   understanding extinct civilizations?
   - Primary sources give first-hand information about a culture or an
     event in history.
   - Secondary sources are produced from first-hand information.
     They rely on interpretations of primary sources, which may or may
     not be valid.
Lesson 8.9.12

Concept: Case Study Three – Conclusion

Resources/Materials: Our Worldviews, pages 338 and 339
Case Study Three Test (optional, student copies)

Introduction: Explain that the intent of Case Study Three was to illustrate how it is difficult and unfair to judge people’s actions without first knowing more about them. Their life experiences and worldview influence why people think and act as they do. This was illustrated by the Spanish and Aztecs.

Procedure:


2. Then have students do questions #2 and #3 on the Think About It activities on textbook, page 339.

3. OPTIONAL. Have students do the Case Study Three Test.

Assignments:

1. Read Our Worldviews, pages 338 and 339.
2. Do questions #2 and #3 of the Think About It activities, page 339.
3. OPTIONAL. Have students do the Case Study Three Test.
Directions: Write the letter of the best answer to each question on the answer sheet. **DO NOT WRITE IN THIS BOOKLET.**

*Use the following information to answer question 1.*

| Several mountain ranges dividing up the country | Extensive coastlines |
| Central plateau | More than one climatic zone |

1. All of the above describe
   a. the geography of Mexico, but not Spain.
   b. the geography of Spain, but not Mexico.
   c. both the geography of Mexico and the geography of Spain.
   d. neither the geography of Mexico nor the geography of Spain.

2. The main reason that the Aztec moved from their home in the deserts of the north to the Valley of Mexico was
   a. political.
   b. economic.
   c. social.
   d. religious.

3. Which of the following is not a list of the geographic features of the Valley of Mexico?
   a. plateau, shallow lakes, mountains
   b. several ecological zones, marshes, mountains
   c. saline lakes, deserts, plateau
   d. mountains, marshes, plateau
4. Which of the following is the common bond among the things in the boxes?
   
   a. They are ways that the Aztec changed the environment to suit their needs.
   b. They are structures that the Spanish constructed in their conquest of the Aztec.
   c. They were part of the military strategy of the Aztec.
   d. They are associated with the boats the Aztec used to go across the lakes from Tenochtitlan to the mainland.

5. Which of the following would fit with the other things above?
   
   a. pyramid-shaped temple
   b. long-distance traders
   c. lake barrier
   d. featherwork

6. Which of the following is true about Christian and Muslim rule of Spain?
   
   a. Under Christian rule, Spain was tolerant of other religions.
   b. Under Muslim rule, Spain was tolerant of other religions.
   c. Under both Christian and Muslim rule, Spain was tolerant of other religions.
   d. Under both Christian and Muslim rule, Spain was intolerant of other religions.

7. Which of the following is true about the Reconquista?
   
   a. It covered the span of about one century.
   b. It describes a time span of approximately five months.
   c. It covered the span of about seven centuries.
   d. It is ongoing today.
8. Which of the following is not true about the Spanish Inquisition?

a. It was carried out with the blessing of the Roman Catholic Church.
b. The Moors began the process, but the Spanish monarchs completed it.
c. It was carried out during the reign of Queen Isabella and King Ferdinand.
d. It was carried out to make all of Spain Christian.

9. The belief that the leaders of society led by divine guidance

a. was part of both the Aztec and Spanish worldview.
b. was part of the Aztec, but not the Spanish worldview.
c. was part of the Spanish, but not the Aztec worldview.
d. was not part of the Aztec or Spanish worldview.

Use the following information to answer question 10.

| Statement 1: The Spanish adopted many of the ideas put forth by the humanists of the Italian Renaissance. But in the late 15th and 16th centuries, the influence of the Moors was still very evident in Spanish culture. |
| Statement 2: The Aztec culture developed as a combination of several different cultures. The civilization that had the greatest impact on Aztec society was that of the Toltecs, whom the Aztec admired for their architecture, arts, and craftsmanship. |

10. From the above, you can conclude that

a. only the Spanish were influenced by other cultures.
b. only the Aztec were influenced by other cultures.
c. neither the Spanish nor the Aztec were influenced by other cultures.
d. both the Spanish and Aztec were influenced by other cultures.

11. Which of the following is a difference between Aztec and Spanish cultures?

a. Religion was an important part of Aztec society, but not of Spanish society.
b. Military service was important in Spanish society, but not in Aztec society.
c. The Aztec had a hierarchical social system, whereas the Spanish did not.
d. The Aztec put the needs of the group ahead of the needs of the individual, whereas it was the reverse for the Spanish.
12. At the time the Aztec and Spanish first met the Aztec and Spanish worldviews were both based on the belief that
   
a. there should be tolerance for cultural differences.
b. a society must expand by conquest of other groups encountered.
c. a group that has been conquered should be assimilated.
d. a group that has been conquered should be allowed to keep its culture.

13. The social structure of the Aztec most resembled
   
a. that of Edo Japan.
b. that of Meiji Japan.
c. that of Renaissance Italy.
d. that of Renaissance Spain.

Use the following information to answer question 14.

Following are three quotes from Christopher Columbus’s journal.

God would show me the place where gold is born.

Our Lord, in whose hands are all things, be my help. Our Lord direct me that I may find gold.

May God in mercy help me find this gold – that is, the mine from which it is extracted – for here [in Haiti] there are many who claim to know of it.

When Columbus reported back to the Spanish monarchs, he told them he had found evidence that there was much gold. In reality, he had found only a little.

14. From the above information, you can infer that
   
a. Isabella and Ferdinand were sure to sponsor Columbus on another expedition to the New World.
b. One of the main reasons that Isabella and Ferdinand had sponsored Columbus’s expedition was because they knew he would find gold.
c. Columbus was a poor expedition leader.
d. Columbus hoped Isabella and Ferdinand would sponsor him on another expedition to the New World.
15. Which of the following was not associated with both the Aztec and the Spanish and their desire to expand their empires?

a. wanted access to the resources of the new territory  
b. wanted to assimilate the people they conquered  
c. have some control over the people in a new territory  
d. use of military force

16. The religions of the Spanish and the Aztec had stories about how the universe was created. These stories served to

a. unite the people in society.  
b. motivate workers to be more productive.  
c. be kinder and more respectful to one another.  
d. be kinder and more respectful to the people they conquered.

Use the information below to answer question 17.

<table>
<thead>
<tr>
<th><strong>EDUCATION</strong></th>
<th><strong>Spanish Society</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aztec Society</strong></td>
<td><strong>Spanish Society</strong></td>
</tr>
</tbody>
</table>
| • Free for all girls and boys  
• Almost all went to school  
• Taught religious rituals  
• Taught literacy, singing, dancing, and music  
• Children of nobles trained to be officers in the army, learned how to govern, and be leaders  
• Children of commoners taught occupational skills, good citizenship, history, and how to be warriors. | • Only some children went to school  
• Schools mostly run by Roman Catholic Church  
• Involved religious studies  
• Children of nobles usually taught at home and could go onto university  
• Girls learned homemaking skills as well as art, music, and poetry.  
• Schooling for children of commoners involved learning work-related skills  
• Some guilds had schools to train youngsters in specific crafts and trades. |

17. From the above information, you can conclude that

a. both the Aztecs and the Spanish felt education was the key to improving quality of life.  
b. developing an appreciation for the arts was considered important in both cultures.  
c. only the wealthy could afford to send their children to school in both cultures.  
d. in both cultures education was designed to prepare students for their roles when they became adults.
18. Which of the following is not correct about the political system of the Aztec?
   
   a. The emperor was elected by a Council of Wise Men.  
   b. The emperor could be dismissed by the Council of Wise Men, if he did not rule wisely.  
   c. The title of emperor was automatically handed down to a family member.  
   d. The emperor was also the highest priest.  

19. Which of the following is not correct about the economic system of the Aztec?
   
   a. Farmers were not allowed to engage in any way of making money except for growing crops.  
   b. Tribute from territories ensured a steady flow of good for the Aztec.  
   c. Farming was the backbone of the Aztec economy.  
   d. Goods not used for tribute or taxes were bought and sold in markets.  

20. Long distance traders called pochteca  
   
   a. were always former slaves.  
   b. used pack animals to carry merchandise bought from across the empire.  
   c. often acted as spies that reported back to the emperor.  
   d. were the first in Meso-America to use wheeled carts.  

21. Which of the following was not part of the Spanish political system?
   
   a. monarch  
   b. Roman Catholic Church  
   c. parliament  
   d. voters  

22. Which of the following was a major reason that the Spanish economy weakened during the 15th century?
   
   a. Much of the land was taken out of farm production by the wealthy.  
   b. The nobility lost interest in exporting and importing.  
   c. the Spanish monarchs were not interested in creating more wealth of the country.  
   d. Too few farmers raised sheep for wool to be used in the manufacture of wool products.
Use the following information to answer question 23.

- The largest and grandest buildings in Tenochtitlan were the temples.
- Aztec sculptors used stone to make sculptures of gods.
- Aztec medicine was a blend of magic, religion, and medicine
- Festivals were held to celebrate the gods.
- During official state ceremonies, officials, rulers, warriors, and all statues of gods were covered with feather ornaments.
- Each month on the Aztec calendar was named for a god.

23. From the above information, you can conclude that

a. the Aztec were not concerned with beauty.
b. Aztec culture reflected the importance they placed on religion.
c. Aztec culture reflected their social classes.
d. the Aztec did not mine gold or silver.

24. In which line is there an incorrect statement about Spanish culture?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>The Spanish believed there is only one God, who is always present in their lives, and that there is an afterlife in either heaven or hell.</td>
</tr>
<tr>
<td>b</td>
<td>Troubadours went from place to place, singing lyrical epics and long poems that focused on the social and political situations of the day.</td>
</tr>
<tr>
<td>c</td>
<td>Spanish paintings reflected influences of both the Moors and northern Europe.</td>
</tr>
<tr>
<td>d</td>
<td>All buildings left by the Moors were torn down and replaced with buildings designed by Renaissance architects.</td>
</tr>
</tbody>
</table>

25. The Spanish Inquisition and the Aztec practice of human sacrifice both reflect worldviews that

a. a rigid social class system is necessary for a society to exist peacefully.
b. violence is sometimes a necessary part of practising religion.
c. bravery is an important character trait.
d. people should feel free to choose their own religion.

26. Which of the following most influenced how the Aztec viewed the Spanish before they actually met?

a. religious beliefs
b. Spanish military strength
c. enemies of the Aztec
d. the Spanish presence in the Caribbean
27. Which of the following tells about a difference in worldview between the Aztec and the Spanish when it comes to war?

a. The Aztec felt war should not be used to expand the empire, while the Spanish did.
b. The Aztec believed taking captives was the most important part of being a soldier, while the Spanish believed that killing enemy soldiers was the goal.
c. The Aztec believed that following a war, the defeated people should adopt Aztec ways. The Spanish believed the defeated people should be allowed to maintain their cultures.
d. The Aztec believed that captured soldiers could be sold as slaves, while the Spanish did not believe in slavery.

*Use the following information to answer question 28.*

The Code of Chivalry

- Military success
- Loyalty
- Fairness
- Faith in God

28. When the conquistadors defeated the Aztec, they then destroyed the city of Tenochtitlan and enslaved the people. Which part of the Code of Chivalry was least demonstrated by this action?

a. military success
b. loyalty
c. fairness
d. faith in God

29. The conquest and destruction of the Aztec Empire by a relatively small number of Spanish adventurers was most directly a result of the

a. superior wealth and resources of the conquistadors.
b. inferior fighting skills of the Aztec warriors.
c. ability of the conquistadors to take advantage of Aztec disunity.
d. willingness of the Aztec leaders to surrender to the Spanish invaders.

30. The military advantage that proved the most useful to the Spanish conquistadors in the conquest of the Aztec could best be described as

a. having the larger and more powerful naval vessels.
b. having a more efficient communication system.
c. using better tactics and advance planning.
d. having superior steel armour and firearms.
### Case Study Three
**How Does Intercultural Contact Impact the Worldview of Societies?**

**Test**

**Answer Sheet**

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</table>
Case Study Three
How Does Intercultural Contact Impact the Worldview of Societies?
Test

Answer Sheet

1. c  11. d  21. d  
2. d  12. b  22. q  
3. c  13. a  23. b  
4. a  14. d  24. d  
5. c  15. b  25. b  
6. b  16. a  26. a  
7. c  17. d  27. b  
8. b  18. c  28. c  
9. a  19. a  29. c  
10. d  20. c  30. c  

Chapter 10

How Can Understanding Worldviews Improve Our Lives?
Chapter 1
What Were the Factors That Shaped the Renaissance Worldview?

Contents

Lesson 8.10.1 Introduction 3
Lesson 8.10.2 What Affects Our Worldview? 4
Lesson 8.10.3 How Does Worldview Affect Our Way of Life? 5
Lesson 8.10.4 How Does Knowing About Worldviews Help You to Understand Current Events in the World Today? 6
Lesson 8.10.5 Final Examination 7
Lesson 8.10.1

Concept: Introduction

Resources/Materials: Our Worldviews, page 340 – 343
Worksheets #8.10.1a and #8.10.1b (student copies)
(There is no answer key for Worksheet #8.10.1a.)

Introduction: Review that a worldview is a collection of beliefs and values about life and the universe that is common to a group of people. As a group, the members generally accept the various elements in a worldview without question. That is because they are so much a part of our lives that we are usually not even conscious of them. For example, in Canada we believe that parents should love their children. We just believe it. We don’t question it. That is part of our worldview.

Explain that the grade eight social studies course examined five societies: Renaissance Europe, Edo Japan, Meiji Japan, the Spanish, and the Aztec. It is time to look back and use what we have learned this year to answer the title question for Chapter 10: “How Can Understanding Worldviews Improve Our Lives?”

Procedure:

1. Have students turn to textbook, page 340. With students, examine the three timelines and observe that the general order was
   - Aztec civilization in the Valley of Mexico began
   - The European Renaissance, including Spain
   - Edo Japan
   - Meiji Japan

2. With students go over the information on pages 141 – 143.

3. Distribute Worksheets #8.10.1a and #8.10.1b. Go over the directions, if necessary.

4. ALTERNATELY. Have students do the Reflect and Respond questions, page 343.

Assignments:

2. Do Worksheets #8.10.1a and #8.10.1b.
3. ALTERNATELY. Do the Reflect and Respond questions, page 343.
Directions: Use the timeline below to show when each of the society’s about which you learned this year existed. Use colour-coding and a legend.

Legend

- Aztec: 1200 – 1522
- Renaissance Europe: 14 – 16 centuries
- Edo Japan: 1603 – 1868
- Meiji Japan: 1868 – 1912
### Directions:
Indicate which societies had each worldview by putting check marks (✓) in the correct boxes. (More than one society may have the same aspect of worldview.)

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<tr>
<td>Developing the mind is an important part of living.</td>
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<td>Making improvements in technology is an important way to gauge progress.</td>
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<td>There should be tolerance for different types of religions.</td>
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<tr>
<td>Our society is superior to others.</td>
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Worksheet #3.10.1b
Directions: Indicate which societies had each worldview by putting check marks (✓) in the correct boxes. (More than one society may have the same aspect of worldview.)

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<td>Imperialism is a way to become more powerful and wealthy.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Developing the mind is an important part of living.</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Making improvements in technology is an important way to gauge progress.</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Religion is an important part of life.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>There should be tolerance for different types of religions.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Our society is superior to others.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Lesson 8.10.2

NOTE: Lessons 8.10.2, 8.10.3, and 8.10.4 are designed to take the place of the Focus on Inquiry activity described on textbook, pages 344 – 352. You may find that you have the resources for your students to do this activity. If this is the case, you are strongly encouraged to have them do it.

Concept: What Affects Our Worldview?

Resources/Materials: Our Worldviews, page 10
Worksheets #8.10.2a and #8.10.2b (student copies)
(There are no answer keys for these worksheets.)

Introduction: Review that throughout the year, several factors affected the worldviews of the societies studied. Worldviews varied because these factors varied. Immigrants to Canada from other countries may share some of the same elements of worldview as other Canadians. However, it is likely that these same people will have some values and beliefs that are different from that of most Canadians.

It is important to remember that worldview is so much a part of each of us that we are not really conscious of it. It is a large part of our sense of right and wrong.

The next two lessons involved thinking about your worldview: what affects it and how it affects the systems your society has developed.

Procedure:

1. Have students turn to textbook, page 10 (or page 343). Use the graphic to review the factors that affect worldview.

2. With students decide on one way in which each affects the Hutterite worldview. For example:

   Geography: Soil is a resource we must be sure to take good care of.
   Ideas and Knowledge: Literacy is important.
   Contact with Other Groups: Mutual respect is an important quality

3. Distribute Worksheets #8.10.2a and #8.10.2b. Go over the directions.

   NOTE: This exercise will be quite challenging for many. It requires a great deal of abstract thinking for which some students may not yet be ready. You might find it better to do it as a class or have students work on it in pairs/threes, etc.

Assignment:

Do Worksheets #8.10.2a and #8.10.2b.
Directions: Think about your own culture and the worldview of its people. How has your worldview been affected by geography, ideas and knowledge, and contact with other people?

1. Describe the geography (physical features, bodies of water, and climate) of the area in which you live. Then tell about the parts of your worldview that are affected by geography.

<table>
<thead>
<tr>
<th>The Geography Of Where We Live</th>
<th>How Our Worldview is Affected by Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.10.2a
2. Think about some of ideas and knowledge upon which your society relies. Then tell about how your worldview is influenced by it.

<table>
<thead>
<tr>
<th>Ideas and Knowledge On Which Our Culture Relies</th>
<th>How Our Worldview Is Affected by These Ideas and This Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Think about the contact your society has had with other groups in the past and presently has. Then tell how your worldview has been influenced by this contact.

<table>
<thead>
<tr>
<th>Contact Our Society Has Had with Other Groups in the Past and at Present</th>
<th>How Our Worldview Has Been Influenced by This Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 8.10.3

Concept: How Does Worldview Affect Our Way of Life?

Resources/Materials: Our Worldviews, pages 9, 342
Worksheets #8.10.3a and #8.10.3b (student copies)
(There are no answer keys for these worksheets.)

Introduction: Review that the social, economic, and political systems a society decides to use and the culture it develops are reflection of the society’s worldview. Have students turn to textbook, page 9. With students examine the graphic. Then have them turn to textbook, page 342. Explain that this is a more detailed web of the one shown on page 9.

Procedure:

1. Explain that in this exercise students will examine some of the Hutterite worldview and then tell how it affects way of life. As a class decide on how the Hutterite way of life is affected by the Hutterite worldview. For example:

   A family should be headed by the father - Only men vote for leaders.
   The Bible says “Love one another.” – We live a communal lifestyle.
   The Bible says “Love one another.” – There are no social classes.

2. Distribute Worksheets #8.10.3a and #8.10.3b. Go over the directions.

   As in Lesson 8.10.2, this activity requires a degree of abstract thinking that some may find challenging. Consider having students work as a class or in small groups.

Assignment:

Do Worksheet #8.10.3a and #8.10.3b.
How Does Worldview Affect Our Way of Life?

Directions: Think about your society’s worldview. Then think about how it influences your way of life. The web on *Our Worldviews*, page 142 may give you some ideas.

1. Use the chart below to think about your society’s social system and how it is influenced by your worldview.

<table>
<thead>
<tr>
<th>Our Social System</th>
<th>Parts of Worldview That Influence It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.10.3a
2. Use the chart below to tell about the political and economic systems of your society and how they are influenced by your worldview.

<table>
<thead>
<tr>
<th>Our Political and Economic Systems</th>
<th>Parts of Worldview That Influence It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Think about the culture of your society and how it is influenced by your worldview.

<table>
<thead>
<tr>
<th>Our Culture</th>
<th>Parts of Worldview That Influence It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 8.10.4

Concept: How Does Knowing About Worldviews Help You to Understand Current Events in the World Today?

Resources/Materials: *Worksheet #8.10.4 (student copies) (See #3 of the Procedure.)

Introduction: Review the conflicts studied in the grade eight social studies program:

- Edo Japan and the Western World
- Spanish and Aztec
- European countries and Muslims during the Crusades
- Spain and Jews and Muslims during the Inquisition

Conclude that differences in worldview played a major role in the causes of the conflicts and in their resolution. Explain that there are many conflicts in the world between countries with different worldviews.

Procedure:

1. Explain that because of Canada’s multicultural nature, there naturally conflicts among various groups. Discuss that being aware that different groups may come from places with different worldviews can help people of different cultural background coexist.

2. Discuss the relative fairness/unfairness of expecting a recent immigrant to understand the Canadian worldview.

3. Distribute Worksheet #8.10.4. Go over the directions. It is important that you read all of the questions on the worksheet BEFORE you give it to students. Many of the situations described may be interpreted as stereotyping or worse, prejudice. This is not the intention. The intention is to present “real” scenarios and how it is unwise to judge the actions of others from an initial reaction.

4. Conclude by having a discussion around the idea that part of good citizenship in Canada has to do with understanding, acceptance, and tolerance of those whom we perceive as different.

Assignment:

Do Worksheet #8.10.4.
**How Do We Perceive Our Fellow Canadians?**

**Directions:** Following are some behaviours from culturally different people. What belief or value might be the root of this behaviour? **Remember:** You may not know for sure, you are only trying to make a reasonable guess.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Belief or Value That Might Influence the Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>You go to a restaurant. The people at the table next to you are from an Asian country. They are all eating from large dishes placed in the centre of the table. You think it is strange they are not eating from</td>
<td></td>
</tr>
<tr>
<td>You find out that three families are living in the same house! The families are made up of three brothers and their families. In your culture each family lives in its own house.</td>
<td></td>
</tr>
<tr>
<td>You have a new English teacher at your school. One of the students takes a pen from his desk. He is shocked and disappointed that a student would take his pen.</td>
<td></td>
</tr>
<tr>
<td>One day you go to town for a dentist appointment. In the waiting room there is a teen-age girl with bright green hair. You can’t help but stare.</td>
<td></td>
</tr>
<tr>
<td>You are standing on the street when you notice a large car go by. The car is full of First Nations people. The person standing next to you says “They only go places in big group.”</td>
<td></td>
</tr>
<tr>
<td>You and your parents are in the store shopping. A young woman shopping next to you starts to talk to you as if you have known each other for years. She says she is from the Philippines. You think it is odd for a total stranger to strike up a conversation.</td>
<td></td>
</tr>
<tr>
<td>You are in a store. You hear a commotion. A man from southeast Asia is yelling at one of the clerks. You can’t believe your ears! He is being so rude to the clerk.</td>
<td></td>
</tr>
</tbody>
</table>
### Directions:
Following are some behaviours from culturally different people. What belief or value might be the root of this behaviour? **Remember:** You may not know for sure, you are only trying to make a reasonable guess.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>You go to a restaurant. The people at the table next to you are from an Asian country. They are all eating from large dishes placed in the centre of the table. You think it is strange they are not eating from</td>
<td>In many Asian countries, food has not always been plentiful. A joyous atmosphere and conversation indicate appreciation of food.</td>
</tr>
<tr>
<td>You find out that three families are living in the same house! The families are made up of three brothers and their families. In your culture each family lives in its own house.</td>
<td>In many countries, space is at a premium and housing is expensive. It is only prudent for families to live together.</td>
</tr>
<tr>
<td>You have a new English teacher at your school. One of the students takes a pen from his desk. He is shocked and disappointed that a student would take his pen.</td>
<td>The English teacher has different ideas about ownership.</td>
</tr>
<tr>
<td>One day you go to town for a dentist appointment. In the waiting room there is a teen-age girl with bright green hair. You can't help but stare.</td>
<td>Many, if not most, Canadians believe in individuality and self-expression.</td>
</tr>
<tr>
<td>You are standing on the street when you notice a large car go by. The car is full of First Nations people. The person standing next to you says &quot;They only go places in big group.&quot;</td>
<td>Traditionally, most First Nations people live a type of communal lifestyle.</td>
</tr>
<tr>
<td>You and your parents are in the store shopping. A young woman shopping next to you starts to talk to you as if you have known each other for years. She says she is from the Philippines. You think it is odd for a total stranger to strike up a conversation.</td>
<td>Filipino character is naturally outgoing, positive and friendly.</td>
</tr>
<tr>
<td>You are in a store. You hear a commotion. A man from southeast Asia is yelling at one of the clerks. You can't believe your ears! He is being so rude to the clerk.</td>
<td>Many cultures in southeast Asia have strict hierarchical social class systems. An upper class person can legitimately speak to someone of lower class in this manner.</td>
</tr>
</tbody>
</table>
Lesson 8.10.5

Concept: Grade Eight Social Studies – Final Examination

Resources/Materials: Grade Eight Social Studies – Final Examination (student copies)
Case Study One: The Renaissance

1. Which of the following would not be considered part of a worldview?
   a. Francophone Canadians feel it is important that language and education rights are maintained.
   b. Canadians believe that people of different cultures can live together peacefully.
   c. Jimmy thinks that the drunk driving laws are too strict.
   d. First Nations groups feel their traditions are an important part of their identity.

2. Which of the following correctly lists these time periods in order from earliest to most recent?
   a. Edo Japan, Meiji Japan, Middle Ages, Renaissance
   b. Middle Ages, Renaissance, Edo Japan, Meiji Japan
   c. Middle Ages, Edo Japan, Renaissance, Meiji Japan
   d. Meiji Japan, Renaissance, Edo Japan, Middle Ages

3. The term Renaissance means
   a. rebirth.
   b. increased learning.
   c. emphasis on the arts.
   d. light.

4. The Silk Road was
   a. a pathway used by traders where signposts were covered in silk.
   b. a network of routes connecting Europe to the Far East.
   c. a road in the Middle East that was so well-constructed that there were few ruts or holes.
   d. a road system that connected the various regions in China.
Use the following information to answer question 5.

- European merchants and traders travelled overland to the Far East.
- The centre of the Islamic world was at the crossroads of trading routes between Europe and East Asia.
- During the Crusades armies from Europe travelled to the Middle East

5. What do the above have in common?

a. They describe reasons why Eastern civilizations were more advanced than European civilizations.
b. They describe the importance of trade to Europe during the Middle Ages.
c. They describe how Europeans learned about ideas and information from other parts of the world that became the seeds for the start of the Renaissance.
d. They are reasons why the merchant class rose to power in Renaissance Europe.

6. Which of the following best illustrates the social structure of European societies during the Middle Ages?

a. 

b. 

c. 

d. 
Use the information below to answer question 7.

- Italy was closest to the port cities of northern Africa and the eastern Mediterranean Sea where spices and other luxury goods were available for trade.
- The mild climate of Italy meant that trade and travel were not interrupted by winter weather.
- Italy was a collection of city-states and not monarchies like the countries of northern Europe. The city-states became the wealthiest banking, trading, and business centres in Europe.
- Feudalism was not as strong in Italy as it was in northern Europe. In Italy, nobles tended to live in towns and cities and took their place in the upper classes of urban society.

7. The above are all reasons that

   a. Italian city-states flourished in the thirteenth, fourteenth, and fifteenth centuries.
   b. Italy was unified into one country.
   c. the upper classes from northern Europe holidayed in Italy.
   d. commoners in Italy moved off the land and into the cities.

Use the information below to answer questions 8 and 9.

The Italian city-states became centres of trade. The demand for goods from northern Africa, the Middle East, southeast Asia, and the Far East continued to grow. Traders organized caravans designed to travel to exotic locations so that Europeans could have luxury items available only from those places. The port cities in Italy became the jumping off points for those trading expeditions. Merchants who were traditionally members of the lower classes became wealthier and more powerful. Soon they took their places as political and social leaders in the city-states.

8. From the information above, you can infer that

   a. the growth in trade led to more social mobility in Italy.
   b. although merchants became wealthy, they were still considered members of the lower classes.
   c. leadership positions in Italian city-states had been inherited.
   d. Italian city-states were often at war with each other.
9. A good example of people rising politically and socially would be
   
a. Italian sailors such as Cristoforo Colombo and Giovanni Caboto were hired by European monarchs to lead expeditions to the Americas.
   b. the Medici family of Florence became an important part of the city’s political, social, and cultural fabric.
   c. Leonardo da Vinci was an Italian who became famous for his interest in a variety of scientific and artistic fields.
   d. the Roman Catholic Church, which remained an influential part of the Italian society.

Use the following information to answer questions 10 and 11.

The Venetian Marino Sanuto described his city as follows in his diary:

In this land, where nothing grows, you will find an abundance of everything; for all manner of things from every corner and country of the earth which had stuff to send, especially food, are brought to this place; and there are plenty to buy, since everyone had money. The Rialto [market] looks like a garden, such a wealth there is of herbs and vegetables from the places nearby, such an endless variety of fruits and all so cheap, that it is wonderful to see.

10. From the above information, you can conclude that
   
a. Venice was a wealthy city.
   b. only the upper classes could afford to buy in the Rialto.
   c. most Venetians had travelled to other places in the world to get luxury goods.
   d. Venice was an expensive place to live.

11. The information above illustrates
   
a. how the merchant class became political leaders.
   b. the advantages of being located between the mountains and the sea.
   c. how trade can make up for a lack of natural resources.
   d. how the upper classes benefited most from trade.

12. Which of the following would not be consistent with humanism?
   
a. People can achieve great things through learning.
   b. It is important for people to have an open, curious, and questioning mind.
   c. Individuals should be skilled in many different areas.
   d. People should accept a harsher life on earth because something better awaits them in the afterlife.
13. The city-states of Genoa, Florence, Venice, and Milan would be located in the area marked

a. A.
b. B.
c. C.
d. D.

14. The influence of the Roman Catholic Church in Italy decreased when the pope moved from

a. G to H.
b. G to F.
c. G to E.
d. G to A.
15. Which of the following would not be found in a typical Renaissance painting?

   a. exaggerated human features
   b. light and shadow
   c. use of linear perspective
   d. characters showing emotion

16. In what way did the activities of Martin Luther change the European worldview during the Renaissance?

   a. People came to understand that the Earth was not the centre of the universe.
   b. People came to believe that they could improve their standard of living by working hard.
   c. People valued money over other virtues, such as honesty and determination.
   d. People came to believe that there are religious options within Christianity.

Use the following information to answer question 17.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>A There was a greater sense</td>
<td>People felt united.</td>
</tr>
<tr>
<td>that people living in a region</td>
<td>had a common language, common traditions,</td>
</tr>
<tr>
<td>had a common language, common</td>
<td>and a common belief system.</td>
</tr>
<tr>
<td>traditions, and a common</td>
<td></td>
</tr>
<tr>
<td>belief system.</td>
<td></td>
</tr>
<tr>
<td>B The printing press was</td>
<td>Books published in vernaculars helped</td>
</tr>
<tr>
<td>invented.</td>
<td>create national identities.</td>
</tr>
<tr>
<td>C Gunpowder was introduced</td>
<td>Monarchs raised taxes to purchase</td>
</tr>
<tr>
<td>from China.</td>
<td>gunpowder.</td>
</tr>
<tr>
<td>D Monarchs sent explorers on</td>
<td>Citizens developed pride in these</td>
</tr>
<tr>
<td>expeditions to discover new</td>
<td>discoveries.</td>
</tr>
<tr>
<td>lands.</td>
<td></td>
</tr>
</tbody>
</table>

17. Which line does not illustrate how there was an increase in national pride and citizenship during the Renaissance?

   a. A
   b. B
   c. C
   d. D
18. Which of the following was not a major reason that Europeans were looking for alternatives to the Silk Road?

a. The existing trade routes from Europe to Asia were becoming too crowded.
b. Traders wanted to deal more directly with regions supplying goods instead of going through Mediterranean traders.
c. When Constantinople was conquered by the Turks, they no longer allowed European traders to pass through the straits close to Constantinople.
d. When the Mongol Empire collapsed in 1405, the trade routes from Europe to Asia were no longer secure.

Use the information below to answer question 19.

A. Islamic and European scientists helped people to understand that the world was

B. Cartographers produced more accurate maps of faraway lands.

C. Better navigational instruments had been invented.

D. Ships were developed that were safer and more suited to a variety of sea conditions.

E

19. Which of the following would best fit in the box labelled “E”?

a. Italian sailors were known as the most skilful in the world.
b. There was increased demand for luxury goods in Europe.
c. The merchant class in European countries continued to grow and prosper.
d. New mathematical tables for determining latitude were developed.
20. In the early 1400s, Portuguese sailors headed south and east along the western coast of Africa. Which of the following was not an outcome of this activity?

a. Portugal began trading in gold, ivory, and slaves.
b. Portugal became one of the wealthiest countries in the world.
c. The Church expressed disapproval of countries engaging in the slave trade.
d. Other European countries along the Atlantic coast began exploring new parts of the world.

Use the information below to answer question 21.

In 1494, the pope of the Roman Catholic Church 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. Other European rulers were angry when they heard about the Treaty of Tordesillas. England and France ignored the terms and sent out explorers across the North Atlantic to find new territories.

21. From the above information, you can infer that

a. for some European countries, the desire for expansion outweighed their loyalties to the Church.
b. the Roman Catholic Church was punishing England and France for not remaining Catholic.
c. the Roman Catholic Church wanted Portugal and Spain to catch up to other European countries.
d. as the Age of Discovery went on, competition between countries lessened.

22. Which aspect of the European worldview most influenced their imperialistic activities?

a. All people should have basic human rights.
b. People of different cultures can coexist peacefully.
c. European countries are superior to others both politically and culturally.
d. Europeans believed you should treat others in the same way that you would like to be treated.
In 1969 Neil Armstrong, an American astronaut, became the first human to walk on the Moon. He planted a United States flag on the Moon’s surface.

23. From the information above, you can infer that the worldview of the United States in 1969 was

a. similar to the worldview of Europeans during the Age of Exploration.

b. similar to the worldview of Muslims during the Crusades.

C. similar to the worldview of First Nations during the 15th and 16th centuries.

d. similar to the worldview of Edo Japan.
Case Study Two: Edo and Meiji Japan

Use the information below to answer questions 24 and 25.

- Being surrounded by the sea, Japan has always looked to the sea for food.
- Japan is geographically close to a dominating culture like China.
- Japan is very mountainous, which creates natural barriers that divide the country into regions.
- Japan has high levels of precipitation and has four distinct seasons.

24. The common bond shared by all of the above is
   a. they explain why Japan chose a policy of seclusion.
   b. they are geographic factors that influence the Japanese worldview.
   c. they explain how geography affects Japanese lifestyle.
   d. they are geographic challenges faced by Japan.

25. Which of the following would best fit into the web above?
   a. Japanese people prefer houses with ceramic tile roofs.
   b. Most roads in Japan tend to be very narrow.
   c. In Japan many natural disasters occur including typhoons, earthquakes, tsunamis, and volcanic eruptions.
   d. Japanese believe that the Japanese archipelago was created when a divine being churned the ocean with a spear to make small islands of curdled salt.

26. Edo Japan is often referred to as the “Era of Great Peace” because
   a. it was the wish of the emperor, whom the Japanese loved and worshipped.
   b. Japan was an ally of the Chinese who protected Japan from harm.
   c. during that time period, foreign countries showed little interest in Japan.
   d. there was little unrest because under the shogun and Bafuku, Japan was tightly organized and controlled.
27. In the late 1500s the Bafuku ordered all Christian missionaries to leave Japan because

a. it was concerned that Christian Japanese would view God as the ultimate authority and not the shogun.
b. Christians were in conflict with other religions practised in the country.
c. they were building missions and churches on sacred land.
d. it disagreed with the Christian tradition of daily or weekly attendance at church.

28. In which line does a factual error occur?

<table>
<thead>
<tr>
<th>Japan Before Seclusion</th>
<th>Japan After Seclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Japan was actively trading with other countries.</td>
<td>Only trade with the Netherlands was allowed.</td>
</tr>
<tr>
<td>b Ships from all over Asia and parts of Europe were regular visitors to several Japanese ports.</td>
<td>Foreign ships could only dock at one Japanese port.</td>
</tr>
<tr>
<td>c Roman Catholic missionaries arrived on Portuguese ships.</td>
<td>Roman Catholic missionaries were expelled.</td>
</tr>
<tr>
<td>d Japanese borrowed and adapted many parts of the Chinese culture.</td>
<td>Japan continued to borrow and adapt aspects of Chinese culture.</td>
</tr>
</tbody>
</table>

29. The Bafuku decided that the best way to strengthen the control of the shogun was to

a. weaken the powers of the daimyo.
b. promote samurai to more powerful positions.
c. ask the emperor to take more responsibility for running the country.
d. create a national police force.

30. Which of the following is not true about the social system of Edo Japan?

a. Membership in a social class was inherited.
b. There were strictly enforced behavioural and dress codes for each class.
c. Outcasts, Ainu, and others lived outside the social system.
d. Social mobility was encouraged.
31. Which of the following was the most likely outcome of the legalization and strict enforcement of the social class system during the Edo Period?

a. There were strong feelings of prejudice toward those in lower social classes.
b. Loyalty to the shogun became stronger.
c. There was a feeling that those in upper classes must do what they can to improve the quality of life for those in lower classes.
d. Police were no longer needed in most of the domains.

*Use the following information to answer question 32.*

<table>
<thead>
<tr>
<th>POPULAR CULTURE DURING THE EDO PERIOD</th>
<th>Description</th>
</tr>
</thead>
</table>
| Kabuki Theatre                       | • Featured lively action, wild plots and elaborate costumes  
                                      • All parts played by men and performed by non-humans  
                                      • Often dealt with moral dilemmas |
| Banraku Theatre                      | • Used large puppets  
                                      • Performed by non-humans |
| Woodblock Images                     | • Images carved onto flat blocks of wood, onto which paint was applied and "stamped" onto paper  
                                      • Often used to record scenes of nature and lives of commoners |
| Ikebana                              | • Art of flower arranging  
                                      • People expected to be creative within strict guidelines |
| Kakemono                             | • Hanging scrolls  
                                      • Originally used for writing Buddhist scriptures, but later used for displaying calligraphy and paintings |
| Japanese Gardens                     | • Reflection of Confucianism  
                                      • Reflects the ideals of simplicity and peacefulness |
| Tea Ceremony                         | • highly ritualistic  
                                      • meant to bring enjoyment and peace of mind to participants |
| Haiku                                | • type of poetry with three lines and 17 syllables  
                                      • the language is simple and used to capture a single moment or emotion |
| Sumo                                 | • sport which originated in ancient times as a religious performance |
| Kendo                                | • martial art which originally taught techniques for killing people to developing a person's character |

32. From the above information, you can tell that much of popular culture during Edo Japan

a. allowed for a great deal of self-expression.
b. involved few, if any, rules.
c. was only for the upper classes.
d. involved addressing psychological needs through the development of the mind and a strong character.
33. A common statement about samurai was “Every gentleman a warrior and every warrior a gentleman.”

Which of the following is not a reflection of this motto?

a. True samurai are masters first of their emotions.
b. A true warrior is a master swordsman, but can always resolve a conflict without using a weapon.
c. A samurai must be honourable, courageous, and loyal and a master of unarmed defence.
d. A samurai must be a good fighter as well as a good servant.

*Use the information below to answer question 34.*

In 1842, China lost much of its sovereignty over its seaports when Britain won a war with China and forced it to sign a treaty that gave Britain special privileges. These included the right to land at specific ports, having low fixed tariffs on goods coming into and leaving China, and not having Chinese law applied to Westerners on Chinese soil. The treaty did not treat each side equally, and it left China with few ways to save face.

By signing the treaty, China was seen as weak. To add to China’s humiliation, Britain extended these rights to all Western countries who wanted to trade with China.

34. Which of the following best tells how Japan responded to the situation of the Chinese?

a. The West’s superior military technology meant Japan could not defend itself if a western country decided to invade. The Bafuku decided they should start negotiating with Western countries that wanted to begin trade relations with Japan.
b. They implemented the “don’t think twice” policy, which meant all ships that tried to dock at Japanese ports would always be turned away.
c. They decided to allow Russian traders to get supplies from the Ainu, but restricted their trade to the north islands.
d. They decided to be much more forceful in the policy of seclusion.

35. In the mid-1800s, Japan signed the “unequal treaties” with Western countries. The immediate consequence of this was

a. Japan received money from Western countries to help it modernize.
b. civil unrest between those who agreed and those who disagreed with Japan’s signing of the treaties.
c. a demand by Asian countries that Japan sign similar treaties with them.
d. Japan and China uniting against Western countries.
**Historian A**  
The Japanese government realized that their country was in no position to defend itself against a foreign power, and Japan could not retain its isolation policy without risking war. On March 31, 1854, after weeks of long and tiresome talks, Perry received what he had so dearly worked for – a treaty with Japan. The treaty provided for:

1. peace and friendship between the United States and Japan.
2. opening two ports to American ships.
3. help for any American ships wrecked on the Japanese coast and protection for shipwrecked persons.
4. permission for Americans ships to buy supplies, coal, water, and provisions in Japanese ports.

**Historian B**  
Perry attempted to intimidate the Japanese by presenting him with a white flag and a letter from which told them that in case they chose combat, the Americans would necessarily kill all of them. Perry showed the Japanese his weapons and explained how powerful each was. Perry’s use of gunboat diplomacy made the Japanese realize they would be no match for the Americans, should they choose to invade. The Japanese felt they had no choice but sign “unequal treaties” with the United States. This was a shameful and humiliating event. The treaties gave Americans access to any Japanese resources they wanted. The Japanese got little in return. It was a sad time.

36. From the above information you can tell that

a. the treaties between the Americans and Japanese was beneficial to both countries.
b. Commodore Perry had used the threat of military invasion to threaten Japan into signing the treaties.
c. the Americans had never intended to use military power against the Japanese then nor in any time in the future.
d. the Japanese had seen weapons like that possessed by the United States on other foreign ships.

37. The above information illustrates that

a. historical accounts can be presented with a particular point of view.
b. historical accounts are always written without bias.
c. historical accounts of an event basically present the same types of information.
d. historians often present information that is not true.

38. By emphasizing the emperor’s position as supreme ruler, the Meiji leaders

a. hoped to unify the country under a strong central government.
b. decrease the actual power of the emperor.
c. increase the power of the upper classes.
d. satisfy those for and against the signing of the unequal treaties.
The advances of the Americans caused the Japanese to consider several alternatives:

<table>
<thead>
<tr>
<th>Motto</th>
<th>Ideas</th>
<th>Solution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  “Honour the Emperor; expel the barbarians”</td>
<td>Japan is the “divine land”; the Japanese are superior to Westerners.</td>
<td>War against Westerners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continued isolation</td>
</tr>
<tr>
<td>B  “Eastern ethics and Western science”</td>
<td>Adopt Western technology, particularly military equipment, but keep Japanese morals and values.</td>
<td>Adopt some elements of Western civilization</td>
</tr>
<tr>
<td>C  “Civilization and enlightenment”</td>
<td>Overseas trade is necessary to increase the wealth of Japan; change is inevitable</td>
<td>Welcome the Americans and Europeans and trade with them</td>
</tr>
<tr>
<td>D  “Western science, Japanese essence”</td>
<td>Japanese traditions, customs, and beliefs are important. Japan must industrialize, but should remain “Japanese”.</td>
<td>Adapt Western ways with Japanese ways.</td>
</tr>
</tbody>
</table>

39. Which of the above alternatives are similar?
   a. A and B   
   b. A and C   
   c. B and C   
   d. B and D

40. The Meiji leaders signed the Charter Oath, which outlined the goals of the new regime. Which of the following was not a goal of the Charter Oath?
   a. To have public discussions of decisions that affected the country.   
   b. To adopt a system where the emperor and shogun share power equally.   
   c. To break down the old social class system.   
   d. To reward people who wanted to improve their standard of living through hard work and determination.

41. Which of the following was not part of Japan’s plan to modernize?
   a. adopt a more capitalist economy   
   b. send officials and students on a worldwide expedition to learn about Western ideas   
   c. invite Western technology experts to become Japanese citizens.   
   d. The Japanese government would fund and start essential industries and then sell them cheaply to private individuals.
42. How did modernizing the Japanese political system reflect a new worldview?

   a. Japan decided to immediately adopt a democratic system of government.
   b. Japan decided to adopt a constitutional government.
   c. Japan decided to have commoners elect people to the central government.
   d. Japan decided to appoint people in upper classes to government positions.

*Use the following information to answer question 43.*

**In 1890, Emperor Meiji issued the “Imperial Rescript on Education” to explain the values that the education system would be teaching.**

Be respectful to your parents,
Affectionate to your brothers and sisters;
As husbands and wives be harmonious;
As friends, true;
Bear yourselves in modesty and moderation…
Always respect the constitution and observe the laws;
Should an emergency arise, offer yourselves courageously to the State…

43. From the above information, you can tell that the Meiji rulers felt that if Japan were to successfully modernize,

   a. its people would need to develop a character that valued honour, duty, and respectfulness.
   b. its people would need to be able to adapt to the new technology quickly.
   c. Japan would need to be ready to go to war, if necessary.
   d. the country would need to adopt Western culture.

44. Japan’s ultimate goal in deciding to modernize was to

   a. increase trade with Western countries.
   b. become culturally Westernized.
   c. become more respected by its Asian neighbours.
   d. gain the respect of Western nations and convince them to renegotiate the “unequal treaties”.


Case Study Three: Aztec-Spanish Conflict

45. The Aztec believed they should alter the environment in order to improve the quality of their lives. Which of the following practices reflects this part of their worldview?
   
a. settling on the central plateau after travelling south from the northern desert  
b. gathering fruit growing wild in the mountains bordering the Valley of Mexico.  
c. building causeways and aqueducts.  
d. climbing mountains to be closer to the gods.

46. Which geographic features are not common to both Mexico and Spain?
   
a. mountain ranges  
b. coastlines  
c. central plateau  
d. tropical rain forests

47. In many countries, hillsides are terraced in order to increase crop production. Which of the following Aztec practice is most similar to terracing?
   
a. building pyramid-shaped temples  
b. building a dike across Lake Texcoco  
c. constructing chinampas  
d. filling in swampland to build more houses.

48. The worldviews of the Aztec and Spanish are similar in that both cultures believed
   
a. that a policy of seclusion would make their cultures stronger.  
b. conquering other groups would make their empire stronger.  
c. religious beliefs should not influence decisions made by the government.  
d. trade with other groups was not desirable.
Use the following information to answer question 49.

Borders include both the Atlantic Ocean and the Mediterranean Sea

Reconquered Spain after centuries of warfare

Influenced by Islamic culture and learning

Conquered and ruled by Moors

49. The common factor in the features above could best be described as

a. influence of geographic features on Spanish culture.
b. influences on the development of the Spanish worldview.
c. causes of Spanish imperialistic perspective.
d. results of the Spanish “discovery” of the New World.

50. Which of the following is not true about the Reconquista?

a. It took place over a time of about 700 years.
b. After the Reconquista Roman Catholic Church set up the Inquisition to rid Spain of all non-Catholics.
c. It took place after the marriage of Isabella of Castile and Ferdinand of Aragon.
d. Its goal was take the Iberian Peninsula back from Muslim control.

Use the information below to answer question 51.

<table>
<thead>
<tr>
<th>Spain</th>
<th>Aztecs</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Moors left a legacy of great libraries; collections of classical documents schools of astronomy, mathematics, and architecture; beautiful buildings; and murals and manuscripts. Many of which are preserved to this day.</td>
<td>The Aztecs borrowed ideas and knowledge from the ancient civilizations of the Olmecs, the Teotihuacan, and the Toltecs. The Aztecs lived among each of these peoples and were influenced by their religious beliefs and practices, social structure, architecture and art.</td>
</tr>
</tbody>
</table>

51. From the above information, you can conclude that

a. both Spanish and Aztec civilizations were influenced by the people with whom they came into contact.
b. the Aztecs preferred the lifestyles of other peoples to their own.
c. both Spanish and Aztec cultures were guided by religious beliefs.
d. the Spanish relied totally on other cultures to establish traditions and customs.
52. In which of the following is there a difference between Aztec and Spanish empire building?

   a. the role of the military  
   b. the reason for taking captives  
   c. using the resources of the conquered people  
   d. the use of violence

53. In which row is there an error?

<table>
<thead>
<tr>
<th>Spain</th>
<th>Aztec</th>
</tr>
</thead>
<tbody>
<tr>
<td>a  social system not hierarchical</td>
<td>social system was hierarchical</td>
</tr>
<tr>
<td>b  intolerant of other cultures</td>
<td>tolerant of other cultures</td>
</tr>
<tr>
<td>c  religious beliefs important</td>
<td>religious beliefs important</td>
</tr>
<tr>
<td>d  some students attended school</td>
<td>all students attended school</td>
</tr>
</tbody>
</table>

*Use the information below to answer question 54.*

<table>
<thead>
<tr>
<th>POLITICAL AND ECONOMIC SYSTEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aztec</strong></td>
</tr>
<tr>
<td>Believed emperor had divine guidance</td>
</tr>
<tr>
<td>Emperor chosen by Council of Wise Men</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
</tbody>
</table>

54. In which box would *tribute* belong?

   a. A  
   b. B  
   c. C  
   d. D

55. A person with the Spanish worldview at the time of the conquest of the Aztecs would most likely have defended the Spanish victory, arguing that

   a. the gold taken from the Aztecs would pay the cost of the conquest.  
   b. victory over the Aztec meant they could be converted to Christianity.  
   c. victory was revenge for previous encounters between the Aztecs and Spanish.  
   d. the exploration of new lands added to the knowledge of the Spanish.
VIRTUES OF THE IDEAL AZTEC MALE

<table>
<thead>
<tr>
<th>Virtue</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>courage</td>
<td>Show courage and deal with hardships without complaining</td>
</tr>
<tr>
<td>self-sacrifice</td>
<td>Group was considered more important than the individual</td>
</tr>
<tr>
<td>modesty</td>
<td>No one was to boast about personal achievements.</td>
</tr>
<tr>
<td>clean living</td>
<td>People had to keep themselves healthy.</td>
</tr>
<tr>
<td>obedience</td>
<td>Obey superiors without question</td>
</tr>
</tbody>
</table>

56. From the above information, you can infer that the virtues of the ideal Aztec citizen

  a. were all qualities that helped to make a good warrior.
  b. helped encourage strong competition between people.
  c. encouraged social mobility.
  d. helped the Aztec become strong merchants and traders.

57. The Aztec view of the Spanish before their arrival was influenced mostly by

  a. economic factors.
  b. religious beliefs.
  c. political factors.
  d. social factors.

58. A major factor in the Spanish conquest of the Aztec was the fact that

  a. the Aztec had created enemies while building their empire.
  b. the Spanish outnumbered the Aztec.
  c. the Aztec emissaries did not accurately report back to Moctezuma.
  d. the Spanish were fighting on their home territory.

59. The relationship between Canada’s First Nations and Canada and the Aztec and Spain were similar in that

  a. the First Nations and Aztec were conquered using warfare.
  b. attempts were made to assimilate the First Nations and the Aztec.
  c. the Europeans who explored and settled Canada were not ethnocentric.
  d. the First Nations and Aztec were both eventually settled on reserves.

60. The conflict between the Spanish and Aztec is an example of

  a. the result of interaction between cultures with different worldviews.
  b. a culture with a proper worldview fighting one with no worldview.
  c. the importance of ocean travel during the Renaissance.
  d. a respect for human rights.
Social Studies Grade 8 Our Worldviews
Final Examination

Our Worldviews
Final Examination

Answer Sheet

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56. _______
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60. _______
Social Studies Grade 8 Our Worldviews
Final Examination

Our Worldviews
Final Examination

Answer Sheet

1. c 16. d 31. a 46. d
2. b 17. c 32. d 47. c
3. a 18. a 33. d 48. b
4. b 19. d 34. a 49. b
5. c 20. c 35. b 50. c
6. d 21. a 36. b 51. a
7. a 22. c 37. a 52. b
8. a 23. a 38. a 53. a
9. b 24. b 39. d 54. c
10. a 25. c 40. b 55. b
11. c 26. d 41. c 56. a
12. d 27. a 42. b 57. b
13. c 28. d 43. a 58. a
14. b 29. a 44. d 59. b
15. a 30. d 45. c 60. a