Social Studies
Grade Eight

Worldviews
Part A
Social Studies
Grade Eight

To Accompany

Worldviews: Contact and Change
About the Lesson Plans

Required Resource

Worldviews: Contact and Change, student text (Pearson)

Recommended Resource

Worldviews: Contact and Change, teacher resource (Pearson)

Using the Lesson Plans

The lesson plans provide a suggested way that teachers could address the grade eight social studies curriculum outcomes. They are designed so that teachers can give a short introduction, followed by independent work. Depending on the lesson, the independent work will take most students between one and three days to complete. The independent work included in the lesson plans is almost entirely in the form of worksheets. This is done strictly for the convenience of the teacher. Teachers are encouraged to use a variety of activities as independent student work, including oral presentations, wall displays, booklets, to name a few.

Time Allotment

In addition to introductory activities, the textbook is divided into 16 chapters. As a rough guideline, teachers may want to target approximately two weeks for each chapter.

Assessment

A chapter test is included for each of the 16 chapters. In addition, there is a final examination that covers the entire year. The lesson plans also include chapter review questions. Because each of the chapters is relatively short, teachers may or may not want their students to do them.

For those schools that have the Worldviews Teacher Resources, there are chapter, unit, and final tests in addition to rubrics that teachers may want to consider using.
Grade 8: Historical Worldviews Examined

Overview

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

Rationale

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

8.1 From Isolation to Adaptation: Japan

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

Specific Outcomes

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

➢ Knowledge and Understanding
Students will:
8.1.5 analyze the effects of cultural isolation during the Edo period by exploring and reflecting upon the following questions and issues:
  • In what ways did Japan isolate itself from the rest of the world?
  • How did isolation during the Edo period lead to changes in Japan?
  • How did the changes resulting from isolation affect Japan economically, politically, and socially during the Edo period?
  • How did the physical geography of Japan affect its worldview?
  • How did the shoguns use the feudal system and the hierarchical social classes to maintain control of Japan?
8.1.6 analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period by exploring and reflecting upon the following statements and issues:

- What were the motivations for the radical changes in Japan’s model of organization during the Meiji period?
- How did Japan adapt to changes brought on by the transition from feudal to modern models of organization?
- How did the changes resulting from adaptation affect Japan economically, politically, and socially during the Meiji period?
- In what ways did changes resulting from isolation in the Edo period compare to changes resulting from adaptation in the Meiji period?
- What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change?

8.2 Origins of a Western Worldview: Renaissance Europe

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

Specific Outcomes

➢ Values and Attitudes

Students will:

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

➢ Knowledge and Understanding

Students will:

8.2.4 examine, critically, the factors that shaped the worldview evolving in western Europe during the Renaissance by exploring and reflecting upon the following questions and issues:

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

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

Specific Outcomes

➢ Values and Attitudes

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

➢ Knowledge and Understanding

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

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

DIMENSIONS OF THINKING

Students will:

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

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

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

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

Students will:

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

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

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

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

Students will:

8.S.8 demonstrate skills of oral, written and visual literacy:

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

8.S.9 develop skills of media literacy:

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

adaptation Changing attitudes and behaviours to suit a new situation.

contact Connection or interaction, communication, association or relationship.

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

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

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

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

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

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

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

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

worldview A collection of beliefs about life and the universe held by an individual or group; the lens through which the world is viewed by an individual or group; the overall perspective from which the world is interpreted.
Introduction to Worldview
Lesson Intro.1

Concept: Worldview

Resources/Materials: Worldviews, pages 2-5  
Worksheets #8.intro.1a, #8.intro.1b, and #8.intro.1c (student copies)

Introduction: Ask students what they would do if one day ten million dollars dropped from the sky to the spot right in front of them. Accept all answers. Explain that what we would do with the ten million dollars would be influenced by our worldview. An individual’s or a group’s worldview is comprised of all the knowledge, beliefs, and values that influence how we see the world and events around us. The theme of the grade eight social studies program is worldviews.

Worldviews help us to explain why we do things the way we do. It helps to explain why First Nations felt they were part of nature and why Europeans thought they should venture over the Atlantic Ocean to North America, and why Europeans thought it was perfectly alright to claim First Nations land as their own.

Procedure:

1. Distribute the textbooks. Give students a few moments to flip through the pages.

2. Then have them turn to pages viii and ix. Explain that these icons appear regularly throughout the text. Most of the time, students will be able to figure out what they mean just by reading the text that goes with the icon, but if they are unsure, they can also refer back to these pages.

3. Explain also that the grade eight program is divided into three units. Have them turn to the pages inside the front cover. They show the timelines involved in various units.

4. Finally, have students turn to textbook, page 2. Guide the reading of pages 2 – 5.

5. Distribute Worksheets #8.intro.1a, #8.intro.1b, and #8.intro.1c. Go over the directions, if necessary.

Assignments:

1. Read Worldviews, pages 2 – 5.
2. Do Worksheets #8.intro.1a, #8.intro.1b, and #8.intro.1b.
Directions: Use Worldviews, pages 2 – 5 to help you with the questions.

1. Your worldview is pervasive? What does this mean?

2. What is worldview?

3. What is point of view?

4. What is perspective?

5. Briefly tell what each of the elements of worldview mean. Use a dictionary, if you have to.

<table>
<thead>
<tr>
<th>Element</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
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<tr>
<td>Society</td>
<td></td>
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<tr>
<td>Values</td>
<td></td>
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<tr>
<td>Beliefs</td>
<td></td>
</tr>
<tr>
<td>Economy</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
</tr>
</tbody>
</table>
2. Tell which element of worldview each statement refers to.

__________________________ At a Hutterite colony, all the residents own everything together.

__________________________ Amin’s family lives in a desert where it is sandy and hot. He can go for weeks without seeing anyone but the other people in his extended family.

__________________________ Religion is at the centre of life for Rebecca and her family. She believes that she must well-behaved if she want to go to heaven when she dies.

__________________________ In Harumi’s culture, the family is very important. A family is always headed by the oldest male, usually the father. In the end, he is always responsible for making the important decisions in the family.

__________________________ In Oleg’s culture, being good to other people and sharing what you have is much more important than becoming rich.

__________________________ The people in Cecelia’s village do not own clocks or watches. In fact, most have never even seen one.

__________________________ In Judy’s culture, it is accepted that parents are a child’s first teachers. Once they are old enough, they go to school to learn how to read and write. In their middle teens they go to work at the shop of a tradesman where they learn the skills of a trade.

__________________________ In many parts of the Brazilian rainforest, there are tiny villages that are isolated. The people have never seen any others except for themselves and those who live in nearby villages.

__________________________ In most countries in Europe today, everything runs on time – to the minute. Everyone wears a watch. People are constantly in a hurry, rushing here and there.

__________________________ In the old days in Russia, the tsar or the tsarina was the most powerful person in the country. There were only a few very wealthy people. All the rest were peasants who worked hard just to keep alive.

__________________________ There were many hard times. Poverty was everywhere. Homeless children formed gangs. The ability to steal without being caught was the most important quality a child could have.

__________________________ “Go to school. Get an education!” said the father to the son.
3. Answer the following questions in just a few words each. Your answers will give you an idea of your own worldview?

Who is in your family? ____________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Where do you live? __________________________________________________________________
________________________________________________________________

Whom do you admire? __________________________________________________________________

Tell about the most interesting place you have ever visited. __________________________________________________________________
________________________________________________________________

What do you do when you are not in school? __________________________________________________________________
________________________________________________________________

Tell about one tradition you and your family celebrate. __________________________________________________________________
________________________________________________________________

What is your favourite thing to do? __________________________________________________________________
________________________________________________________________

Is being on time important? Explain. __________________________________________________________________
________________________________________________________________

What is the farthest you have ever been away from home. __________________________________________________________________
________________________________________________________________

How do you get the things you need? __________________________________________________________________
________________________________________________________________

Do you think it is better to always follow the rules or is it okay to break the rules once in a while, if you can get away with it?

________________________________________________________________
________________________________________________________________

How do you feel about those who are different from you? __________________________________________________________________
________________________________________________________________

________________________________________________________________

________________________________________________________________
Directions: Use *Worldviews*, pages 2 – 5 to help you with the questions.

1. Your worldview is pervasive? What does this mean?

   - part of how we think and act

2. What is worldview?

   - a collection of beliefs about life and the universe held by an
     - individual or group, the overall perspective from which one sees
     - and interprets the world

3. What is point of view?

   - opinions and preferences held and expressed by an individual

4. What is perspective?

   - the collective point of view of a specific group

5. Briefly tell what each of the elements of worldview mean. Use a dictionary, if you have to.

<table>
<thead>
<tr>
<th>Element</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>land and climate</td>
</tr>
<tr>
<td>Time</td>
<td>how time is viewed: seasons, clocks</td>
</tr>
<tr>
<td>Society</td>
<td>roles of various people</td>
</tr>
<tr>
<td>Values</td>
<td>- how people act toward each other and people in other groups</td>
</tr>
<tr>
<td></td>
<td>- what is important</td>
</tr>
<tr>
<td>Beliefs</td>
<td>how people view life, death, environment</td>
</tr>
<tr>
<td>Economy</td>
<td>how are goods/services produced and distributed</td>
</tr>
<tr>
<td>Knowledge</td>
<td>- how people develop knowledge</td>
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<td></td>
<td>- what knowledge is valued</td>
</tr>
</tbody>
</table>

Worksheet #8.intro.1a
2. Tell which element of worldview each statement refers to.
   
   economy  At a Hutterite colony, all the residents own everything together.
   
   geography  Amin’s family lives in a desert where it is sandy and hot. He can go for weeks without seeing anyone but the other people in his extended family.
   
   beliefs  Religion is at the centre of life for Rebecca and her family. She believes that she must well-behaved if she want to go to heaven when she dies.
   
   society  In Harumi’s culture, the family is very important. A family is always headed by the oldest male, usually the father. In the end, he is always responsible for making the important decisions in the family.
   
   values  In Oleg’s culture, being good to other people and sharing what you have is much more important than becoming rich.
   
   time  The people in Cecelia’s village do not own clocks or watches. In fact, most have never even seen one.
   
   knowledge  In Judy’s culture, it is accepted that parents are a child’s first teachers. Once they are old enough, they go to school to learn how to read and write. In their middle teens they go to work at the shop of a tradesman where they learn the skills of a trade.
   
   geography/knowledge  In many parts of the Brazilian rainforest, there are tiny villages that are isolated. The people have never seen any others except for themselves and those who live in nearby villages.
   
   time  In most countries in Europe today, everything runs on time – to the minute. Everyone wears a watch. People are constantly in a hurry, rushing here and there.
   
   society/economy  In the old days in Russia, the tsar or the tsarina was the most powerful person in the country. There were only a few very wealthy people. All the rest were peasants who worked hard just to keep alive.
   
   economy  There were many hard times. Poverty was everywhere. Homeless children formed gangs. The ability to steal without being caught was the most important quality a child could have.
   
   knowledge  “Go to school. Get an education!” said the father to the son.
Lesson Intro.2

Concept: Reading Pictures

Resources/Materials: Worldviews, pages 6 and 7
Worksheet #8.intro.2a (two or more copies per student)
Worksheet #8.intro.2b (optional, student copies)

Introduction: Explain that one of the ways that humans try to capture a moment in time or depict important events in time is through pictures. In modern days, camera phones, digital cameras, and video cameras can capture and save moments in time. Before the invention of photography, humans painted pictures, made tapestries and mosaics, or carved sculptures.

When trying to piece the past together, historians often turn to pictures. Although pictures can give us a great deal of information, they must be examined critically. This because pictures that are created are done so as the artist recalls what he or she saw or how the artist imagines something to have been.

Procedure:

1. Explain that today, students will learn how to examine pictures in a critical way.

2. Have students turn to textbook, page 6. With students examine the photograph. Then work through the process (Pictures ➔ Words ➔ Questions) with the students.

3. Have students work in pairs or individually on any two of pictures on page 7. Have them record their responses on copies of Worksheet #8.intro.2a.

4. ALTERNATELY, Have students go through the Pictures ➔ Words ➔ Questions process for the photo on Worksheet #8.intro.2b.

Assignments:

1. Read Worldviews, pages 6 and the top of page 7.
2. Go through the Pictures ➔ Words ➔ Questions process for any two of the three pictures on page 7. (Record responses on Worksheet #8.intro.2a.)
3. ALTERNATELY. Interpret the photo on Worksheet #8.intro.2b. (Record responses on Worksheet #8.intro.2a.)
Directions: Use the ** Pictures -> Words -> Questions ** process to help you interpret each picture.

**Picture:** Examine the picture. What observations and/or questions do you have so far?


**Words:** Read the caption. What additional information did you get?


**Questions:** What questions do you have now? Write at least one question for each category.

<table>
<thead>
<tr>
<th>Point of View</th>
<th>Perspective</th>
<th>Worldview</th>
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<tbody>
<tr>
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</tbody>
</table>

Worksheet #8.intro.2a
The Hutterites are a peaceful and industrious agricultural Anabaptist sect named after one of their most famous leaders, Jacob Hutter. They live in large farming communities in Western Canada. They maintain their traditional dress and customs, but embrace the most advanced farming techniques.

The high-powered rocket launch brought a substantial number of spectators each day from the nearby colony. They have a very positive relationship with the people of the rocketry club—often finding the model rockets in their fields, and returning them the following year. They seemed mildly interested in my camerawork, and not at all camera shy. I smiled and photographed them in all their dignity, without imposing upon them.

- Larry N. Bolch
Lesson Intro.3

Concept: Putting It All Together: Point of View, Perspective, Worldview

Resources/Materials: Worldviews, pages 8, 9, 12, and 13

Introduction: As a group distinguish between point of view, perspective, and worldview. Explain that in social studies these terms refer to related ideas, but are not synonyms.

point of view – is individual and has to do with how a person feels about a particular situation or issue
perspective – refers to how an identifiable group feels about a particular situation or issue
worldview – can be held by an individual, a group, or a whole culture. It is influence by all the points of view or perspectives. It is really a collection of beliefs and values.

Procedure:

1. Warn students that difference between point of view, perspective, and worldview may not be crystal clear at this point, but that it will become more apparent as the year progresses.


3. Explain that page 9 focuses on critical thinking skills. Critical thinking skills help you to make observations and assessments of situations, taking into consideration that people or groups may see things from different points of view, perspectives, and worldviews.

   NOTE: The Critical Thinking Checklist found at the bottom of page 9 is also available as a blackline master in the Teacher Resource, LM-2, page 256.

4. NOTE: Textbook pages 10 and 11 have to do specifically with making a presentation on a particular issue. Teachers may want to skip those pages for now and then refer back to them when they plan to have students do such an assignment later in the year.

5. Distribute Worksheets #8.intro.3a and #8.intro.3b. Go over the directions, if necessary.

6. OPTIONAL. Have students to the Over to You questions on textbook, page 13.

Assignments:

1. Read Worldviews, pages 8, 9, 12, and 13.
2. Do Worksheets #8.intro.3a and #8.intro.3b.
3. OPTIONAL. Do the Over to You questions, page 13.
Directions: Use *Worldviews*, pages 8 – 13 to help you with the questions.

1. Read the article about child labour on page 8. Then complete the chart.

<table>
<thead>
<tr>
<th>CHILD LABOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points of View</td>
</tr>
<tr>
<td>Perspective of the Alberta Federation of Labour</td>
</tr>
<tr>
<td>North American Society’s Worldview of Child Labour in 1910</td>
</tr>
<tr>
<td>North American Society’s Worldview of Child Labour Today</td>
</tr>
</tbody>
</table>

2. What are four general characteristics of an effective critical thinker?
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________
   d. __________________________________________
3. Read the article "Labour Laws in India" on page 12. Then complete the chart.

<table>
<thead>
<tr>
<th>Issue: Should child labour be banned in India?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief description of the issue</td>
</tr>
<tr>
<td>What is the point of view of Rama Chandran?</td>
</tr>
<tr>
<td>What do you think is the perspective of those who employ children?</td>
</tr>
<tr>
<td>What was the worldview of India many years ago?</td>
</tr>
<tr>
<td>What kind of shift is there in India’s worldview?</td>
</tr>
<tr>
<td>Worldview elements that are factors (See the worldview icon on page 4.)</td>
</tr>
<tr>
<td>Your worldview of child labour</td>
</tr>
<tr>
<td>Your community’s worldview of child labour</td>
</tr>
<tr>
<td>Canada’s worldview of child labour</td>
</tr>
</tbody>
</table>
Putting It All Together: Point of View, Perspective, and Worldview

Directions: Use Worldviews, pages 8 – 13 to help you with the questions.

1. Read the article about child labour on page 8. Then complete the chart.

<table>
<thead>
<tr>
<th>Points of View</th>
<th>CHILD LABOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>more adolescents will drop out of school</td>
</tr>
<tr>
<td></td>
<td>need more employees in the work force</td>
</tr>
<tr>
<td>Perspective of the Alberta Federation of Labour</td>
<td>not a good idea</td>
</tr>
<tr>
<td>North American Society’s Worldview of Child Labour in 1910</td>
<td>acceptable</td>
</tr>
<tr>
<td>North American Society’s Worldview of Child Labour Today</td>
<td>not acceptable; children are not simply little adults</td>
</tr>
</tbody>
</table>

2. What are four general characteristics of an effective critical thinker?
   a. open-minded
   b. raises important questions and problems and expresses them clearly
   c. gathers/assesses relevant information, interprets information effectively, and tests conclusions/solutions against relevant criteria/standards
   d. communicates well with others in pursuit of effective solutions to problems
3. Read the article "Labour Laws in India" on page 12. Then complete the chart.

<table>
<thead>
<tr>
<th>Issue: Should child labour be banned in India?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief description of the issue</td>
</tr>
<tr>
<td>Indian government banned child labour</td>
</tr>
<tr>
<td>Children of India’s tens of millions poor are expected to work</td>
</tr>
<tr>
<td>What is the point of view of Rama Chandran?</td>
</tr>
<tr>
<td>needs the money to send home to his widowed mother and three siblings</td>
</tr>
<tr>
<td>What do you think is the perspective of those who employ children?</td>
</tr>
<tr>
<td>probably necessary to keep their small businesses viable</td>
</tr>
<tr>
<td>What was the worldview of India many years ago?</td>
</tr>
<tr>
<td>acceptable</td>
</tr>
<tr>
<td>What kind of shift is there in India’s worldview?</td>
</tr>
<tr>
<td>no longer as acceptable</td>
</tr>
<tr>
<td>Worldview elements that are factors (See the worldview icon on page 4.)</td>
</tr>
<tr>
<td>economy society values</td>
</tr>
<tr>
<td>Your worldview of child labour</td>
</tr>
<tr>
<td>Your community’s worldview of child labour</td>
</tr>
<tr>
<td>Canada’s worldview of child labour</td>
</tr>
<tr>
<td>not acceptable; children should have a life that is more fun with little stress</td>
</tr>
</tbody>
</table>
Unit 1

Renaissance Europe

Origins of a Western Worldview
Chapter 1

Times of Change

Wordview Inquiry

In what ways can changing social structures affect a society’s worldview?
# Social Studies Grade 8
## Chapter 1
### Times of Change

## Contents

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<td>Lesson 1.5</td>
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<td>Lesson 1.6</td>
<td>Chapter 1: Times of Change – Test</td>
<td>8</td>
</tr>
</tbody>
</table>
Lesson 1.1

Concept: Feudalism

Resources/Materials: Worldviews, pages 18 – 21
Worksheets #8.1.1a, #8.1.1b, #8.1.1c, and #8.1.1d (student copies)
Wall map of the world

Introduction: Review that worldview is a collection of beliefs about life and all that is around. These beliefs affect our values and what we think is right or wrong, good or bad, and so on. On the map of the world, point out the regions that make up the “western” world; that is, Canada, U.S. and Europe. Explain that the cultures of the western world generally share the same worldview. The worldview of the western world has its origins in a period of time called the Renaissance. Unit 1 of the grade eight program is about the renaissance. It covers the first six chapters.

Procedure:

1. Have students turn to the timeline inside the front cover of the book. Explain that the green timeline is the span of time covered by Unit 1; the orange Unit 2; and the blue Unit 3.

2. Using the Unit 1 timeline show that the period of time just before the Renaissance was called the Middle Ages, and this is the subject of Chapter 1.

3. Explain that it was disease that spread throughout Europe that marked the end of the Middle Ages and gradually led to the Renaissance. This disease was the bubonic plague.

4. Have students turn to textbook, page 16. Read page 17 to students. Discuss that the death of half Europe’s population effected it economically, socially, spiritually, and in many other ways.

5. Have students turn to textbook, page 18. Explain that pages 18 – 24 describe a social system called feudalism. Feudalism was common in Europe during the Middle Ages. Explain also that students may come across the term medieval. Medieval refers to things having to do with the Middle Ages and literally means “middle ages.”

6. Have students read textbook, pages 18 – 24.

7. Distribute Worksheets #8.1.1a, #8.1.1b, #8.1.1c, and #8.1.1d. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #8.1.1a, #8.1.1b, #8.1.1c, and #8.1.1d.
Directions: Use *Worldviews*, pages 18 – 24 to help you with the questions.

1. Define the terms:
   a. feudalism
   b. hierarchy
   c. allegiance
   d. manor (fief)
   e. serfs
   f. freemen

2. Fill in the triangle below to show the hierarchy in the Middle Ages.
3. Write a paragraph explaining how feudalism worked.


4. What is the manorial system?


5. Read the points of view about the manorial system on page 20 of your textbook. Briefly explain each point of view.

<table>
<thead>
<tr>
<th>Writer</th>
<th>Point of View</th>
<th>Criteria Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Smith</td>
<td></td>
<td>• Economic and social effects on the lives of peasants</td>
</tr>
<tr>
<td>Thomas H. Greer and Gavin Lewis</td>
<td></td>
<td>• Economic and social effects on the society, as a whole</td>
</tr>
</tbody>
</table>
6. Read page 21 carefully. Then answer the questions about the picture.
   a. What does the image show? 

   b. Who created the image and why? 

   c. When was the image created? 

   d. What was the purpose of the image: to persuade, to inform, or to entertain? 

   e. What bias do the creators of the image show? How do they show this? 

7. Define the terms:
   a. monastery 

   b. journeyman 

8. Write true or false beside these statements about town life during the Middle Ages.
   ______ Medieval towns were centres for farm communities.
   ______ There was usually a stone wall surrounding a medieval town that helped to protect the citizens inside.
   ______ Ordinary citizens had more freedom in towns than peasants did on manors.
   ______ All money a person made had to be turned over to the king.
Peasants could work for wealthy people as servants and labourers, or they could learn a trade.

A group of people of a particular trade formed a guild.

The main purpose of a guild was to make sure that no one charged the same prices for their goods.

A young child might be sent to live with a master craftsman called a journeyman so that he could learn a trade.

9. Complete the Venn diagram to compare women who lived in rural areas with those who lived in towns, during the Middle Ages.

Rural


Urban


a. What connections can you make between the situation in Europe in the Middle Ages and that in the developing countries today?

b. What effect, if any, might the situation in the world’s developing countries have on Canadians?
Directions: Use Worldviews, pages 18 – 24 to help you with the questions.

1. Define the terms:
   a. feudalism the system of political organization during the Middle Ages in which the lord owned the land and all others served him
   b. hierarchy a social system in which status is ranked, and power is concentrated in the higher ranks
   c. allegiance loyalty
   d. manor (fief) a piece of land, sometimes called a fief
   e. serfs peasants who worked the land for the lord and were not allowed to leave the manor without the lord’s permission
   f. freemen peasants who rented the land or worked for pay

2. Fill in the triangle below to show the hierarchy in the Middle Ages.

   The Crown
   Barons
   Abbots and Bishops
   Knights
   Commoners (Freeholders/Serfs)

Worksheet #8.1.1a
3. Write a paragraph explaining how feudalism worked.

- Nobles were given the rights to a manor in exchange for their allegiance to the crown.
- Bishops also received land from the crown.
- Within each manor peasants were assigned a strip of land. In exchange the peasants gave a portion of his crop to the noble.
- Peasants worked cooperatively on such tasks as ploughing, haying, road construction, cleaning forests.
- Freemen could rent land.

4. What is the manorial system?

The way life was organized on a manor.

5. Read the points of view about the manorial system on page 20 of your textbook. Briefly explain each point of view.

<table>
<thead>
<tr>
<th>Writer</th>
<th>Point of View</th>
<th>Criteria Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Smith</td>
<td>Peasants were used by nobles and could never get ahead. They received protection of the lord in return</td>
<td>• Economic and social effects on the lives of peasants</td>
</tr>
<tr>
<td>Thomas H. Greer and Gavin Lewis</td>
<td>Peasants led a harsh life. The feudal system did lead to the growth of Europe.</td>
<td>• Economic and social effects on the society, as a whole</td>
</tr>
</tbody>
</table>
6. Read page 21 carefully. Then answer the questions about the picture.

   a. What does the image show?  peasants working on land

   b. Who created the image and why?  Created by the Limbourg brothers, produced for a prayer book

   c. When was the image created?  between 1412 and 1416

   d. What was the purpose of the image: to persuade, to inform, or to entertain?  to persuade

   e. What bias do the creators of the image show? How do they show this?  Bias - it is the duty of peasants to obey their lord and do his work, shows the peasants looking happy to work for and obey their lord

7. Define the terms:

   a. monastery  buildings and lands in which monks lived and carried out their religious duties

   b. journeyman  a person who has learned a trade and has joined a guild

8. Write true or false beside these statements about town life during the Middle Ages.

   T  Medieval towns were centres for farm communities.

   T  There was usually a stone wall surrounding a medieval town that helped to protect the citizens inside.

   T  Ordinary citizens had more freedom in towns than peasants did on manors.

   F  All money a person made had to be turned over to the king.
T Peasants could work for wealthy people as servants and labourers, or they could learn a trade.

T A group of people of a particular trade formed a guild.

F The main purpose of a guide was to make sure that no one charged the same prices for their goods.

T A young child might be sent to live with a master craftsman called a journeyman so that he could learn a trade.

9. Complete the Venn diagram to compare women who lived in rural areas with those who lived in towns, during the Middle Ages.

Rural
- worked land
- had children
- life was simple
- worked with husbands

Urban
- worked with husbands in the trade
- could inherit property or guild membership if husband died
- could become masters of crafts
- could go to school


a. What connections can you make between the situation in Europe in the Middle Ages and that in the developing countries today?

- People see moving to towns as a way of breaking free of rural life.
- Living in urban areas requires skills for success.

b. What effect, if any, might the situation in the world’s developing countries have on Canadians?

- Possible shortages of goods from rural areas
- Wages in cities are often very low
Lesson 1.2

Concept: Changes in the Middle Ages

Resources/Materials: Worldviews, pages 24 – 28
          Worksheets #8.1.2a, #8.1.2b, and #8.1.2c (student copies)

Introduction: Explain that the feudal system of the Middle Ages lasted for hundreds of years. Discuss how an event like the bubonic plague that killed millions might affect the feudal system. (Many manors without owners and workers)
          Explain that the three factors led to changes in society:
          • Changes in the feudal system
          • The invention and wider use of mechanical timepieces, such as clocks
          • More wealth in society

Procedure:

1. Explain the concept of a revolt. (People challenge the existing system.) Explain that peasants revolted against the powerful and wealthy.

2. Discuss that in medieval times, people planned their lives around the rising and setting of the sun and on the seasons. When the clock was invented, people started to think about exact times. They started to equate the worth of their work with the amount of time they had worked.

3. Finally, some people began to acquire more wealth and bought things to show how wealthy they were. People tried to get richer and richer.


5. Distribute Worksheets #8.1.2a, #8.1.2b, and #8.1.2c. Go over the directions, if necessary.

6. OPTIONAL. Have students do the Over to You questions on textbook, page 28.

Assignments:

2. Do Worksheets #8.1.2a, #8.1.2b, and #8.1.2c.
3. OPTIONAL. Do the Over to You questions, page 24.
Directions: Use Worldviews, pages 24 – 28 to help you with the questions.

1. Complete the map below to tell about the challenges to the feudal system.

   **CHALLENGES TO THE FEUDAL SYSTEM**

   - The Peasants’ Revolt
   - The Black Death

2. Read about the peasant’s revolt on page 25. Match the points of view with the people.

   **John Ball**
   
   He saw the peasants as lawless and unprincipled mobs without proper arms or leadership. He was upset that the worst of the criminals seemed to be seen as heroes by the peasants.

   **Jean Froissart**
   
   He saw the peasants as unfairly treated and used. He thought this was unjust and that peasants had as much right to the riches of the land as did the nobility.
3. How did the Black Death affect each of the following:

<table>
<thead>
<tr>
<th>Group</th>
<th>How the Black Death Affected The Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nobles</td>
<td></td>
</tr>
<tr>
<td>Serfs</td>
<td></td>
</tr>
<tr>
<td>Freeholders (Freemen)</td>
<td></td>
</tr>
</tbody>
</table>

4. How did the invention of mechanical clocks affect people?

<table>
<thead>
<tr>
<th>Life Before Mechanical Clocks</th>
<th>Life After Mechanical Clocks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. The peasant’s revolt and the bubonic plague enabled some people to move into a different social class. Complete the chart to show who belonged in each class.

<table>
<thead>
<tr>
<th>Top Level: Aristocracy</th>
<th>Middle Level: Middle Class</th>
<th>Bottom Level: Lower Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. The bubonic plague and the peasants’ revolt meant that the lowest class of people could acquire wealth. What were the effects of this?

CAUSE

Some people had opportunities to move up from one social class to another. A new social structure began to emerge.

EFFECTS

7. How do you think the worldview of the serfs changed after the peasants’ revolt and the Black Death?

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.1.2c
Changes to Society in the Middle Ages

Directions: Use Worldviews, pages 24 – 28 to help you with the questions.

1. Complete the map below to tell about the challenges to the feudal system.

CHALLENGES TO THE FEUDAL SYSTEM

The Peasants’ Revolt
- After Hundred Years’ War, peasants revolted because of high rents and taxes
- changed because kings had to raise money to pay for war
- Revolts put down by authorities

The Black Death
- Plague killed millions between 1346 and 1350
- resulted in severe labour shortage, causing many feudal estates to go bankrupt
- some nobles had to rent out land
- many serfs were released from their obligations to their lords

2. Read about the peasant’s revolt on page 25. Match the points of view with the people.

John Ball
Jean Froissart

Jean Froissart
He saw the peasants as lawless and unprincipled mobs without proper arms or leadership. He was upset that the worst of the criminals seemed to be seen as heroes by the peasants.

John Bell
He saw the peasants as unfairly treated and used. He thought this was unjust and that peasants had as much right to the riches of the land as did the nobility.
3. How did the Black Death affect each of the following:

<table>
<thead>
<tr>
<th>Group</th>
<th>How the Black Death Affected The Group</th>
</tr>
</thead>
</table>
| Nobles                 | - Some had to rent out their land or sell it to their serfs  
                        | - Costs of wages went up                |
| Serfs                  | - Some were released from their obligations to their lords  
                        | - Some able to buy land                 |
| Freeholders (Freemen)  | - could demand higher wages             |

4. How did the invention of mechanical clocks affect people?

<table>
<thead>
<tr>
<th>Life Before Mechanical Clocks</th>
<th>Life After Mechanical Clocks</th>
</tr>
</thead>
</table>
| activities controlled by the rising and setting of the sun and the changing of the seasons | told time using sun dials, water clocks, hourglasses  
|                                 | later used mechanical clocks |

5. The peasant’s revolt and the bubonic plague enabled some people to move into a different social class. Complete the chart to show who belonged in each class.

<table>
<thead>
<tr>
<th>Top Level: Aristocracy</th>
<th>Middle Level: Middle Class</th>
<th>Bottom Level: Lower Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>high church officials</td>
<td>merchants/business people</td>
<td>peasants</td>
</tr>
<tr>
<td>rulers / lords of manors</td>
<td>craftspeople</td>
<td>rural labourers</td>
</tr>
<tr>
<td>old noble families</td>
<td>shopkeepers</td>
<td>urban labourers</td>
</tr>
<tr>
<td>wealthy merchants</td>
<td>bankers</td>
<td>servants</td>
</tr>
<tr>
<td></td>
<td>priests / lower Church officials</td>
<td>the unemployed</td>
</tr>
</tbody>
</table>
6. The bubonic plague and the peasants’ revolt meant that the lowest class of people could acquire wealth. What were the effects of this?

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some people had opportunities to move up from one social class to another. A new social structure began to emerge.</td>
<td>The power and social positions of wealthy merchants and the new middle class were based on money and not ownership of land.</td>
</tr>
<tr>
<td></td>
<td>People became more focused on enjoying material possessions and displaying their wealth.</td>
</tr>
<tr>
<td></td>
<td>People’s desire for luxury goods led to the expansion of trade to places outside Europe.</td>
</tr>
</tbody>
</table>

7. How do you think the worldview of the serfs changed after the peasants’ revolt and the Black Death?

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.1.2c
Lesson 1.3

Concept: The Role of Religion in the Middle Ages

Resources/Materials: Worldviews, pages 29 – 34
Worksheets #8.1.3, #8.1.3b, #8.1.3c, and #8.1.3d (student copies)

Introduction: Review that as the feudal system started to breakdown, the worldview of people began to change as well.

As students “How do you think religion affects a person’s worldview?” Discuss and conclude that one’s religion significantly affects his or her worldview. Explain that just like today, in medieval times there were many different religions.

Procedure:

1. Explain that in medieval times the Roman Catholic Christian church was bar far the most common throughout western Europe. It was powerful and wealthy.

2. Just like the rest of society, the Catholic Church was built on a hierarchy with the Pope on the top and the parishioners at the bottom. (You may have to explain that a parish is a group of people serve by a priest and the parishioners are the people served by a parish.)

3. Explain also that the Church raised money to operate by tithing. In tithing, the Church requested that each parishioner donate 10% of his wages to the Church.

4. Deeply religious people who wanted to donate their lives to the service of the church would often become monks or nuns.

5. Have students turn to textbook, page 29. Then distribute Worksheets #8.1.3a, #8.1.3b, #8.1.3d, and #8.1.3d. Instruct students to read the pages indicated on the worksheets; then to do the corresponding questions.

6. OPTIONAL. Have students do the Over to You questions on textbook, page 34.

Assignments:

1. Read Worldviews, pages 29 – 34.
2. Do Worksheets #8.1.3a, #8.1.3b, #8.1.3c, and #8.1.3d.
3. OPTIONAL. Do the Over to You questions, page 34.
Directions: For each section, read the pages in Worldviews. Then do the questions for that section.

Section One: Pages 29 and 30

1. Complete each of the following to show how religion was a central part of life in the Middle Ages.

<table>
<thead>
<tr>
<th>Event</th>
<th>How Religion Affects Thoughts and Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Millions were killed by the Black Death.</td>
<td></td>
</tr>
<tr>
<td>Life in medieval times was hard: sickness, famine, and war were a constant threat.</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the following to show how spirituality affected the lives of First Nations and Inuit peoples.

   | They believed that everything in the world has a sacred presence or spirit and that the Creator is everywhere. |                                           |

3. Read about and examine the Psalter Map on page 30. Then in each box below explain what each characteristic of the map tells you about how medieval people thought about the world.

<table>
<thead>
<tr>
<th>Map Characteristic</th>
<th>How Medieval People Thought About the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Holy Land takes up a third of the continent of Asia.</td>
<td></td>
</tr>
</tbody>
</table>
Jerusalem, the city where Jesus preached, is the dot at the very centre of the map.

Heaven is at the top of the map.

Pages 31

4. Fill in the names of the members of the Church to show its hierarchy.

How was the organization of the Church similar to that of the feudal system?

5. How does the building of so many magnificent cathedrals indicate the importance of the Church in the worldview of the people?
6. Fill in the spaces with words that make sense.

During medieval and Renaissance times, people who were deeply ______________ might choose to join a religious order and devote their entire lives to God. Men became ______________ and entered ______________; women became ______________ and entered ______________. Here they lived their lives studying religious texts, praying and working. They also ______________ and ______________ food for the order, taught children, cared for the ______________ and the poor, and fed the hungry.

Unlike most people, monks and nuns were well ______________. Some monasteries became great centres of ______________. Religious ______________ copied Christian religious texts as well as ______________ from ancient times written in Latin and ______________.

Eventually ______________ grew up around religious schools. Subjects such as grammar, geometry, astronomy, and music were taught. Training in religion, law, and ______________ were also offered. Unfortunately, universities did not allow ______________ to attend. It was not until the late 1800s that some European and American universities ______________ women.

8. Read the section about St. Francis of Assisi.

a. How did St. Francis’s religious beliefs affect the way he lived his life?

________________________________________________________________________

________________________________________________________________________

b. Do Christian churches today encourage the same type of behaviour? Give reasons for your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
9. Read the section on page 33 about Medieval Muslims and Jews.

Note: The terms Islam and Muslim are often used as if they meant exactly the same thing. Technically speaking, Islam is the name of the religion; Muslims are people who are believers in Islam.

a. Several elements of the medieval Muslim worldview allowed for cities of learning where Christians, Jews, and Muslims could live and work together. Which of the following elements corresponds to each characteristics of the Islamic faith?

<table>
<thead>
<tr>
<th>values</th>
<th>knowledge</th>
<th>society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning was valued.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muslim society was accepting of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Islamic civilization was tolerant of the religions of others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. What aspect of medieval Christians’ religious worldview led them to persecute the Jews?

Page 34

10. What factors led some people to question the Church?

Causes of Changing Attitudes Toward the Church

- The Black Death
- The Wealth of the Church
- The Behaviour of the Clergy
Directions: For each section, read the pages in *Worldviews*. Then do the questions for that section.

Section One: Pages 29 and 30

1. Complete each of the following to show how religion was a central part of life in the Middle Ages.

<table>
<thead>
<tr>
<th>Event</th>
<th>How Religion Affects Thoughts and Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Millions were killed by the Black Death.</td>
<td>The plague had been sent by God as a punishment.</td>
</tr>
<tr>
<td>Life in medieval times was hard: sickness, famine, and war were a constant threat.</td>
<td>They hoped for a better life after death and could reach heaven with the help of the Church</td>
</tr>
</tbody>
</table>

2. Complete the following to show how spirituality affected the lives of First Nations and Inuit peoples.

They believed that everything in the world has a sacred presence or spirit and that the Creator is everywhere.

Ceremonies used to communicate with natural spirits and to offer thanks.

3. Read about and examine the Psalter Map on page 30. Then in each box below explain what each characteristic of the map tells you about how medieval people thought about the world.

<table>
<thead>
<tr>
<th>Map Characteristic</th>
<th>How Medieval People Thought About the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Holy Land takes up a third of the continent of Asia.</td>
<td>Holy Land is the most important place People have little knowledge of world beyond</td>
</tr>
</tbody>
</table>
Jerusalem, the city where Jesus preached, is the dot at the very centre of the map.

Jerusalem is centre of the world
People have little knowledge of world beyond

Heaven is at the top of the map.

Heaven may be a geographic location

Pages 31

4. Fill in the names of the members of the Church to show its hierarchy.

The Pope
Archbishops
Bishops
Priests
Parishioners

How was the organization of the Church similar to that of the feudal system?

hierarchical

5. How does the building of so many magnificent cathedrals indicate the importance of the Church in the worldview of the people?

Church was very important part of life
Hundreds of craftspeople and years were used to construct cathedrals.
6. Fill in the spaces with words that make sense.

During medieval and Renaissance times, people who were deeply religious might choose to join a religious order and devote their entire lives to God. Men became monks and entered monasteries; women became nuns and entered convents. Here they lived their lives studying religious texts, praying and working. They also grew and prepared food for the order, taught children, cared for the sick and the poor, and fed the hungry.

Unlike most people, monks and nuns were well educated. Some monasteries became great centres of learning. Religious scholars copied Christian religious texts as well as manuscripts from ancient times written in Latin and Greek.

Eventually universities grew up around religious schools. Subjects such as grammar, geometry, astronomy, and music were taught. Training in religion, law, and medicine were also offered. Unfortunately, universities did not allow women to attend. It was not until the late 1800s that some European and American universities admitted women.

8. Read the section about St. Francis of Assisi.

a. How did St. Francis’s religious beliefs affect the way he lived his life?

   gave up all his possessions and devoted himself to caring for those who needed help

b. Do Christian churches today encourage the same type of behaviour? Give reasons for your answer. Answers will vary.
9. Read the section on page 33 about Medieval Muslims and Jews.

   **Note:** The terms Islam and Muslim are often used as if they meant exactly the same thing. Technically speaking, Islam is the name of the religion; Muslims are people who are believers in Islam.

   a. Several elements of the medieval Muslim worldview allowed for cities of learning where Christians, Jews, and Muslims could live and work together. Which of the following elements corresponds to each characteristic of the Islamic faith?

      | values | knowledge | society |
      |--------|-----------|---------|
      | knowledge | Learning was valued. |
      | society    | Muslim society was accepting of others. |
      | values     | Islamic civilization was tolerant of the religions of others. |

   b. What aspect of medieval Christians’ religious worldview led them to persecute the Jews?

      Their belief that everyone should embrace the Christian faith in order to be saved allowed them to persecute the Jews.

Page 34

10. What factors led some people to question the Church?

   **Causes of Changing Attitudes Toward the Church**

   - **The Black Death**
     In spite of prayers and visits to holy sites, people kept dying

   - **The Wealth of the Church**
     The Church was wealthy, owning vast amounts of land and collecting tithes from the peasants

   - **The Behaviour of the Clergy**
     Clergy were sometimes caught up in the enjoyment of the good life. F more interested in luxurious living than in spiritual values

Worksheet #8.1.3d
Lesson 1.4

Concept: A New Age

Resources/Materials: Worldviews, pages 35 and 36
Worksheet #8.1.4 (student copies)

Introduction: Review that feudalism and deep religious convictions characterized the Middle Ages. Society was rigidly organized; that is, everyone knew his or her place. A person or family could not move from one social class to another. Within religion, there was a definite hierarchy. However, certain factors caused this to change.

Procedure:

1. If you have the time, briefly go over the factors that led to change from the systems of the Middle Ages:
   - The Black Death
   - Changing Technologies (mechanical clocks, better weaponry)
   - Increased in Wealth
   - Rise of the Towns
   - Knowledge Transfer from Other Cultures (i.e., Muslims and Jews)

2. Have students turn to textbook, page 35. Guide the reading of opening two paragraphs, if possible. Then have students read pages 35 and 36.

3. Distribute Worksheet #8.1.4. Go over the directions, if necessary.

4. OPTIONAL. Have students do the Over to You questions on textbook, page 36.

Assignments:

1. Read Worldviews, pages 35 and 36.
2. Do Worksheet #8.1.4.
3. OPTIONAL. Do Over to You, page 36.
Directions: Use Worldviews, pages 35 and 36 to help you with the questions.

1. What is the meaning of the word *renaissance*?

2. Compare the Psalter Map drawn in the Middle Ages (page 30) with the map of the world from the Renaissance (page 35).

   What evidence is there that the Renaissance map was drawn in a time when there was greater knowledge of the world and that beliefs about the world were changing?

3. Read about the some of the people from the Renaissance. Then decide who might have said each of the following.

   1. "It is the Sun and not Earth that is the centre of the universe."
   2. "Many people in the Church are not very Christian in their behaviour. This has to change."
   3. "Women are not second-class citizens. They should be allowed the same rights as men."
   4. "We must build beautiful buildings to make our lives better."
   5. "I love to create things."
   6. "I discovered many new and fascinating places by sailing the ocean’s waters."
   7. "By translating the Bible into German, the Word of God can be read by more people."
Directions: Use *Worldviews*, pages 35 and 36 to help you with the questions.

1. What is the meaning of the word *renaissance*?

   "rebirth" of classical knowledge and learning

2. Compare the Psalter Map drawn in the Middle Ages (page 30) with the map of the world from the Renaissance (page 35).

   What evidence is there that the Renaissance map was drawn in a time when there was greater knowledge of the world and that beliefs about the world were changing?

   North and South America are included

   There is more to the world than the Holy Land and areas around it.

3. Read about some of the people from the Renaissance. Then decide who might have said each of the following.

   **Nicolaus Copernicus**  “It is the Sun and not Earth that is the centre of the universe.”

   **Martin Luther**  “Many people in the Church are not very Christian in their behaviour. This has to change.”

   **Christine de Pisan**  “Women are not second-class citizens. They should be allowed the same rights as men.”

   **François I**  “We must build beautiful buildings to make our lives better.”

   **Leonardo de Vinci**  “I love to create things.”

   **Vasco da Gama**  “I discovered many new and fascinating places by sailing the ocean’s waters.”

   **Martin Luther**  “By translating the Bible into German, the Word of God can be read by more people.”
Lesson 1.5 (optional)

Concept: Chapter 1: Times of Change – Review

Resources/Materials: Chapter 1: Times of Change – Review Sheets (student copies)

Introduction: Review that the Middle Ages covered a period of hundreds of years where there was a definite hierarchy. A person was born into his/her position on the hierarchy and that more or less stayed the same throughout life. However, because of several different factors, the feudal system that characterized this period of time, made for change from the feudalism of the Middle Ages to the Renaissance of the fourteenth to eighteenth centuries.

Procedure:

1. If you have the time, briefly go over the main concepts in Chapter 1:
   - Characteristics of a feudal society
   - The Church in a feudal society
   - Factors That Led to Change
     - The Peasant’s Revolt
     - The Black Death
     - The invention of mechanical clocks
     - Increase in wealth
     - Changing attitudes toward religion
   - How these changes affected worldview

2. Distribute the Chapter 1: Times of Change – Review Sheets. Have students complete the review sheets independently.

3. ALTERNATELY. Have students do the Explore the Big Ideas questions on page 37. Depending on your particular students, these questions are an excellent way for students to apply the knowledge and skills learned in Chapter 1 to their own lives.

Assignments:

1. Do the Chapter 1: Times of Change – Review Sheets.
2. ALTERNATELY. Do the Explore the Big Ideas questions, page 37.
1. Match the words and phrases in the box to their meanings.

<table>
<thead>
<tr>
<th>point of view</th>
<th>perspective</th>
<th>pervasive</th>
<th>worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>feudalism</td>
<td>hierarchy</td>
<td>allegiance</td>
<td>manor</td>
</tr>
<tr>
<td>freemen</td>
<td>serfs</td>
<td>monastery</td>
<td>convent</td>
</tr>
<tr>
<td>journeyman</td>
<td>sumptuary laws</td>
<td>medieval</td>
<td>renaissance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>loyalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>place where nuns live, pray, and study</td>
</tr>
<tr>
<td>the system of political organization in the Middle Ages in which the lord owned the land and all others served him</td>
</tr>
<tr>
<td>a fief</td>
</tr>
<tr>
<td>buildings and lands in which monks lived</td>
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<tr>
<td>the collective point of view of a specific group</td>
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<td>peasants who worked the land for the lord and were not allowed to leave the manor without the lord's permission</td>
</tr>
<tr>
<td>a collection of beliefs about life and the universe held by an individual or group; the overall perspective from which one sees and interprets the world</td>
</tr>
<tr>
<td>having to do with the Middle Ages</td>
</tr>
<tr>
<td>laws that controlled consumption or how people spent money</td>
</tr>
<tr>
<td>everywhere in the way we think about, and act, in the world</td>
</tr>
<tr>
<td>a social system in which status is ranked, and power is concentrated in the higher ranks</td>
</tr>
<tr>
<td>a person who has learned a trade and joined a guild</td>
</tr>
<tr>
<td>peasants who rented land or worked for pay</td>
</tr>
</tbody>
</table>
2. Match the elements of worldview with their meanings.

<table>
<thead>
<tr>
<th>geography</th>
<th>time</th>
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<th>values</th>
<th>economy</th>
<th>knowledge</th>
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<tbody>
<tr>
<td>how goods and services are produced and distributed</td>
<td>what people in a society feel is important</td>
<td>climate, land, and location</td>
<td>what people know, how much they know, and how they learn it</td>
<td>the terms in which the passage of time is viewed</td>
<td>how people feel about life and death and their relationship with the environment</td>
<td>people's relationships with each other</td>
</tr>
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3. Answer true or false.

_______ In the feudal system, the person at the top of the hierarchy was the king or queen.

_______ During the Middle Ages, serfs were given a plot of land to farm in exchange for giving the lord part of the harvest and protection.

_______ Peasants were illiterate and uneducated.

_______ Freemen rented land or were hired to work for wages.

_______ The seigneurial system used in Québec was a type of feudal system.

_______ People who lived in towns had fewer freedoms than those who lived on manors.

_______ Guilds controlled the prices of goods, set standards of quality, and decided who would be admitted to the craft as an apprentice.

_______ Peasants revolted because they were being forced to pay higher taxes and higher rents to pay for the Thousands’ Years War.

_______ The bubonic plague changed the feudal system because it caused severe labour shortages.

_______ As towns grew, money came into use more and more, resulting in people thinking about time using mechanical clocks instead of more natural events.
The rise of towns, meant that society became more rigid. Fewer people could become wealthy.

The Church was important in medieval times

The Church was structured in a hierarchy.

Monks and nuns were deeply religious people who devoted their lives to religious studies, education, and helping the poor.

The worldview of people in Europe did not change, even though explorers discovered many lands beyond Europe.

All people in society were considered to be equal.

People felt that the Black Death was a punishment from God.

People who were not Christians should be forced to become Christians.

The most important thing about life is to be successful and happy.

Men and women should have different rights.

4. Examine the picture.

a. Do you think the picture was painted by a serf or by a nobleman?

b. Do you think the picture was painted to entertain, to inform, or to persuade?

c. What bias does the picture show?
5. For peasants what were the advantages and disadvantages of living in towns?

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6. Match the factors to the sentences that tell how they affected the feudal system and the Church in the Middle Ages.

   a. Peasants' Revolt         b. The Black Death
   c. Improved Technology      d. Increase in Wealth
   e. Rise of Towns            e. More Knowledge from Other Cultures
   g. Increasing Wealth of the Church

   _____ A middle or merchant class was beginning to form. People wanted to show others how wealthy they were. Sumptuary laws were passed.

   _____ Serfs were in conflict with their lords because they were facing increased rents and taxes, mainly to pay for war.

   _____ Muslim and Jewish scholars passed knowledge on to Europeans. As sailors returned from other places, the brought with them goods and ideas from other cultures.

   _____ The bubonic plague killed half of the population. This caused some manors to go bankrupt. Freemen began to demand higher wages for their work.

   _____ The economy became more based on trade and business and less on farming. The populated became more concentrated. Gaining material goods became possible and more important as the social structure became less rigid.

   _____ The invention of mechanical clocks meant that life was more tied to exact time. Improvements in weaponry meant that knights on horseback using lances were replaced with cannons and guns.

   _____ The Black Death made people question the power of the Church. In addition, the Church kept expecting peasants to tithe, even though they were very poor. The peasants did not always feel that it was fair that the Church was so wealthy when they lived in poverty.
1. Match the words and phrases in the box to their meanings.

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- **allegiance**: loyalty
- **convent**: place where nuns live, pray, and study
- **feudalism**: the system of political organization in the Middle Ages in which the lord owned the land and all others served him
- **manor**: a fief
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- **renaissance**: period of time that refers to the rebirth of knowledge and learning that followed the Middle Ages
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- **worldview**: a collection of beliefs about life and the universe held by an individual or group; the overall perspective from which one sees and interprets the world
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3. Answer true or false.

- **T** In the feudal system, the person at the top of the hierarchy was the king or queen.

- **T** During the Middle Ages, serfs were given a plot of land to farm in exchange for giving the lord part of the harvest and protection.

- **T** Peasants were illiterate and uneducated.

- **T** Freemen rented land or were hired to work for wages.

- **T** The seigneurial system used in Québec was a type of feudal system.

- **F** People who lived in towns had fewer freedoms than those who lived on manors.

- **T** Guilds controlled the prices of goods, set standards of quality, and decided who would be admitted to the craft as an apprentice.

- **F** Peasants revolted because they were being forced to pay higher taxes and higher rents to pay for the Thousands’ Years War.

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4. Examine the picture.

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   nobleman

b. Do you think the picture was painted to entertain, to inform, or to persuade?

   persuade

c. What bias does the picture show?

   everyone is happy
   working for the
   lord
5. For peasants what were the advantages and disadvantages of living in towns?

<table>
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<th>Advantages of Town Life</th>
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</tr>
</thead>
<tbody>
<tr>
<td>offered freedom and opportunities</td>
<td>crowded and dirty</td>
</tr>
<tr>
<td>→ could become wealthier</td>
<td>didn't have the security of living</td>
</tr>
<tr>
<td>→ could become a tradesman</td>
<td>on a manor</td>
</tr>
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6. Match the factors to the sentences that tell how they affected the feudal system and the Church in the Middle Ages.

a. Peasants’ Revolt
b. The Black Death
c. Improved Technology
d. Increase in Wealth
e. Rise of Towns
f. More Knowledge from Other Cultures
g. Increasing Wealth of the Church

A middle or merchant class was beginning to form. People wanted to show others how wealthy they were. Sumptuary laws were passed.

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The invention of mechanical clocks meant that life was more tied to exact time. Improvements in weaponry meant that knights on horseback using lances were replaced with cannons and guns.

The Black Death made people question the power of the Church. In addition, the Church kept expecting peasants to tithe, even though they were very poor. The peasants did not always feel that it was fair that the Church was so wealthy when they lived in poverty.
Lesson 1.6

Concept: Chapter 1: Times of Change – Test

Resources/Materials: Chapter 1: Times of Change – Test (student copies)

NOTE: An alternate test for Chapter 1 is available in the Teacher Resource (AM 108, pages 449 – 452).
Part A

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

Multiple Choice
Choose the letter of the best answer to each question.

1. Which of the following best characterizes medieval country life?
   a. It was based on a hierarchical system. There was little or no movement from one social class to another.
   b. It was a feudal system. Lords paid peasants wages to work the land.
   c. The king was the most powerful person. Barons and knights were above peasants. People of the Church were expected to live in poverty.
   d. Peasants were given a piece of land by the king or queen. In return, the king or queen would make sure that the peasants could get a free education.

Use the following information to answer question 2.

Today, when people become Canadian citizens, they go through a citizenship ceremony and take an oath. The oath must be taken in either French or English.

2. A medieval equivalent of the above would be
   a. paying taxes to the lord of the manor.
   b. giving a portion of the harvest to the lord.
   c. obeying the wishes of the lord.
   d. swearing allegiance to the lord.

3. A system similar to the manorial system in Canada’s history was the
   a. granting of free land to immigrants who would help settle the West.
   b. the seigneurial system.
   c. the treaties with First Nations.
   d. system of parliament set up by the British North America Act of 1867.
4. The pictures shows the life of which group of people during medieval times?
   a. peasants
   b. knights
   c. nobility
   d. freemen

Use the following information to answer questions 5 and 6.

We often live in dirty, crowded conditions, so life is hard. Our wages are poor and we have just enough to feed our families. On the other hand, unlike our brothers and sisters stuck on the manors, we can marry whomever we want and make money if we work hard. Our sons can apprentice, learn a trade, and eventually become journeymen and become **guild** members.

5. The above is written from the perspective of
   a. a guild member.
   b. the freemen.
   c. a peasant.
   d. wealthy merchants.

6. Which of the following would most likely be a member of a guild?
   a. a store owner
   b. a serf
   c. a priest
   d. a shoemaker
7. Which of the following was not an effect of the Black Death?

a. Most lords became very rich.
b. There were severe labour shortages.
c. Many manors became bankrupt.
d. Many nobles were forced to rent our their land or sell it.

Use the following information to answer questions 8 and 9.

With the rise of towns, society became less rigid. By acquiring wealth and skills, urban people had more opportunity to move up from one social level to another. People's desire for luxury goods like exotic fabrics was one of the factors that led to the expansion of trade outside Europe. This desire also led to the introduction of sumptuary laws. They were designed to control how people spent their money.

8. A modern day Canadian equivalent of the sumptuary laws would be

a. income taxes.
b. property taxes.
c. the goods and services tax (GST).
d. user fee for libraries and recreation centres.

9. From the information above, which of the following can you not infer affected the worldview of those living in medieval times?

a. society
b. economy
c. beliefs
d. geography

10. The diagram at the right shows that the structure of the Roman Catholic Church today. You can tell that

a. all are considered equal.
b. it is similar to its structure during the Middle Ages.
c. it is not based on a hierarchy.
d. the Catholic Church is structured much differently today compared to medieval times.
Córdoba is a bustling city in modern-day Spain. Its greatest years of glory, however, were from 756 to 1031, when it was the capital of al-Andalus (Islamic Spain). It was during this period that the Great Mosque was built.

Historians estimate Córdoba’s population to have been somewhere around 400,000, which was a significant number when no other city in Europe had more than 50,000 residents. The city dazzled with its civilized air and multicultural activity, with Muslims, Jews, and Christians mingling at all levels.

11. From the information above you can infer that

a. Córdoba had a manorial system.
b. Muslims included and accepted other religions.
c. Muslims did not believe in constructing houses of worship.
d. Córdoba was unlike other cities where Muslims lived.

12. Which of the following was not a result of European explorers travelling to other parts of the world?

a. It influenced the European worldview.
b. There was an increased demand for luxury goods from other lands.
c. Many merchants and traders went from being poor to wealthy.
d. Serfs living on fiefs became wealthy.
Part B

Directions: Answer these questions on a separate sheet of paper.

1. Describe the roles of lords and peasants in the manorial system.

2. Do you agree with the statement below? Give reasons for your answer.

   During the Middle Ages, peasants who lived in towns had a better life than those who lived in the country on manors.

3. What role did advancements in technology have on worldview in medieval Europe?

4. How did the Black Death affect medieval Europe
   a. socially?
   b. economically?
Chapter 1
Times of Change
Test

Answer Sheet

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
Social Studies Grade 8 Worldviews Chapter 1
Test

Chapter 1
Times of Change
Test

Answer Sheet

1.   a   

2.   d   

3.   b   

4.   c   

5.   b   

6.   d   

7.   a   

8.   c   

9.   c   

10.  b  

11.  b  

12.  d  

6
1. Describe the roles of lords and peasants in the manorial system.

   **Lords**
   - assign parcel of land to peasants
   - rent land to freemen
   - provide protection to peasants

   **Peasants**
   - give portion of crops to the lord
   - do other work for the lord, such as build roads and bridges

2. Do you agree with the statement below? Give reasons for your answer.

   **During the Middle Ages, peasants who lived in towns had a better life than those who lived in the country on manors.**

   *Answers will vary.*

   **Agree**
   - more freedom to come and go as they wished
   - free to marry whomever they wished
   - could make money and become wealthier
   - could take up a trade

   **Disagree**
   - did not have security
   - life was often uncertain
   - living conditions in towns were often unsanitary and filled with unsavoury characters

3. What role did advancements in technology have on worldview in medieval Europe?

   - Invention of mechanical clocks made people more exact time oriented.
   - Advancements in navigational equipment and ships enabled explorers to travel to distance lands and bring back knowledge and goods previously unknown.

4. How did the Black Death affect medieval Europe
   a. socially?
      - Many feudal estates went bankrupt so that lords did not have the status they once did
      - Many peasants moved to towns where they could elevate social status
   b. economically?
      - Many feudal estates went bankrupt
      - Peasants could now buy land from money-strapped lords
      - Output of agricultural and trade goods declined, resulting in higher wages and higher prices.
The Expansion of Trade

Worldview Inquiry

What impact might increased trade and business have on a society’s worldview?
# Social Studies Grade 8

## Chapter 2

### The Expansion of Trade

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Lesson 2.1

Concept: The Rise of International Trade: The Crusades

Resources/Materials: Worldviews, pages 38 – 43
Worksheets #8.2.1a, #8.2.1b, and #8.2.1c (student copies)
Wall Map of the World

Introduction: Recall with students that the feudal system that was found throughout Europe during the Middle Ages was structured on a strict hierarchy. People knew their places and there was little movement possible between social classes. People belonged to the Christian Church and believed that supporting it would get them to a better life in heaven. Then several things occurred that caused things to change: peasants’ revolt, the bubonic plague, advancements in technology, doubts about the Church’s wealth, and the appearance of a middle class in towns.

Chapter 2 deals with how the advancements in technology enabled Europeans to know more about lands beyond Europe and how trade and exposure to other religions affected the European worldview.

Procedure:

1. On the world map point out Europe, then Italy, Turkey, the Middle East, Africa, and southern Asia.

2. Explain that the Italians were known to be excellent sailors. Advancements in navigational equipment and bigger and stronger ships made sea travel safer. Overland routes between Europe and Asia were established. Goods from far away lands were beginning to be more commonplace.

3. Have students turn to textbook, page 38. Read page 39 to students.

4. Then have students turn to textbook, page 41. Point out the Middle East. Then explain that at one time, the Christians, Jews, and Muslims lived peacefully together in this area. Then the Turks took over the region. This eventually led to religious conflict in the area.

5. Assign students to read pages 40 – 43 independently.

6. Distribute Worksheets #8.2.1a, #8.2.1b, and #8.2.1c. Go over the directions, if necessary.

Assignments:

1. Read Worldviews, pages 38 – 43
2. Do Worksheets #8.2.1a, #8.2.1b, and #8.2.1c.
Directions: Use *Worldviews*, pages 38 – 43 to help you with the questions.

1. What did merchants like Marco Polo do that affected Europeans' worldview?

2. What was the “Silk Road” and why was it important to Europeans?

3. Complete flow chart about the Crusades.

   In Palestine, under Christian control, Jews, Christians, and Muslims lived together.

4. What is the connection between fighting in the Crusades, the importance of religion and the worldview of medieval Europe?
Directions: Use *Worldviews*, pages 38 – 43 to help you with the questions.

1. What did merchants like Marco Polo do that affected Europeans’ worldview?

2. What was the “Silk Road” and why was it important to Europeans?

3. Complete flow chart about the Crusades.

   In Palestine, under Christian control, Jews, Christians, and Muslims lived together.

   ![Flow Chart Diagram](Diagram.png)

4. What is the connection between fighting in the Crusades, the importance of religion and the worldview of medieval Europe?
5. On Worksheet #8.2.1c draw in the four major Crusades to the Holy Land. Be sure to include a legend.

6. Tell why the results of the Crusades were important for Europeans.

<table>
<thead>
<tr>
<th>Result of the Crusades</th>
<th>Why It Was Important for Europeans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with Muslim civilization</td>
<td></td>
</tr>
<tr>
<td>Trade</td>
<td></td>
</tr>
</tbody>
</table>

7. In Chapter 1 you learned that in towns some of the peasants were becoming wealthier. Why was trade important to them?

________________________________________________________________________

________________________________________________________________________

8. Compare the means of transportation used in the Middle Ages and the Renaissance with those used today.

<table>
<thead>
<tr>
<th>Transportation Used in the Middle Ages and Renaissance</th>
<th>Transportation Used Today</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Worldviews, pages 38 – 43 to help you with the questions.

1. What did merchants like Marco Polo do that affected Europeans' worldview?
   - travelled to China and returned with goods previously unseen by Europeans → widened Europeans' sphere of knowledge; added different goods to the economy

2. What was the “Silk Road” and why was it important to Europeans?
   - the name given to routes that connected civilizations from the Mediterranean in the west to the Pacific Ocean in the east

3. Complete flow chart about the Crusades.

   In Palestine, under Christian control, Jews, Christians, and Muslims lived together. → In the mid-seventh century, the area was taken over by the Turks, who later became Muslims.

   1187 Sultan Saladin recaptured Jerusalem, ending the Crusades ← 1095, Pope Urban II launched a Christian Crusade to drive out the Muslims. Thousands of men, women, and children walked to the Holy Land in response. They were wiped out.

4. What is the connection between fighting in the Crusades, the importance of religion and the worldview of medieval Europe?
   - fighting in the Crusades was seen as a way of guaranteeing a place in heaven
5. On Worksheet #8.2.1c draw in the four major Crusades to the Holy Land. Be sure to include a legend.

6. Tell why the results of the Crusades were important for Europeans.

<table>
<thead>
<tr>
<th>Result of the Crusades</th>
<th>Why It Was Important for Europeans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with Muslim civilization</td>
<td>Europeans exposed to new ideas about medicine, astronomy, philosophy, mathematics, literature. Muslims were inclusive and welcomed other ideas.</td>
</tr>
<tr>
<td>Trade</td>
<td>Crusaders brought back new goods to Europe, such as oil, spices, and new varieties of fruit. This led to more demand of these products.</td>
</tr>
</tbody>
</table>

7. In Chapter 1 you learned that in towns some of the peasants were becoming wealthier. Why was trade important to them?

_**Peasants could become shopkeepers and traders themselves**_

8. Compare the means of transportation used in the Middle Ages and the Renaissance with those used today.

<table>
<thead>
<tr>
<th>Transportation Used in the Middle Ages and Renaissance</th>
<th>Transportation Used Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>horse, foot, ship, boat, camels</td>
<td>airplane, ship, motor vehicle, train, foot, etc</td>
</tr>
</tbody>
</table>
Lesson 2.2

Concept: Map Reading

Resources/Materials: Worldviews, pages 44 – 46
Worksheets #8.2.2a, #8.2.2b, and #9.2.2c (student copies)
Wall Maps and Atlases

Introduction: Use the wall maps or maps in students’ atlases to point out the difference in appearance and purpose between political maps and physical maps. Explain that purpose of political maps is to show boundaries that divide countries. It is called a political map because it shows which areas are ruled by a particular government. On the other hand, a physical map shows the physical features of a place. The most typical physical map is a relief map, which shows elevations. Point out that some cartographers (map makers) have combined political and physical maps.

Procedure:

1. Explain that social scientists we can use maps to help us understand why the boundaries between two countries are where they are. For example, rivers often form all or part of the border. Relief maps can help us explain why overland trade routes are where they are. During the Middle Ages and Renaissance, people did not have the technology to go over mountains easily, for example.

2. Have students turn to textbook, page 44. If you have the time, go over pages 44 – 46 with the students; otherwise, have them read the pages independently.

3. Distribute Worksheets #8.2.2a, #8.2.2b, and #8.2.2c. Go over the directions, if necessary.

4. OPTIONAL. Have students do the Try It! questions on textbook, page 45.

5. OPTIONAL. Have students do the Over to You questions on textbook, page 46.

Assignments:

1. Read Worldviews, pages 44 – 46.
2. Do Worksheets #8.2.2a, #8.2.2b, and #8.2.2c.
3. OPTIONAL. Do the Try It! questions, page 45.
4. OPTIONAL. Do the Over to You questions, page 46.
Directions: Use Worldviews, pages 44 – 46 to help you with the questions.

1. Name and describe the two main categories of maps.
   a. ...........................................................................................................
   b. ...........................................................................................................

2. Write P if the phrase describes a physical geography map and H if it tells about a human geography map.
   _____ a map showing population density
   _____ a map showing Canada's provinces and territories
   _____ a relief map (elevation)
   _____ a map showing ocean currents
   _____ a map showing trade routes
   _____ a map showing routes European exploration to North America
   _____ a map showing the types of vegetation.
   _____ a map showing the continents and oceans
   _____ a map showing the countries of the world
   _____ a map showing ocean water temperatures
   _____ a map showing major bodies of water
   _____ a map showing annual precipitation
   _____ a map showing the locations and size of towns and cities

3. Examine the map on page 44. To what extent was the development of trade routes in Europe influenced by large rivers?
   ...........................................................................................................
   ...........................................................................................................
4. How much of European sea-going trade was controlled by the Italian city-states?

5. How did the Apennines affect the location of trade routes in Italy?

6. Which would have been the more difficult trade route to use: Hamburg to Venice or Venice to Kiev? Tell why.

7. The Italians were famous for the excellence of their sailors. How does the map on page 44 support this?

8. Examine the table at the top of page 46. What is a major reason that the United States is by far Canada’s most important trade partner? (The map inside the back cover of the textbook might give you a clue.)

9. Examine the information on Worksheet #8.2.2c. Use a relief map to explain why the proposed Northern Gateway Pipeline is less than half the length of the proposed Keystone XL Pipeline, yet they will cost approximately the same amount of money.
### Proposed Crude Oil Pipelines

<table>
<thead>
<tr>
<th>Pipeline</th>
<th>Location</th>
<th>Length</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keystone XL</td>
<td>Hardisty, Alberta to Steele City, Nebraska, USA</td>
<td>2673 km</td>
<td>5.2 billion dollars</td>
</tr>
<tr>
<td>Northern Gateway</td>
<td>Bruderheim, Alberta to Kitimat, British Columbia</td>
<td>1177 km</td>
<td>5.5 billion dollars</td>
</tr>
</tbody>
</table>

**North America**

Worksheet #8.2.2c
Directions: Use *Worldviews*, pages 44 – 46 to help you with the questions.

1. Name and describe the two main categories of maps.
   a. physical geography - the features of the Earth’s surface
   b. human geography - related to humans and their activities

2. Write **P** if the phrase describes a physical geography map and **H** if it tells about a human geography map.

   **H** a map showing population density
   **H** a map showing Canada’s provinces and territories
   **P** a relief map (elevation)
   **P** a map showing ocean currents
   **H** a map showing trade routes
   **H** a map showing routes European exploration to North America
   **P** a map showing the types of vegetation.
   **P** a map showing the continents and oceans
   **H** a map showing the countries of the world
   **P** a map showing ocean water temperatures
   **P** a map showing major bodies of water
   **P** a map showing annual precipitation
   **H** a map showing the locations and size of towns and cities

3. Examine the map on page 44. To what extent was the development of trade routes in Europe influenced by large rivers?

   Trade routes were heavily influenced by large rivers

Worksheet #8.2.2a
4. How much of European sea-going trade was controlled by the Italian city-states?

Except for sea trade in the very north of Europe, Italian city-states controlled almost all Renaissance sea trade.

5. How did the Apennines affect the location of trade routes in Italy?

The Apennines are a mountain range. Traders preferred to go by sea rather than have to haul goods over mountains.

6. Which would have been the more difficult trade route to use: Hamburg to Venice or Venice to Kiev? Tell why.

Hamburg to Venice: would have to cross the Alps whereas Venice to Kiev would have fewer mountains to cross.

7. The Italians were famous for the excellence of their sailors. How does the map on page 44 support this?

Sea trade dominated by Italy.

8. Examine the table at the top of page 46. What is a major reason that the United States is by far Canada's most important trade partner? (The map inside the back cover of the textbook might give you a clue.)

Share a long continuous land border.

9. Examine the information on Worksheet #8.2.2c. Use a relief map to explain why the proposed Northern Gateway Pipeline is less than half the length of the proposed Keystone XL Pipeline, yet they will cost approximately the same amount of money.

Northern Gateway must be built over a long stretch of mountains.
Lesson 2.3

Concept: The Italian City-States

Resources/Materials: Worldviews, pages 47 – 50 (top)  
Worksheets #8.2.3a and #8.2.3b (student copies)

Introduction: Review that as Europe came out of the Middle Ages and into the Renaissance, trade became increasingly important. Countries who dominated trade became the most wealthy. Explain that unlike many European countries, Italy at that time was really a collection of city-states. A city-state is a city and the rural area around it that is controlled by a single government. Explain that the Italian city-states competed with each other.

Procedure:

1. Have students turn to textbook, page 48. With students examine the Italian city-states present during the Renaissance. Some city-states became successful because of their location; others for the goods they produced, and so on.

2. Have students turn to textbook, page 47. If possible, guide the reading of pages 47 – 49. Then have students finish reading to page 50 (top).

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

Assignments:

1. Read Worldviews, pages 47 – 50 (top).
2. Do Worksheets #8.2.3a and #8.2.3b.
Directions: Use Worldviews, pages 47 – 50 to help you with the questions.

1. What is a city-state?

2. Why would a city-state’s hinterland be important to its economy?

3. Most cities were walled. Why?

4. Complete the web to tell why a city-state became successful.

FACTORS AFFECTING THE SUCCESS OF CITY-STATES
5. Compare the city-states of Florence, Venice, and Genoa by completing the chart.

<table>
<thead>
<tr>
<th></th>
<th>Florence</th>
<th>Venice</th>
<th>Genoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protection from Enemies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Worldviews, pages 47 – 50 to help you with the questions.

1. What is a city-state?
   
   a politically independent state and the hinterland around it

2. Why would a city-state’s hinterland be important to its economy?
   
   natural resources from hinterland were gathered and used for
   use in the city

3. Most cities were walled. Why?
   
   protection of citizens

4. Complete the web to tell why a city-state became successful.

   FACTORS AFFECTING THE SUCCESS OF CITY-STATES

   Geography.
   Italy was closest to port cities in northern Africa and the middle east

   Climate.
   Italy has relatively mild climate so ports open year-round and crops had long growing seasons

   Leadership
   Each city-state had its own government, army, and controlled its own affairs

   Social Organization.
   Feudalism not as strong
   Nobles usually lived in towns and became involved in politics and business
5. Compare the city-states of Florence, Venice, and Genoa by completing the chart.

<table>
<thead>
<tr>
<th></th>
<th>Florence</th>
<th>Venice</th>
<th>Genoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>close to sea, area of rich farmland</td>
<td>on lands bordering Adriatic Sea</td>
<td>on lands bordering the Tyrrhenian and Mediterranean Seas</td>
</tr>
<tr>
<td>Economy</td>
<td>agriculture, trade</td>
<td>based on shipping and trade to eastern Mediterranean</td>
<td>based on shipping and trade to western Mediterranean and some Black Sea and eastern Mediterranean</td>
</tr>
<tr>
<td>Protection from Enemies</td>
<td>walled city</td>
<td>protected harbour</td>
<td>large navy</td>
</tr>
</tbody>
</table>
Lesson 2.4

Concept: Commerce in the City-States

Resources/Materials: Worldviews, pages 50 – 53
Worksheets #8.2.4a, #8.2.4b, and #8.2.4c (student copies)

Introduction: Review that location and climate made the Italian city-states into the major trading places in Europe. Commerce (or business) was conducted to make money. The idea was simple: Buy certain goods for a particular price and then sell that same produce to someone else for a higher price. The difference between the two prices is profit.

Procedure:

1. Explain that today businesses make money in much the same way.

2. Have students turn to textbook, page 50. Guide the reading of pages 50 and 51. Then have students read pages 52 and 53 independently.

3. Distribute Worksheets #8.2.4a, #8.2.4b, and #8.2.4c. Go over the directions, if necessary.

Assignments:

1. Read Worldviews, pages 50 – 53.
2. Do Worksheets #8.2.4a, #8.2.4b, and #8.2.4c.
Directions: Use *Worldviews*, pages 50 – 53 to help you with the questions.

1. In what two ways do merchants make money?
   
   a. 
   
   b. 

2. Read page 51. What are four questions you can ask about the way a business is run?

   a. 
   
   b. 
   
   c. 
   
   d. 

3. Now answer the “Think It Through” questions at the bottom of the page.

   a. In which business model would you rather be a worker? Why?
   
   b. Which model do you think would lead to the growth of trade and commerce? Why?
   
   c. What values does each model reflect?

   Business Model A: 

   Business Model B: 
Social Studies Grade 8 Chapter 2
Worksheets

d. Which of these business models do you think is generally followed in our society today? Explain your answer.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

e. Read the following information. Then answer the question.

On February 3, 2012 the Caterpillar Company announced that it would be closing its Electro-Motive Canada factory in London, Ontario, leaving 460 workers without jobs. Last year the Caterpillar Company had increased its profits by 83% to 4.9 billion dollars. The company had wanted its employees to take pay cuts of up to 50%. When the factory’s unionized workers would not accept the pay cuts, Caterpillar had locked them out. [This means they closed the factory and would not allow the employees to work.]

The Caterpillar Company had received five million dollars in federal tax breaks in 2008. It said its workers earned as much as $34.00 per hour and was not willing to keep paying that amount. It wanted the London plant workers to earn the same as its workers in its newly-opened plant in Muncie, Indiana, which are considerably lower.

From reading the information above, which business model do you think Caterpillar is following? Give reasons for your answer.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. For what two reasons were the wool carders unsuccessful in their revolt?

a. ________________________________________________________________

b. ________________________________________________________________

5. Why do you suppose the guilds did not support the wool carders?

__________________________________________________________________________
6. What is meant by *usury*?

7. Explain how business people in the Italian city-states branched out from just being merchants who bought and sold goods?

8. How do you think values in the Italian-city states may have changed from the Middle Ages to the Renaissance?

9. What influence did the Italian Renaissance have on other parts of Europe?

10. Compare the worldview of the Nuu-chah-nulth with that of the Italian city-states during the Renaissance.

<table>
<thead>
<tr>
<th>Nuu-chah-nulth</th>
<th>Italian City-States</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Worldviews, pages 50 – 53 to help you with the questions.

1. In what two ways do merchants make money?
   a. purchase goods in one place and sell them at another
      for a higher price
   b. bought resources and sold them to be manufactured; then
      bought finished goods and sold them

2. Read page 51. What are four questions you can ask about the way a business is run?
   a. How much profit does the business make?
   b. What are the working conditions like for the employees?
   c. How much do people in the company earn?
   d. How might the answers to these questions affect the choices of consumers?

3. Now answer the “Think It Through” questions at the bottom of the page.
   a. In which business model would you rather be a worker? Why?
      Answers will vary
      _______________________________________________________________________
      _______________________________________________________________________
      _______________________________________________________________________

   b. Which model do you think would lead to the growth of trade and commerce? Why?
      Answers will vary
      _______________________________________________________________________
      _______________________________________________________________________
      _______________________________________________________________________

   c. What values does each model reflect?
      Business Model A: justice and fairness in salaries, profits, prices
      _______________________________________________________________________
      _______________________________________________________________________
      _______________________________________________________________________
      Business Model B: individual initiative
      _______________________________________________________________________
      _______________________________________________________________________
      _______________________________________________________________________
d. Which of these business models do you think is generally followed in our society today? Explain your answer.

Probably B. Companies always looking for efficiencies to drive up profits. Workers viewed as commodities.

---
e. Read the following information. Then answer the question.

On February 3, 2012 the Caterpillar Company announced that it would be closing its Electro-Motive Canada factory in London, Ontario, leaving 460 workers without jobs. Last year the Caterpillar Company had increased its profits by 83% to 4.9 billion dollars. The company had wanted its employees to take pay cuts of up to 50%. When the factory’s unionized workers would not accept the pay cuts, Caterpillar had locked them out. [This means they closed the factory and would not allow the employees to work.]

The Caterpillar Company had received five million dollars in federal tax breaks in 2008. It said its workers earned as much as $34.00 per hour and was not willing to keep paying that amount. It wanted the London plant workers to earn the same as its workers in its newly-opened plant in Muncie, Indiana, which are considerably lower.

From reading the information above, which business model do you think Caterpillar is following? Give reasons for your answer.

Model B. Driven by desire for more profits. Not concerned about welfare of workers.

---

4. For what two reasons were the wool carders unsuccessful in their revolt?

a. Large guilds would not let them form their own guild

b. Government did not support them

---

5. Why do you suppose the guilds did not support the wool carders?

Answers may vary
• did not see wool carding as a skill that took years to develop
• government wanted their earnings to stay low to keep prices for their products low
6. What is meant by *usury*?
   The practice of charging interest when loaning money to someone.

7. Explain how business people in the Italian city-states branched out from just being merchants who bought and sold goods?
   The Church began to allow usury for financing voyages, buying insurance and so on. Banking became a major commercial activity.

8. How do you think values in the Italian-city states may have changed from the Middle Ages to the Renaissance?
   Acquiring personal wealth and climbing up the social ladder became important.

9. What influence did the Italian Renaissance have on other parts of Europe?
   When other Europeans saw the beautiful Italian cities and noticed how advanced they were in the arts and in scholarly activities, they too began to desire and value them.

10. Compare the worldview of the Nuu-chah-nulth with that of the Italian city-states during the Renaissance.

<table>
<thead>
<tr>
<th>Nuu-chah-nulth</th>
<th>Italian City-States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wealth should be shared by all</td>
<td>Individual wealth is desirable</td>
</tr>
</tbody>
</table>
Lesson 2.5

Concept: The Medici Family

Resources/Materials: Worldviews, pages 54 – 56
Worksheets #8.2.5a and #8.2.5b (student copies)

Introduction: With students discuss the worldview of the Italian city-states during the Renaissance. Discuss the reasons for the change from medieval times. Discuss the pluses and minuses of placing an emphasis on materials goods.
   Discuss why wealthy business people were often involved in politics. (wanted to ensure that their business interests were never in jeopardy)
   Explain that the Medici family from Florence became one of Italy’s most powerful during the Renaissance.

Procedure:

1. On the board, write the word ethics. Discuss that ethics refer to what is right or wrong. For example, if you are a store and you steal something, this is wrong, even if you can get away with it.

2. Explain that students will be reading more about the Medici family. As they read, have them think about ethics of the Medici family.

3. Have students turn to textbook, page 54. Guide the reading of page 54 if you have the time; otherwise have students read the page independently. Then have students read page 55.

4. Distribute Worksheets #8.2.5a and #8.2.5b. Go over the directions, if necessary.

5. OPTIONAL. Have students do Over to You, page 56, questions 1, 2, and 3.

Assignments:

1. Read Worldviews, pages 54 and 55.
2. Do Worksheets #8.2.5a and #8.2.5b.
3. OPTIONAL. Do Over to You, questions 1, 2, and 3, page 56.
Directions: Use *Worldviews*, page 54 to help you with the questions.

1. Tell how each of these elements influenced the worldview of the Medici family.

<table>
<thead>
<tr>
<th>Element</th>
<th>How It Affected the Medici Family's Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Values</td>
<td></td>
</tr>
<tr>
<td>Society</td>
<td></td>
</tr>
<tr>
<td>Economy</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td></td>
</tr>
</tbody>
</table>

2. Why do you think so many members of the Medici family met with violent deaths?

________________________________________________________________________________________

________________________________________________________________________________________

3. What kinds of things did the Medici do to increase their power?

________________________________________________________________________________________

________________________________________________________________________________________
Directions: Use Worldviews, page 55 to help you with the questions.

Social responsibility refers to what a person does to help make life better for all members of society. It means that people and organizations must behave ethically and with sensitivity toward social, cultural, and economic issues.

1. Compare the social responsibility of the Medici with that of Kenneth Thomson, Bill Gates, and ordinary Canadians.

<table>
<thead>
<tr>
<th>SOCIAL RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medici Family</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. What were the negative and positive outcomes of depression in the years after the Black Death in Italy?

<table>
<thead>
<tr>
<th>Negative Outcomes</th>
<th>Positive Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Worldviews*, page 54 to help you with the questions.

1. Tell how each of these elements influenced the worldview of the Medici family.

<table>
<thead>
<tr>
<th>Element</th>
<th>How It Affected the Medici Family's Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>Florence, where Medici family lived was located close to Asia so they could trade in goods from Asia, such as silk</td>
</tr>
<tr>
<td>Values</td>
<td>Wanted wealth and power</td>
</tr>
<tr>
<td>Society</td>
<td>wanted power, did what was necessary to climb up and stay on top of the social class ladder felt the wealthy and powerful should stick together</td>
</tr>
<tr>
<td>Economy</td>
<td>merchants and bankers</td>
</tr>
<tr>
<td>Knowledge</td>
<td>patrons of the arts knew about life in the East</td>
</tr>
<tr>
<td>Beliefs</td>
<td>felt Church was important and realize the power it had</td>
</tr>
</tbody>
</table>

2. Why do you think so many members of the Medici family met with violent deaths?

   *The Medici used many unsavoury practices to gain and maintain power; thus, creating many enemies.*

3. What kinds of things did the Medici do to increase their power?

   *acquired important positions in the Church*
   *used wealth to buy power and get rid of enemies*
Social responsibility refers to what a person does to help make life better for all members of society. It means that people and organizations must behave ethically and with sensitivity toward social, cultural, and economic issues.

1. Compare the social responsibility of the Medici with that of Kenneth Thomson, Bill Gates, and ordinary Canadians.

<table>
<thead>
<tr>
<th>SOCIAL RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medici Family</td>
</tr>
<tr>
<td>felt little responsibility for economic welfare of others</td>
</tr>
</tbody>
</table>

2. What were the negative and positive outcomes of depression in the years after the Black Death in Italy?

<table>
<thead>
<tr>
<th>Negative Outcomes</th>
<th>Positive Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>many died</td>
<td>caused the growth of culture and art in Italy</td>
</tr>
<tr>
<td>economy went into depression</td>
<td>wealthy citizens contributed heavily to the beautification of cities, which encouraged feelings of loyalty and pride</td>
</tr>
</tbody>
</table>
Lesson 2.6 (optional)

Concept: Chapter 2: The Expansion of Trade – Review

Resources/Materials: Worldviews, page 57
Chapter 2: The Expansion of Trade – Review Sheets (student copies)

Introduction: Explain that it was really the location of the Italian city-states and their sea-faring skills that changed their worldview more rapidly than other European countries. Their rise as a trading nation expanded their economies.

Procedure:

1. If possible, briefly go over the main ideas covered in Chapter 2:
   - The Silk Road
   - The Crusades and Trade
   - Geography and Trade
   - The Italian City-States
   - Business Models
   - Social Responsibility

2. Distribute the Chapter 2: The Expansion of Trade – Review Sheets. Have students complete them independently.

3. If possible, check the review sheets in class with students.

4. ALTERNATELY. Have students do the Explore the Big Ideas questions 1, 2, 3, and 5 on textbook, page 57.

Assignment:

2. ALTERNATELY. Do Explore the Big Ideas, questions 1, 2, 3, and 5 on page 57.
1. Underline all the sentences that are true about the increase in travel between Europe and Asia.

   The Silk Road was the name for all the routes that joined areas in Europe to countries in Asia.

   Travellers to Asia introduced products to Europe that people had not previously seen.

   The routes between Europe and Asia were usually without any danger whatsoever.

   The Crusades were an attempt by the Christian Church to drive the Muslims from the Holy Land.

   During the Crusades, Europeans were exposed to many new products and ideas, which they brought back to Europe.

   Both Christians and Muslims thought that fighting each other during the Crusades would help them get to heaven.

   The Crusades resulted in trade with people from the Muslim world.

   The Europeans found that Muslims were more inclusive in their views than Christians.

   The physical features of the land and water did not have a significant effect on the trade routes that were established.

   The increase in trade between Europe and Asia enabled some people to become very wealthy.

2. Toward the end of the Middle Ages, Europe began to change. However, it was in the Italian city-states where changes occurred the first and to the greatest extent.

   Write I if the sentence tells mostly about the Italian city-states and E if the sentence tells mostly about other countries in Europe.

   _____ They were politically independent places composed of cities and hinterlands.

   _____ They were republics, meaning that the power was held by the people.

   _____ They were monarchies, meaning that the power was held by a king or queen, who inherited the position.

   _____ Because of their geographic position, they dominated the sea trade routes to Asia.
The feudal system was the most common way that society was organized.

They were where the Renaissance began.

The climate was mild so seaports were open year-round. In addition, the growing season was long so a variety of crops could be grown and traded.

Nobles usually lived in towns and cities and formed the upper classes in society.

Nobles got heavily involved in politics and business.

Nobles lived in manors.

People, even the wealthy, travelled little outside their own area.

There was a constant coming and going of merchants and ships to far-off places.

For the most part, you were born into a social class. If your parents were serfs, you were also a serf. If your parents were barons and baronesses, you would have that same position when you grew up.

There was more of an emphasis on working hard and getting ahead.

There was a wide variety of goods available in the markets and shops.

The arts were valued. Wealthy people paid painters and sculptors to create beautiful works. There was an emphasis on making cities beautiful.

Castles were common and were places for nobility and their staff.

Banking became an important business.

There was a support to put strong leaders in power so that there was stability.

3. Write a sentence or two that explain the relationship between each of the following:

a. geography, trade routes
b. knowledge, travel

c. values, beliefs

d. business model, values

e. climate, trade

f. social responsibility, values

g. power, wealth
4. Complete the chart to compare the Italian city-states of Florence and Venice.

<table>
<thead>
<tr>
<th></th>
<th>Florence</th>
<th>Venice</th>
</tr>
</thead>
<tbody>
<tr>
<td>location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>agricultural production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>importance of trade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>protection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prosperity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Use the business models on textbook, page 51 to complete the charts.

**Business Model A**

<table>
<thead>
<tr>
<th>Type of Person</th>
<th>Benefits</th>
<th>Harms</th>
</tr>
</thead>
<tbody>
<tr>
<td>workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>masters/merchants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>consumers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Business Model B

<table>
<thead>
<tr>
<th>Type of Person</th>
<th>Benefits</th>
<th>Harms</th>
</tr>
</thead>
<tbody>
<tr>
<td>workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>masters/merchants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>consumers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Underline all the sentences that are true about the increase in travel between Europe and Asia.

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The routes between Europe and Asia were usually without any danger whatsoever.

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The Crusades resulted in trade with people from the Muslim world.

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The physical features of the land and water did not have a significant effect on the trade routes that were established.

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2. Toward the end of the Middle Ages, Europe began to change. However, it was in the Italian city-states where changes occurred the first and to the greatest extent.

Write I if the sentence tells mostly about the Italian city-states and E if the sentence tells mostly about other countries in Europe.

I They were politically independent places composed of cities and hinterlands.

I They were republics, meaning that the power was held by the people.

E They were monarchies, meaning that the power was held by a king or queen, who inherited the position.

I Because of their geographic position, they dominated the sea trade routes to Asia.
The feudal system was the most common way that society was organized.

They were where the Renaissance began.

The climate was mild so seaports were open year-round. In addition, the growing season was long so a variety of crops could be grown and traded.

Nobles usually lived in towns and cities and formed the upper classes in society.

Nobles got heavily involved in politics and business.

Nobles lived in manors.

People, even the wealthy, travelled little outside their own area.

There was a constant coming and going of merchants and ships to far-off places.

For the most part, you were born into a social class. If your parents were serfs, you were also a serf. If your parents were barons and baronesses, you would have that same position when you grew up.

There was more of an emphasis on working hard and getting ahead.

There was a wide variety of goods available in the markets and shops.

The arts were valued. Wealthy people paid painters and sculptors to create beautiful works. There was an emphasis on making cities beautiful.

Castles were common and were places for nobility and their staff.

Banking became an important business.

There was a support to put strong leaders in power so that there was stability.

3. Write a sentence or two that explain the relationship between each of the following:

a. geography, trade routes

Trade routes followed a path of “least resistance,” avoiding mountain ranges and following major waterways, oceans, and flatter land.
b. knowledge, travel

People gained knowledge from their travels. This affected their values.

c. values, beliefs

Beliefs affected values greatly.

d. business model, values

Those who valued fairness and justice used a different business model than those who valued initiative and independence.

e. climate, trade

Trade became more well-established and stronger in places where climate was mild and seaports could be active year-round.

f. social responsibility, values

Social responsibility is directly tied to values. People who believe in sharing and social justice are more apt to share their wealth and support projects that benefit all.

g. power, wealth

Generally, power can enable a person to generate more wealth and vice versa.
4. Complete the chart to compare the Italian city-states of Florence and Venice.

<table>
<thead>
<tr>
<th></th>
<th>Florence</th>
<th>Venice</th>
</tr>
</thead>
<tbody>
<tr>
<td>location</td>
<td>northern Italy interior</td>
<td>northern Italy on sea coast</td>
</tr>
<tr>
<td>agricultural</td>
<td>good soil for growing crops</td>
<td>not very suited to agriculture</td>
</tr>
<tr>
<td>production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>importance of</td>
<td>very important</td>
<td>the heart of the economy</td>
</tr>
<tr>
<td>trade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>protection</td>
<td>walled city</td>
<td>coastal location</td>
</tr>
<tr>
<td>prosperity</td>
<td>wealthy</td>
<td>wealthy</td>
</tr>
</tbody>
</table>

5. Use the business models on textbook, page 51 to complete the charts.

**Business Model A**

<table>
<thead>
<tr>
<th>Type of Person</th>
<th>Benefits</th>
<th>Harms</th>
</tr>
</thead>
<tbody>
<tr>
<td>workers</td>
<td>* enjoys steady supply of work</td>
<td>* must go through a long apprenticeship</td>
</tr>
<tr>
<td></td>
<td>* fair pay</td>
<td></td>
</tr>
<tr>
<td>masters/merchants</td>
<td>* steady supply of workers</td>
<td>* must agree to terms set by the guilds</td>
</tr>
<tr>
<td></td>
<td>* knows workers personally</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* paid fairly for risk and work</td>
<td></td>
</tr>
<tr>
<td>consumers</td>
<td>* pay fair price for goods</td>
<td>* fixed prices, as set by guilds</td>
</tr>
</tbody>
</table>
### Business Model B

<table>
<thead>
<tr>
<th>Type of Person</th>
<th>Benefits</th>
<th>Harms</th>
</tr>
</thead>
<tbody>
<tr>
<td>workers</td>
<td>- those who work hard can earn more</td>
<td>- some workers oppressed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- difficult to move from worker to owner</td>
</tr>
<tr>
<td>masters/merchants</td>
<td>- can become wealthy</td>
<td>- huge profits made on the labour of others; can induce forgetfulness about the meaning of life</td>
</tr>
<tr>
<td>consumers</td>
<td>- can find some quality or cheap good where competition exists in market</td>
<td>- can find overpriced and/or low quality good if there is a monopoly</td>
</tr>
</tbody>
</table>
Lesson 2.7

Concept: Chapter 2: The Expansion of Trade – Test

Resources/Materials: Chapter 2: The Expansion of Trade – Test (student copies)

NOTE: There is a Chapter 2 test in the Worldviews: Teacher Resource (AM-111, pages 457 – 460) that teachers may prefer to use.
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 silk road was the name given to the routes that connected the Mediterranean Sea to the European colonies in North and South America.

2. The purpose of the Crusades was to drive the Muslims out of the Holy Land.

3. Christian knights and Muslim warriors looked on fighting in the Crusades as a way of guaranteeing themselves a place in heaven.

4. Italian traders found that Europeans were willing to pay high prices for luxury goods like silks and jewels, but were not interested in the many spices grown in the East.

5. Most major trade routes developed along major rivers and over mountain ranges.

6. A city-state is politically independent and consists of a city and its hinterland.

7. A city-state was a republic.

8. Usury became common only after the Christian Church allowed it.

9. In Italy, merchants, bankers, and other wealthy people wanted strong leadership because they realized they could conduct business more easily when the government was stable.

10. Most First Nations groups in Canada had a style of government similar to the ones of the Italian city-states.

11. The Italian city-states were well into the Renaissance while the rest of European society was more feudalistic.

12. The Medici were a powerful and famous family who lived in Genoa.
Multiple Choice
Choose the best answer to each question.

Use the following information to answer questions 13 and 14.

The Silk Road Trade Routes and Trade Goods

13. The map above is a
   a. physical geography map.
   b. relief map.
   c. political map.
   d. human geography map.

14. According to the information above, you can tell that
   a. European merchants got porcelain and perfumes from Cathay.
   b. Europeans never established trade with Japan.
   c. Europeans were often killed while travelling through some countries.
   d. the only country in the world to grow sugar was India.
15. An unintentional consequence of Europeans fighting in the Crusades was

a. driving the Muslims from Palestine.
b. the Christians being defeated in the Holy Land by the Muslims.
c. they were exposed to Muslim culture and learning.
d. that many Muslims decided to settle in Europe.

*Use the information below to answer question 16.*

<table>
<thead>
<tr>
<th>Causes of the rise of trade</th>
<th>Effects of the rise of trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Contact with the East during the Crusades</td>
<td></td>
</tr>
<tr>
<td>• Some areas were rich with a surplus of resources that they wished to offer the trade.</td>
<td></td>
</tr>
<tr>
<td>• There was an increase in the demand for luxury goods.</td>
<td></td>
</tr>
<tr>
<td>• Increased wealth and power of the merchant class</td>
<td></td>
</tr>
</tbody>
</table>

Extra Statements

a. Communities had a wider variety of goods than they could create themselves.
b. There was a growth in the merchant class.

16. Which of the extra statements should be written under “Causes of the rise of trade”?

a. a
b. b
c. both a and b
d. neither a nor b

17. Why was an Italian city-state’s hinterland important?

a. It was where food was produced and natural resources were gathered.
b. It was where the wealthiest citizens lived.
c. All the residents of the hinterland were merchants.
d. It provided protection in case of an attack by enemies.
18. Which of the following is a statement about the social organization of Italian city-states?

a. The upper classes lived in cities and became involved in politics and business.
b. Each city-state was ruled by a monarch.
c. All citizens were considered equal and all people had an equal say in decision making.
d. Elections were held to select a new leader every decade.

Use the following information to answer question 19.

Of all Europe, 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. As a result, transporting goods by sea was easier and cheaper for traders in Italian cities than for those of other European countries.

19. From the above information you can tell that Italian city-states became successful because of

a. leadership.
b. social organization.
c. values.
d. geography.

20. Which of the following would not be a difference between Italy and the rest of Europe during the 1300s – 1500s?

a. In Italy there was a significant growth in the size of the merchant class, while in the rest of Europe, this group was quite small in nature.
b. The Renaissance was well underway in Italy, while it was only in the beginning stages in the rest of Europe.
c. Italy was a group of small republic, while most of the rest of Europe was a group of monarchies.
d. The wealthy in Italy paid artists and craftsmen to create many beautiful paintings and sculptures. In the rest of Europe, kings and queens paid craftsmen to design and build beautiful buildings and to make cities look attractive.

21. The Church’s blessing of the practice of usury led to

a. the rise in the banking and insurance industries.
b. the decision of many to join the Roman Catholic faith.
c. the decision of many to leave the Roman Catholic faith.
d. the decision of city-states to unite.
Part B

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

1. Describe how the Medici family of Florence became so successful. Tell what values their behaviours reflect.

2. “We make a living by what we get, but we make a life by what we give.”

   The above statement was written by a very wealthy and powerful person. How does the statement connect to the idea of social responsibility?

3. More than four-fifths of Canada’s trade is with the United States, while only one-twentieth is with the European Union. What are the most likely reasons for this?

4. How would the worldview of someone living in Florence during the Renaissance be different from someone living in France during feudalism?
Social Studies Grade 8 Worldviews Chapter 2
Test
Chapter 2
The Expansion of Trade
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. ________
1. F
2. T
3. T
4. F
5. F
6. T
7. T
8. T
9. T
10. F
11. T
12. F
13. d
14. a
15. c
16. b
17. a
18. a
19. d
20. d
21. a
Part B

ANSWERS

1. Describe how the Medici family of Florence became so successful. Tell what values their behaviours reflect.
   - Were merchants and bankers
   - Allied themselves with other wealthy people and the Church to gain more power
   - Used wealth to buy support and have enemies exiled
   - Had an interest in the arts
   Values: power, material goods

2. “We make a living by what we get, but we make a life by what we give.”

   The above statement was written by a very wealthy and powerful person. How does the statement connect to the idea of social responsibility?
   - Social responsibility involves doing what is morally and ethically right. It also involves taking actions that benefit the society as a whole, including those who are most vulnerable.
   - The first part of the statement has to do with satisfying our own basic needs. The second has to do with sharing what we have with those who are in need – this is social responsibility.

3. More than four-fifths of Canada’s trade is with the United States, while only one-twentieth is with the European Union. What are the most likely reasons for this?
   - The main reason is geography. The U.S. and Canada share a long uninterrupted border, making it relatively easy to transport goods back and forth.
   - Our proximity to the U.S. also means that communication between our countries is relatively easy. For this reason we share many of the same cultural traditions and practices having to do with pop culture.

4. How would the worldview of someone living in Florence during the Renaissance be different from someone living in France during feudalism?
   - Someone living in Florence is probably much more worldly because he or she has been exposed to ideas and goods from far away places. People in Florence also are more likely to have the view that they with hard work, they can move up the social ladder. They would value material goods and see initiative and hard work as a means to a better life.
   - Someone living in France during the feudalistic age would most likely view him/herself as born into a particular class, and accepting the fact that he or she will stay in that class until death. Nobility would feel that wealth and power are his/her God-given right, while peasants feel that being oppressed and poor is simply their lot in life.
Chapter 3

The Humanist Approach

Worldview Inquiry

In what ways can shifts to ideas affect a society’s worldview?
Social Studies Grade 8
Chapter 3
The Humanist Approach

Contents

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| Lesson 3.2        | A Rebirth of Ideas: Humanism and the Individual | 3 |
| Lesson 3.3        | Thinkers and Society                      | 4 |
| Lesson 3.4        | Humanist Education and Humanism and Religion | 5 |
| Lesson 3.5        | Society and the Arts                      | 6 |
| Lesson 3.6        | Chapter 3: The Humanist Approach – Review | 7 |
| Lesson 3.7        | Chapter 3: The Humanist Approach – Test   | 8 |
Lesson 3.1

Concept: The Rebirth of Ideas: Classical Writings

Resources/Materials: Worldviews, pages 58 – 62 (top)
Worksheets #8.3.1a, #8.3.1b, and #8.3.1c (student copies)

Introduction: Recall that the Renaissance began in Italy in the Early 1300s, while the rest of Europe was stirring, but still in the Middle Ages. Italy was in the ideal location to make it a jumping off spot for trade routes to the Asia. The rise of trade enhanced the Italian city-states’ position as Europe’s merchants, leading to the rise of the merchant class. Many Italians became wealthy, although often at the expense of the poor. At the same time they commissioned artists and craftsmen to create beautiful works of art. Italians began to take ideas from other ancient civilizations, in particular the Ancient Greeks and Ancient Romans.

Procedure:

1. Discuss with students that the Ancient Greeks were at their height in the thousand or so years just before the birth of Christ. The Ancient Romans were at their height between about 600 BCE and 500 AD.

2. Have students turn to textbook, page 58. Explain that the photo is a part of the statue of David, created by an Italian sculptor, Michelangelo Buonarroti. He was commissioned by the Medici in Florence to create the statue, which still stands today in a museum and is today one of the most famous statues. If you have the time read page 59 to the students.

3. Then have students turn to textbook, page 60. Explain that Italian scholars were interested in developing the mind, and one way to do this was to look back at the writings of Ancient Greek and Roman thinkers and writers. These scholars were referred to as humanists. While the wealthy seemed more interested in acquiring money, humanists focused on the welfare of people and this was reflected in their writings. First Nations peoples, as a group, were humanistic in nature.

4. Have students read textbook, pages 60 to the top of page 62.

5. Distribute Worksheets #8.3.1a, #8.3.1b, and #8.3.1c. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #8.3.1a, #8.3.1b, and #8.3.1c.
Directions: Use *Worldviews*, pages 58 – 62 to help you with the questions.

1. Put the dates of these time periods on the timeline below.

   **Ancient Greece:** 1100 BCE – 100 BCE  
   **Middle Ages:** 600 AD – 1500 CE  
   **Ancient Rome:** 600 BCE – 500 CE  
   **Renaissance:** 1300 AD – 1700 CE
2. Why do you think that Michelangelo created a statue of David to symbolize the city-state of Florence?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. Who were the humanists?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. From what three earlier civilizations did the Renaissance worldview result?
   a. ________________________________________________________________
   b. ________________________________________________________________
   c. ________________________________________________________________

5. Humanist ideas spread mainly among the wealthy people in Italian society. Why do you think the poor were not as involved in these ideas?

__________________________________________________________________________

__________________________________________________________________________

6. Examine the “Code for Long Life and Wisdom” of the Anishinabe (page 61). How is it similar to the Ten Commandments? How is it different?

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.3.1b
7. Examine the ideas of some of the Ancient Greeks and Romans thinkers on page 61. Express each of them in your own words.

<table>
<thead>
<tr>
<th>Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juvenal</td>
</tr>
<tr>
<td>Plutarch</td>
</tr>
<tr>
<td>Aristotle</td>
</tr>
<tr>
<td>Cicero</td>
</tr>
</tbody>
</table>

8. What aspects of ancient Greek and Roman civilizations influence our lives today?

<table>
<thead>
<tr>
<th><strong>Ancient Greece and Rome</strong></th>
<th><strong>How It Has Influenced Our Lives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Romans constructed giant aqueducts to transport water.</td>
<td></td>
</tr>
<tr>
<td>The Romans created a legal code.</td>
<td></td>
</tr>
<tr>
<td>The Greeks constructed large buildings held up by giant columns.</td>
<td></td>
</tr>
<tr>
<td>The Greeks were the first to have a type of democratic government.</td>
<td></td>
</tr>
<tr>
<td>The Greeks developed the jury system to decide on a person’s guilt or innocence.</td>
<td></td>
</tr>
<tr>
<td>The Greeks were masters of science and mathematics.</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Worldviews*, pages 58 – 62 to help you with the questions.

1. Put the dates of these time periods on the timeline below.

   **Ancient Greece:** 1100 BCE – 100 BCE  
   **Middle Ages:** 600 AD – 1500 CE  
   **Ancient Rome:** 600 BCE – 500 CE  
   **Renaissance:** 1300 AD – 1700 CE
2. Why do you think that Michelangelo created a statue of David to symbolize the city-state of Florence?

wanted the ordinary citizens of Florence to be encouraged by the story of David and Goliath in their struggle to be free of oppression from the wealthy.

3. Who were the humanists?

People whose thought centres on humans and their values, capacities, and worth. They are concerned with the interests, needs, and welfare of humans.

4. From what three earlier civilizations did the Renaissance worldview result?

a. Ancient Greece
b. Ancient Rome
c. Muslims (Islam)

5. Humanist ideas spread mainly among the wealthy people in Italian society. Why do you think the poor were not as involved in these ideas?

The poor concentrated on meeting their basic needs and did not always have the time or money to engage in these types of intellectual pursuits.

6. Examine the “Code for Long Life and Wisdom” of the Anishinabe (page 61). How is it similar to the Ten Commandments? How is it different?

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
</table>
| · owe existence to a higher being  
· honour the aged  
· get along with others  
· be moderate, not selfish or greedy | · Anishinabe—honour nature  
· be honourable—keep promises  
· be kind  
· be courageous |
7. Examine the ideas of some of the Ancient Greeks and Romans thinkers on page 61. Express each of them in your own words. Answers will vary.

<table>
<thead>
<tr>
<th>Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juvenal</td>
</tr>
<tr>
<td>&quot;develop your mind and your body (i.e., keep good mental and physical health)&quot;</td>
</tr>
<tr>
<td>Plutarch</td>
</tr>
<tr>
<td>&quot;look to the past for role models&quot;</td>
</tr>
<tr>
<td>Aristotle</td>
</tr>
<tr>
<td>&quot;education is important&quot;</td>
</tr>
<tr>
<td>Cicero</td>
</tr>
<tr>
<td>&quot;developing your intellect is as important and good physical development.&quot;</td>
</tr>
</tbody>
</table>

8. What aspects of ancient Greek and Roman civilizations influence our lives today? Answers will vary.

<table>
<thead>
<tr>
<th>Ancient Greece and Rome</th>
<th>How It Has Influenced Our Lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Romans constructed giant aqueducts to transport water.</td>
<td>We use canals and aqueducts to transport water to where it is needed.</td>
</tr>
<tr>
<td>The Romans created a legal code.</td>
<td>We have laws that apply to everyone.</td>
</tr>
<tr>
<td>The Greeks constructed large buildings held up by giant columns.</td>
<td>Many of our buildings use columns to support the structure. (e.g. the telepost in the basement)</td>
</tr>
<tr>
<td>The Greeks were the first to have a type of democratic government.</td>
<td>We have a form of democracy.</td>
</tr>
<tr>
<td>The Greeks developed the jury system to decide on a person’s guilt or innocence.</td>
<td>We use juries too.</td>
</tr>
<tr>
<td>The Greeks were masters of science and mathematics.</td>
<td>We use many principles, laws, and theories developed by the Greeks.</td>
</tr>
</tbody>
</table>
Lesson 3.2

Concept: A Rebirth of Ideas: Humanism and the Individual

Resources/Materials: Worldviews, pages 62 – 64
Worksheets #8.3.2a and #8.3b (student copies)

Introduction: Recall that the humanists based much of their thinking on those of Ancient Greeks, Romans, and Muslims. They were interested in developing the mind and not just working to meet basic needs.

Explain that humanists stressed the importance of the individual and encouraged people to develop their own potential through their own talents and efforts.

Procedure:

1. Have students turn to textbook, page 62. Guide the reading of the page, if at all possible. Then for each humanist belief, discuss the Hutterite perspective, and then the Canadian perspective.

2. Tell students that pages 63 and 64 Renaissance thinking about the individual and how the individual fits into society, as a whole. Have them read pages 63 and 64 independently.

3. Distribute Worksheets #8.3.2a and #8.3.2b. Go over the directions, if necessary.

4. OPTIONAL. Have students do the Over to You questions on textbook, page 64.

Assignments:

1. Read Worldviews, pages 62 – 64.
2. Do Worksheets #8.3.2a and #8.3.2b.
3. OPTIONAL. Do the Over to You questions, page 64.
Directions: Use *Worldviews*, pages 62 – 64 to help you with the questions.

1. Examine the humanist beliefs. How do Hutterites feel about these beliefs? How do you think Canadians, as a society, feel about them?

<table>
<thead>
<tr>
<th>Humanist Belief</th>
<th>Hutterite Perspective</th>
<th>Canadian Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human beings can use the power of reason, that is, thinking to find truth for themselves.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is important for a person to have an open, curious, and questioning mind.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People can achieve great things through learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals should be skilled in many different areas. They should develop not just their minds but also their bodies and spirits.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How does Dr. Jenn Brenner's work illustrate the Renaissance idea of the potential of the individual?

______________________________________________________________________________

______________________________________________________________________________

In your opinion, is supporting projects like these part of many Canadians’ worldview? Support your answer.

______________________________________________________________________________

______________________________________________________________________________
3. Explain why humanists saw their time as a renaissance? (Remember that the term “renaissance” means “reborn”.)

4. Examine the painting on page 64.
   a. Who are the two figures in the painting?

5. It is barely visible, but there is a tiny crucifix (cross) in the top left-hand corner of the painting. What do you think was the role of the Catholic Church from the humanist perspective?
Directions: Use *Worldviews*, pages 62 – 64 to help you with the questions.

1. Examine the humanist beliefs. How do Hutterites feel about these beliefs? How do you think Canadians, as a society, feel about them?

<table>
<thead>
<tr>
<th>Humanist Belief</th>
<th>Hutterite Perspective</th>
<th>Canadian Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human beings can use the power of reason, that is, thinking to find truth for themselves.</td>
<td>• some emphasis on the importance of adhering to tradition</td>
<td>• on the whole, Canadians agree</td>
</tr>
<tr>
<td>It is important for a person to have an open, curious, and questioning mind.</td>
<td>• to a certain extent the importance of listening to elders is also important</td>
<td>• agree</td>
</tr>
<tr>
<td>People can achieve great things through learning.</td>
<td>• schooling is necessary to get basic skills • a practical education is very important</td>
<td>• very much so</td>
</tr>
<tr>
<td>Individuals should be skilled in many different areas. They should develop not just their minds but also their bodies and spirits.</td>
<td>• emphasis on developing practical skills and knowledge • religion/spirituality are at centre of one’s life</td>
<td>• agree; however, for many older people, this is not necessarily the case</td>
</tr>
</tbody>
</table>

2. How does Dr. Jenn Brenner’s work illustrate the Renaissance idea of the potential of the individual?

*Feels that all human life has value, so all effort should be made to preserve life*

In your opinion, is supporting projects like these part of many Canadians’ worldview? Support your answer. *Answers may vary.*

*Yes, people regularly do charitable things. The rise in consumerism is changing this, however.*
3. Explain why humanists saw their time as a renaissance? (Remember that the term “renaissance” means “reborn”.)

They were very interesting in bringing back the ideas from Ancient Greece and Rome.

4. Examine the painting on page 64.
   a. Who are the two figures in the painting?

      Jean de Dinteville and George de Selve
      \[ \downarrow \]  \[ \downarrow \]
      French nobleman     Bishop of Lavaur

   b. How does the painting reflect the humanist ideas about the individual?

      Objects on the shelf represent many different disciplines and interests → people should try to develop a variety of interests → more emphasis on the intellectual

5. It is barely visible, but there is a tiny crucifix (cross) in the top left-hand corner of the painting. What do you think was the role of the Catholic Church from the humanist perspective?

   Role of the Church is very important; however, it is up to humans to use capacities granted by God to develop potential
Lesson 3.3

Concept: Thinkers and Society

Resources/Materials: Worldviews, pages 65 and 66
Worksheet #8.3.3 (student copies)

Introduction: Recall that humanists believed that an individual should be well-rounded and have knowledge about many different things. Explain that humanists also believed in public service; that is, that it was the duty of all people to do things to make society better. In order to best do this, a person had to know about the lessons learned from history, about the issues of the day, and about politics. This dedication to public service is called civic humanism.

Procedure:

1. Have students turn to textbook, page 65. Explain that this page tells more about civic humanism.

2. Then have students turn to textbook, page 66. Recall from grade six social studies, that in most traditional First Nations cultures, consensus was used in decision making. (The Government of Nunavut uses it today.) In consensus discussions take place about an issue until a solution that all parties agree on is found. Decision making by consensus takes a lot of time, but everyone wins. Consensus requires that people be willing to be creative and to compromise. Governments in Canada today use the voting system. Everyone expresses his or her opinion and then decision makers vote. The majority wins. Decision making by voting takes less time, but one group wins and the rest lose.

3. Have students read textbook, pages 65 and 66.

4. Distribute Worksheet #8.3.3. Go over the directions, if necessary.

Assignments:

1. Read Worldviews, pages 65 and 66.
2. Do Worksheet #8.3.3.
Civic Humanism

Directions: Use Worldviews pages 65 to 66 to help you with the questions.

1. Do you think that an extremely wealthy leader of a large business could be a renaissance-type humanist? Give reasons for your answer.

2. In Canada today, many public buildings in cities and towns and in universities and colleges have been constructed with monies donated by wealthy individuals. In addition, many collections of rare and valuable books, paintings, sculptures, and other things have been made to public institutions by citizens. How do this demonstrate civic humanism?

3. Decision making by voting and by consensus each have their pros and cons. Complete the table to summarize them.

<table>
<thead>
<tr>
<th>Decision Making Method</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consensus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. In your opinion, in which decision making method do the individuals involved have to have more knowledge about the issues and more appreciation of all points of view and perspectives? Give reasons for your answer.
Lesson 3.4

Concept: Humanist Education and Humanism and Religion

Resources/Materials: Worldviews, pages 67 – 69
Worksheets #8.3.4a and #8.3.4b (student copies)

Introduction: Review that in the Renaissance the emphasis was only developing the whole person; that is, the mind and the body. Ask students how this thinking affected education. (You might want to tell students that at this time education was really something reserved for the wealthy. Most poor people were illiterate or poorly educated, at best. Education for the masses is a relatively recent phenomenon.)

Discuss whether renaissance thinking is compatible with religion. (Yes, people were very religious during the Renaissance.)

Procedure:

1. Have students turn to textbook, page 67. Have them read pages 67 – 69 independently.

2. Distribute Worksheets #8.3.4a and #8.3.4b. Go over the directions, if necessary.

3. OPTIONAL. Have students do Over to You, questions # 1, 2, and 4, on textbook, page 69.

Assignments:

1. Read Worldviews, pages 67 – 69.
2. Do Worksheets #8.3.4a and #8.3.4b.
3. OPTIONAL. Do Over to You, questions #1, 2, and 4, page 69.
Directions: Use Worldviews, pages 67 – 69 to help you with questions.

1. Many years ago schools in Alberta emphasized only “the 3 Rs”: reading, writing and ‘rithmetic. Modern schools offer instruction in many other areas in addition to the 3 Rs.
   a. Which is closer to the humanist view of education?

   ________________________________

   b. What are the advantages and disadvantages of each type of education?

<table>
<thead>
<tr>
<th>Type of Education</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 3 Rs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   c. Which type of education do you think your community supports more? Give reasons for your answer?

   ________________________________

   ________________________________

   ________________________________

2. Think about the perspectives expressed on page 68 about the relationship humans should have with nature. Match the perspective with the source.

   Book of Genesis       Cree

   ________________________________ It is the responsibility of humans to control nature and to use it in the best possible way.

   ________________________________ Humans are part of nature and must respect it. Any human activity affects other parts of nature and in turn, what happens in other parts of nature affects humans.
3. With which perspective do you think each of these Renaissance thinkers and scientists would agree?

________________________ Michel de Montaigne
________________________ Francis Bacon
________________________ Johannes Kepler

4. Some people say that you can agree with both perspectives. Is this possible? Give reasons for your answer.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

5. Humanists scholars also felt that religion was important and this affected their thinking. Which of the following would reflect this? (Put a check mark.)

_____ Charity is better given anonymously rather than when the donor is identified.
_____ Do something nice for someone just because it is a good thing to do.
_____ Don’t do anything for anyone else unless you are told to do it.
_____ If you can get away with it, it’s okay, even if it might involve lying or stealing.
_____ Volunteer to do things for those who are needy.
_____ “Winning is not everything; it’s the only thing.”
_____ Do what’s right, not what’s easy.
_____ Do unto others as you would have others do unto you.
_____ People have only themselves to blame for their situation. Only the smartest, hardworking, and strongest deserve to survive.
_____ Everyone is equal in their value, no matter their ability or disability.
_____ The only thing a person needs to have value is a breathing heart.
Directions: Use Worldviews, pages 67 – 69 to help you with questions.

1. Many years ago schools in Alberta emphasized only “the 3 Rs”: reading, writing and ‘rithmetic. Modern schools offer instruction in many other areas in addition to the 3 Rs.

   a. Which is closer to the humanist view of education?

      modern schools

   b. What are the advantages and disadvantages of each type of education?

<table>
<thead>
<tr>
<th>Type of Education</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 3 Rs</td>
<td><em>Focus on a few subjects – can become very proficient in those subjects</em></td>
<td><em>Knowledge/skills are limited to those 3 Rs.</em></td>
</tr>
<tr>
<td>Humanist</td>
<td><em>Develops more rounded individual</em></td>
<td><em>Takes more time/effort/resources; some may consider studying some subjects as a waste of time.</em></td>
</tr>
</tbody>
</table>

c. Which type of education do you think your community supports more? Give reasons for your answer? Answers will vary.

Many Hutterite colonies favour the 3 Rs.

Some Hutterite colonies support the development of other subjects as a way to satisfy recreational leisure time.

2. Think about the perspectives expressed on page 68 about the relationship humans should have with nature. Match the perspective with the source.

   Book of Genesis | Cree

   Book of Genesis | It is the responsibility of humans to control nature and to use it in the best possible way.

   Cree | Humans are part of nature and must respect it. Any human activity affects other parts of nature and in turn, what happens in other parts of nature affects humans.
3. With which perspective do you think each of these Renaissance thinkers and scientists would agree?

Cree  Michel de Montaigne
Both  Francis Bacon
Cree  Johannes Kepler

4. Some people say that you can agree with both perspectives. Is this possible? Give reasons for your answer.  
   Some say that humans understanding that they are part of an ecosystem(s) enables them to take control of nature in a responsible and sustainable way.

5. Humanists scholars also felt that religion was important and this affected their thinking. Which of the following would reflect this? (Put a check mark.)

✓ Charity is better given anonymously rather than when the donor is identified.
✓ Do something nice for someone just because it is a good thing to do.
   Don’t do anything for anyone else unless you are told to do it.
   If you can get away with it, it’s okay, even if it might involve lying or stealing.
✓ Volunteer to do things for those who are needy.
   “Winning is not everything; it’s the only thing.”
✓ Do what’s right, not what’s easy.
✓ Do unto others as you would have others do unto you.
   People have only themselves to blame for their situation. Only the smartest, hardworking, and strongest deserve to survive.
✓ Everyone is equal in their value, no matter their ability or disability.
✓ The only thing a person needs to have value is a breathing heart.
Lesson 3.5

Concept: Society and the Arts

Resources/Materials: Worldviews, pages 70 – 76
Worksheets #8.3.5a, #8.3.5b, #8.3.5c, and #8.3.5d (student copies)

Introduction: Recall that Renaissance scholars were influenced by Greek, Roman, and Muslim ideas. They were also influenced by Christianity. They believed in developing the whole individual – mind and body.

Explain that creativity in the arts: painting, literature, architecture, sculpture, and the like were important during the Renaissance. The final section of Chapter 3 deals with how the arts reflected the Renaissance worldview.

Procedure:

1. Explain that in the Renaissance, there were emphases on the ideal way of life and natural beauty. These gave people something to strive for. Much of the art of the period reflected these ideals.

2. Have students turn to textbook, page 70. Explain the phrase “Beauty is in the eyes of the beholder.” Then with students discuss how this phrase is used to make the point with the painting of the Mona Lisa and the George Coghill version.

3. If you think it is necessary, explain these arts:
   - **Architecture**: deals with the art and science of building. It deals with both design and structure.
   - **Sculpture**: deals with creating three-dimensional works of art
   - **Literature**: deals with writing stories and poems

4. Have students read textbook, pages 70 – 76. Guide the reading of as much as you have time for; then have students read the rest independently.

5. Distribute Worksheets #8.3.5a, #8.3.5b, #8.3.5c, and #8.3.5d. Go over the directions, if necessary.

6. OPTIONAL. Have students do Over to You questions 1, 3, 4, and 5 on textbook, page 76.

Assignments:

1. Read Worldviews, pages 70 – 76.
2. Do Worksheets #8.3.5a, #8.3.5b, #8.3.5c, and #8.3.5d.
3. OPTIONAL. Do Over to You questions 1, 3, 4, and 5, page 76.
Society and the Arts

Directions: Use Worldviews, page 70 – 76 to help you with the questions.

1. What is a patron?

Directions: Read the pages; then answer the questions.

Painting: Pages 70 – 72

3. What are three factors that influence paintings of the Italian Renaissance?
   a. ________________________________
   b. ________________________________
   c. ________________________________

4. What are four elements that characterized most of the paintings of this era?
   a. ________________________________
   b. ________________________________
   c. ________________________________
   d. ________________________________

5. Explain how art contributes to the identity of a people?
   ________________________________
   ________________________________
   ________________________________
   ________________________________
6. Examine the paintings of the Madonna from the Middle Ages and the Italian Renaissance. Complete the chart to compare them.

<table>
<thead>
<tr>
<th>Medieval</th>
<th>Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>background</td>
<td></td>
</tr>
<tr>
<td>emotions</td>
<td></td>
</tr>
<tr>
<td>pose</td>
<td></td>
</tr>
</tbody>
</table>

**Architecture: Pages 72 and 73**

7. The church of San Lorenzo was built during the Italian Renaissance. The Pantheon was built during the time of the Ancient Romans in 27 BCE. What details in the paintings tell you that Renaissance architects liked to include many architectural features from the Roman Empire?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

8. Many of the beautiful buildings from the Italian Renaissance took many years to construct, much longer than buildings today. Why do you think this is?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Worksheet #8.3.5b
9. The picture on the left is an exterior view of the Alberta Legislature in Edmonton. The picture on the right is taken from the main rotunda, looking up into the dome.

What influences from the Roman and Renaissance periods can you see in the Alberta Legislature?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Sculpture: Pages 73 – 74

10. A craftsman is a person who practises a trade. An artist creates something that is original and most often represents emotion, a point of view, and/or a worldview.

a. Look back at the statue of David on page 58. How does it represent the worldview of the poor during the Italian Renaissance?

__________________________________________________________________________

__________________________________________________________________________

b. How does Bill Reid’s sculpture reflect the traditional Haida worldview?

__________________________________________________________________________

__________________________________________________________________________

c. What does the Pietà suggest about the Italian Renaissance worldview?

__________________________________________________________________________

__________________________________________________________________________
11. What do you think was the effect of translating literature from classical languages, like Greek and Latin, into the vernacular?

__________________________________________________________________________________________

__________________________________________________________________________________________

12. During the Renaissance, love was often the subject of literature. How has this influenced literature and song today?

__________________________________________________________________________________________

__________________________________________________________________________________________

13. What similarities do you see between the subject of the writings of Christine de Pisan and modern-day writings?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

14. Take a look at the architecture of the buildings in your community. How do they reflect the Hutterite worldview?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Social Studies Grade 8 Worldviews Chapter 3
Worksheets
Society and the Arts

Directions: Use Worldviews, page 70 – 76 to help you with the questions.

1. What is a patron?
   a person who pays artists to produce works

2. How did the existence of patrons help to develop the arts during the Italian Renaissance?
   Patrons were responsible for commissioning a large volume of paintings, sculptures, mosaics, building, etc. This helped keep the arts community valued and vibrant.

Directions: Read the pages; then answer the questions.

Painting: Pages 70 – 72

3. What are three factors that influence paintings of the Italian Renaissance?
   a. Ancient Greeks and Ancient Romans
   b. Religion
   c. Humanist views

4. What are four elements that characterized most of the paintings of this era?
   a. natural world
   b. light and shadow
   c. texture and pattern
   d. elegance

5. Explain how art contributes to the identity of a people?
   art reflects culture → art represents the values/beliefs of a culture/society

Worksheet #8.3.5a
6. Examine the paintings of the Madonna from the Middle Ages and the Italian Renaissance. Complete the chart to compare them.

<table>
<thead>
<tr>
<th>Medieval</th>
<th>Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>background</strong></td>
<td><strong>landscape</strong></td>
</tr>
<tr>
<td><strong>emotions</strong></td>
<td><strong>more facial expression</strong></td>
</tr>
<tr>
<td><strong>pose</strong></td>
<td><strong>more natural</strong></td>
</tr>
</tbody>
</table>

**Architecture: Pages 72 and 73**

7. The church of San Lorenzo was built during the Italian Renaissance. The Pantheon was built during the time of the Ancient Romans in 27 BCE. What details in the paintings tell you that Renaissance architects liked to include many architectural features from the Roman Empire?

Many similarities, such as

- columns
- geometric in design
- arches
- symmetry
- floor/ceiling patterns

8. Many of the beautiful buildings from the Italian Renaissance took many years to construct, much longer than buildings today. Why do you think this is?

- much more emphasis on aesthetics in Renaissance times
- labour is more expensive today — detailed building costs would be prohibitive
- better technology/materials today
9. The picture on the left is an exterior view of the Alberta Legislature in Edmonton. The picture on the right is taken from the main rotunda, looking up into the dome.

What influences from the Roman and Renaissance periods can you see in the Alberta Legislature?

- columns
- symmetry
- stonework
- geometric shape use
- dome

Sculpture: Pages 73 – 74

10. A craftsman is a person who practises a trade. An artist creates something that is original and most often represents emotion, a point of view, and/or a worldview.

a. Look back at the statue of David on page 58. How does it represent the worldview of the poor during the Italian Renaissance?
   - determination
   - struggle to overcome oppression of the powerful and rich

b. How does Bill Reid’s sculpture reflect the traditional Haida worldview?
   - connection of humans to nature
   - importance of Raven in their belief system

c. What does the Pietà suggest about the Italian Renaissance worldview?
   - Jesus and Mary important figures in religion. Jesus’s death was an event that is important and must be remembered. There can be beauty, even in tragedy.
11. What do you think was the effect of translating literature from classical languages, like Greek and Latin, into the vernacular?

- accessible to more people so a greater number of people could follow intellectual pursuits

12. During the Renaissance, love was often the subject of literature. How has this influenced literature and song today?

- Love is a very common theme in music and literature today
- More broadly, good songs/literature are most often tied to emotions

13. What similarities do you see between the subject of the writings of Christine de Pisan and modern-day writings?

- Many modern-day writings advocate or assume the equitable nature of males and females


- importance of functionality, as opposed to aesthetics
- importance of simplicity
- importance of equality among humans (all houses equal in how elaborate they are)
Lesson 3.6 (optional)

Concept: Chapter 3: The Humanist Approach – Review

Resources/Materials: Worldviews, page 77
Chapter 3: The Humanist Approach – Review Sheets (student copies)

Introduction: Review that humanism played a significant part of the Italian Renaissance. Compared to the medieval thinking, it emphasized the development of the whole individual. The Renaissance was the rebirth of ideas from the Ancient Greek, Roman, and Muslim worlds

Procedure:

1. If you have the time, briefly go over the main ideas covered in Chapter 3:
   
   • What is humanism?
   • The Italian Renaissance reflected a rebirth of humanism from the Ancient Greek, Roman, and Muslim cultures.
   • Humanists believed that God gave individuals talents that should be nurtured.
   • Renaissance individuals should strive to develop all the mind, soul, and body.
   • Humanists’ ideals were reflected in the arts


3. ALTERNATELY. Have students do Explore the Big Ideas questions 1 and 2 on textbook, page 77. (NOTE: There a fishbone organizer for question #1 in the Teacher Resource for Worldviews – Line Master 8).

Assignment:

Do the Chapter 3: The Humanist Approach – Review Sheets.

ALTERNATELY. Do Explore the Big Ideas, questions 1 and 2, page 77.
### Chapter 3
#### The Humanist Approach
#### Review

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

<table>
<thead>
<tr>
<th>patron</th>
<th>philosopher</th>
<th>aqueduct</th>
<th>democracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>renaissance</td>
<td>humanist</td>
<td>petroglyph</td>
<td>pictograph</td>
</tr>
<tr>
<td>vernacular</td>
<td>architect</td>
<td>literature</td>
<td>sculpture</td>
</tr>
</tbody>
</table>

- ______________________ a three-dimensional piece of art
- ______________________ someone who pays an artist to create a work of art
- ______________________ system of government in which people are involved in decision making
- ______________________ language of the common people
- ______________________ a channel used to transport water
- ______________________ person who designs buildings
- ______________________ rebirth
- ______________________ drawings or paintings on rock walls
- ______________________ stories and poems
- ______________________ person who studies the truth and principles underlying human conduct and knowledge and the nature of the universe
- ______________________ a person who has a system of thought that centres on humans and their values
- ______________________ art that is carved into rock

2. Put a check mark (✓) beside the sentences that tell that Renaissance humanists based their ideas on the ancient past.

- [   ] They read the "Code for Long Life and Wisdom" of the Anishinabe.
- [   ] They studied literature written by the Ancient Romans.
- [   ] They based many of their ideas on works from the Islamic civilization.
- [   ] They were influenced by the Ten Commandments.
3. Humanists believed that individuals should shape their lives through their own efforts and talents. Use the words below to complete these sentences that tell about the importance of the individual.

<table>
<thead>
<tr>
<th>vernacular</th>
<th>reason</th>
<th>learning</th>
<th>developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>world</td>
<td>questioning</td>
<td>interests</td>
<td>minds</td>
</tr>
</tbody>
</table>

a. God blessed people with certain talents and they should serve God by _____________ them.

b. Human beings can use the power of _____________, that is, thinking to find truth for themselves.

c. In order for a person to develop, he or she must have an open mind that is curious and _____________.

d. People can achieve great things through _____________.

e. Individuals should strive to develop many different _____________.

f. People should endeavour to develop both their _____________ and their bodies.

g. Renaissance scholars translated works written in classical languages like Greek and Latin into the _____________, making them accessible to more people.

h. People can make a difference in the _____________.

4. Humanists believed that it was important for individuals to be socially responsible and make contributions that will make society better. Write R if the sentence tells about how individuals contributed to society during the Renaissance and T if it tells how individuals contribute to society today. Write RT if the sentence tells about both.

_____ The Medici family donated a library filled with Christian, classical, and humanist manuscripts to the city of Florence.
Renaissance humanists were interested in Cicero’s idea that public service was the duty of everyone in society.

Wealthy people commissioned artists to create art that would be displayed in public areas and buildings.

On 2011, Jack C. Anderson, a Calgary businessman and rancher announced he would be donating the proceeds from the sale of his collection of 100 vintage cars and trucks to Olds College.

Citizens should work to improve society.

Responsible citizens should learn about history and politics so that they can better understand their own society and the nature of the needs of the individuals in their society.

The contribution of women to society is equal to that of men.

Service and donations to the less fortunate is so much more valuable when done anonymously than when it is done publicly.

Ordinary citizens donate amounts, large and small, to charities that help the needy and fund research into diseases.

5. **Humanists place a great deal of emphasis on the value of learning.** Each of the following sentences is false. Cross out the incorrect words and then write the correct ones above them.

   a. Humanists believe that students should be taught only the 3 Rs in school.

   b. Many humanists were uncaring teachers who ran their own schools.

   c. Renaissance society placed little emphasis on education.

   d. They believed it was important to train young people’s characters and bodies but not their minds.

   e. They believed in educating the child to do a particular job.

   f. Humanists discouraged a curious, questioning attitude in their students.

   g. People cannot realize their potentials through learning.

   h. Humanist teachers subtracted from the traditional subjects studied during the Middle Ages.

   i. Developing the spiritual could not be accomplished through religion.
6. The arts were important during the Italian Renaissance. For each type of art, write one or two sentences that characterized that art form.

a. Painting

b. Architecture

c. Sculpture

d. Literature

7. For each of the aspects of humanism emphasized during the Italian Renaissance, give an example from modern Canadian society.

a. modelling ourselves or society on the ancient past

b. our responsibility to contribute to society

c. the importance of developing the individual

d. the importance of learning.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>patron</th>
<th>philosopher</th>
<th>aqueduct</th>
<th>democracy</th>
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<td>renaissance</td>
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<tr>
<td>vernacular</td>
<td>architect</td>
<td>literature</td>
<td>sculpture</td>
</tr>
</tbody>
</table>

- **sculpture** — a three-dimensional piece of art
- **patron** — someone who pays an artist to create a work of art
- **democracy** — system of government in which people are involved in decision making
- **vernacular** — language of the common people
- **aqueduct** — a channel used to transport water
- **architect** — person who designs buildings
- **renaissance** — rebirth
- **pictograph** — drawings or paintings on rock walls
- **literature** — stories and poems
- **philosopher** — person who studies the truth and principles underlying human conduct and knowledge and the nature of the universe
- **humanist** — a person who has a system of thought that centres on humans and their values
- **petroglyph** — art that is carved into rock

2. Put a check mark (✓) beside the sentences that tell that Renaissance humanists based their ideas on the ancient past.

- [ ] They read the “Code for Long Life and Wisdom” of the Anishinabe.
- [✓] They studied literature written by the Ancient Romans.
- [✓] They based many of their ideas on works from the Islamic civilization.
- [✓?] They were influenced by the Ten Commandments.

*If Ten Commandments are considered ancient*
They read classics written in Ancient Roman times.

They used ideas from mathematics and science developed by Aristotle, Euclid, and other Greeks.

They translated classical languages like Greek and Latin into the vernacular.

They modelled their own buildings after those found in Rome and in Athens.

3. **Humanists believed that individuals should shape their lives through their own efforts and talents.** Use the words below to complete these sentences that tell about the importance of the individual.

| vernacular | reason | learning | developing |
| world | questioning | interests | minds |

a. God blessed people with certain talents and they should serve God by developing them.

b. Human beings can use the power of reason, that is, thinking to find truth for themselves.

c. In order for a person to develop, he or she must have an open mind that is curious and questioning.

d. People can achieve great things through learning.

e. Individuals should strive to develop many different interests.

f. People should endeavour to develop both their minds and their bodies.

g. Renaissance scholars translated works written in classical languages like Greek and Latin into the vernacular, making them accessible to more people.

h. People can make a difference in the world.

4. **Humanists believed that it was important for individuals to be socially responsible and make contributions that will make society better.** Write R if the sentence tells about how individuals contributed to society during the Renaissance and T if it tells how individuals contribute to society today. Write RT if the sentence tells about both.

R The Medici family donated a library filled with Christian, classical, and humanist manuscripts to the city of Florence.
Renaissance humanists were interested in Cicero's idea that public service was the duty of everyone in society.

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5. **Humanists place a great deal of emphasis on the value of learning.** Each of the following sentences is false. Cross out the incorrect words and then write the correct ones above them.

   a. Humanists believe that students should be taught only the 3 Rs in school.

   b. Many humanists were dedicated teachers who ran their own schools.

   c. Renaissance society placed little emphasis on education.

   d. They believed it was important to train young people's characters and bodies but not their minds.

   e. They believed in educating the whole child to do a particular job.

   f. Humanists discouraged a curious, questioning attitude in their students.

   g. People can cannot realize their potentials through learning.

   h. Humanist teachers subtracted from the traditional subjects studied during the Middle Ages.

   i. Developing the spiritual could not be accomplished through religion.
6. The arts were important during the Italian Renaissance. For each type of art, write one or two sentences that characterized that art form.

a. Painting

- reflected the human interest in the individual, the present world, beauty, and human excellence

b. Architecture

- influenced by classic Greek and Roman structures

c. Sculpture

- reflected the sculptor’s worldview

d. Literature

- influenced by classical literature and often involved deep emotions and reflected societal issues

7. For each of the aspects of humanism emphasized during the Italian Renaissance, give an example modern Canadian society. Answers may vary

a. modelling ourselves or society on the ancient past

- follow Ten Commandments or Code for Long Life and Wisdom

b. our responsibility to contribute to society

- donate to food bank

c. the importance of developing the individual

- schools strive to develop intellectual and physical; religion develops spiritual

d. the importance of learning.

- have to attend school up to a certain age
Lesson 3.7

Concept: Chapter 3: The Humanist Approach – Test

Resources/Materials: Chapter 3: The Humanist Approach – Test (student copies)

NOTE: There is an alternate test available in the Worldviews Teacher Resource – AM114, pages 466 – 469.
Social Studies Grade 8 Worldviews Chapter 3
Test
Chapter 3
The Humanist Approach
Test

Part A

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

Multiple Choice
Choose the best answer to each question.

1. Where would an Italian Renaissance philosopher most likely have looked for inspiration?
   a. writings from the Far East and Africa
   b. writings from Northern Europe and England
   c. writings from the First Nations of North America
   d. writings from classical Greek and Roman literature and science

2. Italian Renaissance humanists looked to the Islamic civilization because
   a. it had preserved the knowledge of Classical civilizations and further developed it.
   b. it was completely different from the knowledge of the Ancient Greeks.
   c. they practised the same religion.
   d. they spoke the same language.

3. Humanist ideas spread mainly among the wealthy people in society because
   a. they were the only ones who were interested.
   b. the poor were usually educated, but seemed uninterested in developing themselves as individuals.
   c. they were the ones in society who had the time and the means to devote to studying art, literature, and philosophy.
   d. the Church commanded them to do so.

4. Which of the following does not reflect the humanist view of the individual?
   a. Human beings can use the power of reason to find truth for themselves.
   b. It is important for a person to have an open, curious, and questioning mind.
   c. People can achieve great things through learning.
   d. Individuals should become skilled in one or two areas, at most.
5. Humanists thought of their time in history as a renaissance because
   a. they were proud of the fact that their thinking was based on totally original ideas.
   b. the ideas and values of ancient times were being reborn.
   c. it was a natural development from the thinking of medieval times.
   d. they were more interested in religion than ever before.

6. Humanists tried to make the ideas from Ancient Greece and Rome available to more people by
   a. distributing copies of manuscripts to all citizens.
   b. translating manuscripts written in classical languages into the vernacular.
   c. making sure that all citizens could read and write.
   d. taking interested citizens on trips to Greece and Rome.

7. Today, some people are referred to “renaissance individuals”. Which sentence would best describe this type of person?
   a. The individual has developed talents in several different areas.
   b. The individual studies hard.
   c. The individual is wealthy.
   d. The individual has devoted much of his or her life to learning about one particular topic.

8. Which of the following best describes the role of religion during the Italian Renaissance?
   a. All activities centred around studying about religion.
   b. Religion was more influential than ever.
   c. The power of the Church had lessened.
   d. The Church owned all the public lands in the cities.

9. In what way did the Medici demonstrate the idea of civic humanism?
   a. The family controlled much of the trade and business in Florence.
   b. The family donated a library filled with Christian, classical, and humanist manuscripts to the city of Florence.
   c. The family commissioned artists to create art to be displayed in the Medici family homes.
   d. The Medici family developed alliances with other wealthy families in Florence.
10. Which of the following best describes paintings created during the Renaissance in Italy?

   a. People in the paintings were posed and were standing up straight with arms by their sides.
   b. Children were generally not included, and if they were, they were presented as small adults.
   c. The paintings reflected interest in the individual, the present world, beauty, and human excellence.
   d. The paintings did not show that people had emotions.

11. Which of the following would not be an element found in Renaissance paintings?

   a. the natural world
   b. light and shadow
   c. elegance
   d. the inclusion of many unrealistic details

12. Which of the following best describes the architecture of buildings constructed during the Italian Renaissance?

   a. Roofs were always slanted and flat.
   b. Designs were very simple, with little detail.
   c. It was heavily influenced by the architecture of buildings from Ancient Rome and Ancient Greece.
   d. There was a movement away from using stone to using wood.

*Use the following information to answer question 13.*

One morning Michelangelo had gone to the place to where it [the Pietà] stands and observed a number of Lombards [people from Lombardy, Italy] who were praising it loudly. One of them asked another the name of the sculptor and he replied, “Our Gobbo of Milan.” Michelangelo said nothing, but he resented the injustice of having his work attributed to another, and that night he shut himself in the chapel with a light and his chisels and carved his name on it.

13. From the information above, you can infer that during the Italian Renaissance, sculptors began to view themselves

   a. less as craftsmen and more as artists that should be recognized for their accomplishments.
   b. more as craftsmen and less as artists.
   c. one of the wealthy patrons of the city.
   d. craftsmen who wanted to remain anonymous.
Use the following information to answer question 14.

When the Medici family commissioned Michelangelo to create a sculpture, he chose to create a statue of David. He wanted his work to encourage the people of Florence in their struggle to be free of their enemies and the powerful Medici family who had controlled the city for so long.

14. From the information above, you can infer that
   
   a. David symbolized Goliath.  
   b. David symbolized the people of Florence. 
   c. Michelangelo saw the Medici family as David. 
   d. Michelangelo would make the size of the statue of David larger a normal human being.

15. How did humanism affect literature?

   a. Renaissance writers invented a new form of literature called the poem. 
   b. Renaissance writers put more focus on expressing their thoughts and emotions. 
   c. Renaissance writers created stories that were short, usually less than a thousand words. 
   d. Very little literature was written during the time of the Italian Renaissance.

16. Which of the following would be considered part of humanist thinking?

   a. Women should be thought of as being equal to men. 
   b. Men should always be thought of as superior to women. 
   c. Women and men should perform the same roles in society. 
   d. Women should be thought of as superior to men.

17. Which of the following does not describe consensus as a decision making method?

   a. It requires that all involved be willing to compromise. 
   b. Everyone involved must agree on the final decision. 
   c. One group wins; the other loses. 
   d. It usually takes a great deal of time to come to a decision.
18. Which of the following is most consistent with humanism?

a. There must be a balance between individualism and membership in a community.
b. United we stand; divided we fall.
c. We must all do what is best for the group and not what is best for the individual.
d. It's every man for himself.

19. Which of the following best reflects the worldview during the Italian Renaissance?

a. If you study the Bible, you will know the meaning of life and how to make discoveries in other parts of the world.
b. Look to the Middle Ages for solutions on solving problems.
c. It is not necessary to get involved in government. You must trust that the rulers are making the correct decisions.
d. People can use the power of reason and thinking to discover knowledge about themselves and society.

20. Which of the following is most consistent with humanist thinking?

a. In today’s world, it is best to specialize from a very young age.
b. It is better to get ideas from within your own community than to look outside your community.
c. Get a general education first; then you can go ahead and pick a specialty.
d. In this new world, physical strength is much more important than intelligence.
**Part B**

**Directions:** Describe how each of the following examples from modern times is consistent with the humanist thinking of the Renaissance.

<table>
<thead>
<tr>
<th>Modern-day Example</th>
<th>How It is Consistent with Humanism</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Alberta Colony donates 40 loaves of bread each week to the food bank.</td>
<td></td>
</tr>
<tr>
<td>b The Alberta Legislature building has a large dome in its centre.</td>
<td></td>
</tr>
<tr>
<td>c In today's schools, students take a variety of subjects like mathematics, science, language arts, music, and physical education.</td>
<td></td>
</tr>
<tr>
<td>d The new Alberta School Act states that all children must go to school. It also raises the minimum age at which children can leave school.</td>
<td></td>
</tr>
<tr>
<td>e We feel that when we look at a painting, we feel some kind of emotion.</td>
<td></td>
</tr>
<tr>
<td>f Painters and sculptures always sign their works.</td>
<td></td>
</tr>
<tr>
<td>g Many of the words in the English and French languages have their origins in the Greek and Latin languages.</td>
<td></td>
</tr>
</tbody>
</table>
Social Studies Grade 8 Worldviews Chapter 3
Test
Chapter 3
The Humanist Approach
Test

Answer Sheet

1. _______

2. _______

3. _______

4. _______

5. _______

6. _______

7. _______

8. _______

9. _______

10. _______

11. _______

12. _______

13. _______

14. _______

15. _______

16. _______

17. _______

18. _______

19. _______

20. _______
**Directions:** Describe how each of the following examples from modern times is consistent with the humanist thinking of the Renaissance.

<table>
<thead>
<tr>
<th>Modern-day Example</th>
<th>How It is Consistent with Humanism</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Alberta Colony donates 40 loaves of bread each week to the food bank.</td>
<td>Civic humanists believed that being a responsible citizen meant working to improve society and having a sense of social responsibility.</td>
</tr>
<tr>
<td>b. The Alberta Legislature building has a large dome in its centre.</td>
<td>Renaissance architecture borrowed design and style from the Ancient Greeks and Romans. The dome is a feature of Ancient Roman architecture.</td>
</tr>
<tr>
<td>c. In today’s schools, students take a variety of subjects like mathematics, science, language arts, music, and physical education.</td>
<td>Humanists believed in developing the whole person, which meant the mind and the body over a range of areas.</td>
</tr>
<tr>
<td>d. The new Alberta School Act states that all children must go to school. It also raises the minimum age at which children can leave school.</td>
<td>Humanists believed that learning was the way that people could shape their lives.</td>
</tr>
<tr>
<td>e. We feel that when we look at a painting, we feel some kind of emotion.</td>
<td>Humanist painters wanted their works of art to reflect interest in the individual. This included paintings that evoked emotion.</td>
</tr>
<tr>
<td>f. Painters and sculptures always sign their works.</td>
<td>During the Renaissance, painters and sculptors changed from being considered craftsmen to being artists. Artists wanted recognition for their works.</td>
</tr>
<tr>
<td>g. Services in the Roman Catholic Church are given in the language of the parishioners. At one time, all services were conducted in Latin.</td>
<td>Renaissance scholars translated classic literary works into the vernacular.</td>
</tr>
</tbody>
</table>
Chapter 4

The Exchange of Ideas

Worldview Inquiry

How did the Renaissance spark the growth and exchange of ideas across Europe?
# Social Studies Grade 8

## Chapter 4

### The Exchange of Ideas

**Contents**

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<td>Lesson 4.4</td>
<td>Religious Leadership</td>
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<td>Lesson 4.5</td>
<td>The Spread of Ideas</td>
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<tr>
<td>Lesson 4.6</td>
<td>Chapter 4: The Exchange of Ideas – Review</td>
<td>7</td>
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<td>Lesson 4.7</td>
<td>Chapter 4: The Exchange of Ideas – Test</td>
<td>8</td>
</tr>
</tbody>
</table>
Lesson 4.1

Concept: Science: A New Way of Seeing Things – The Scientific Method

Resources/Materials: Worldviews, pages 78 – 81
                     Worksheets #8.4.1a, #8.4.1b, and #8.4.1c (student copies)

Introduction: Recall that in Chapter 3 students learned about the humanist movement. The humanist movement was part of the Renaissance, which began in Italy. The Renaissance gradually spread to the rest of Europe. In Chapter 3, students learned about the arts during the Renaissance. Chapter 4 is about mathematics and science during the Renaissance. It is also about changes in the Catholic Church and the birth of the Protestant Church. (You may have to discuss that Hutterite is a Protestant religion.)

Procedure:

1. Remind students that during the Middle Ages, the Church was very powerful and wealthy. What the Church preached was taken as the truth, without question.

2. Recall that during humanism advocated learning and inquiry and building on knowledge from Ancient Greek, Roman, and Muslim civilizations. After years of study, an Italian scientist by the name of Galileo Galilei, felt that the Sun was the centre of a system with planets that revolved around it. He was brought up in front of the Catholic Church for going against its teachings. At that time, the Church preached that God had made the Earth the centre of the universe.

3. Explain that this was one example of where scientific studies came into conflict with the Church. These same types of conflict go on today.

4. Have students turn to textbook, page 78. If you can, guide the reading of pages 78 and 79. Then have students read pages 80 – 83 independently.

5. Distribute Worksheets #8.4.1a, #8.4.1b, and #8.4.1c. Go over the directions, if necessary.

Assignments:

1. Read Worldviews, pages 78 – 83.
2. Do Worksheets #8.4.1a, #8.4.1b, and #8.4.1c.
Directions: Use Worldviews, pages 78 – 85 to help you with the questions.

1. Humanists felt that an individual should have an open, curious, questioning mind. Tell how this affected the way people learned about science at the beginning of the Renaissance compared to during and after the Renaissance.

<table>
<thead>
<tr>
<th>HOW PEOPLE LEARNED ABOUT SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the Beginning of the Renaissance</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. In the spaces below, write in the steps of the scientific method.

1. 
2. 
3. 
4. 
5. 
6. 
7.
3. Explain why the Church ordered Galileo to give up his views on the universe.

4. Complete the sentences with words to explain the events that led up to Galileo’s discovery.

   For thousands of years, right up to the Renaissance, most people believed that the ____________ went around the Earth. Ptolemy, a Greek astronomer who lived during the first century CE, introduced his idea of the ______________. Europeans believed that God had placed the Earth at the ______________ of the universe.

   A Polish astronomer named Nicolaus Copernicus, examined ideas from ancient ______________astronomers, whose ideas were not accepted in their day. He concluded that the Earth is a planet that moves around a stationary Sun in a circular ______________.

   Then a German mathematician and astronomer by the name of Johannes Kepler tried to combine Ptolemy’s and Copernicus’s systems. He spent twenty years using ______________ to test and prove his ideas. He concluded that planets travelled in an ______________ orbit, and not perfect circles as Copernicus believed.

   Galileo built ______________, which enabled him to study objects in the sky. Through observation, he confirmed Copernicus’s idea of a ______________ universe. By looking through telescopes he saw sun spots, craters and mountains on the moon, the stars of the Milky Way, and Jupiter’s moons.

   Galileo’s discoveries were based on the findings of many other ______________ before him. Like other scientific discoveries, used the work of others and combined it with his own ______________ to reveal new ideas. These new ideas often conflict with the accepted ______________ and often cause people to have to change their worldview.
5. Explain how the practice of medicine differed before the Renaissance compared to how it was practised during the Renaissance.

<table>
<thead>
<tr>
<th></th>
<th>Before the Renaissance</th>
<th>During the Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Anatomy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bases for Prescribing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remedies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typical Remedies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. How did the use of the scientific method make a difference in how medicine was practised?

____________________________________________________________________________________

____________________________________________________________________________________

7. According to Mi'kmaq practice, what kinds of factors are important in treating illnesses?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Directions: Use Worldviews, pages 78 – 85 to help you with the questions.

1. Humanists felt that an individual should have an open, curious, questioning mind. Tell how this affected the way people learned about science at the beginning of the Renaissance compared to during and after the Renaissance.

**HOW PEOPLE LEARNED ABOUT SCIENCE**

<table>
<thead>
<tr>
<th>At the Beginning of the Renaissance</th>
<th>Changes that Happened During the Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>read books by scholars from Classical or Islamic civilizations</td>
<td>new importance placed on human beings</td>
</tr>
<tr>
<td></td>
<td>increase in range of texts read</td>
</tr>
<tr>
<td></td>
<td>people encouraged to question and experiment</td>
</tr>
</tbody>
</table>

2. In the spaces below, write in the steps of the scientific method.

1. Identify the problem or question
2. Gather information on the problem
3. Form a hypothesis or educated guess
4. Experiment to test the hypothesis
5. Record and analyze data
6. State a conclusion
7. Repeat the steps

THE SCIENTIFIC METHOD
3. Explain why the Church ordered Galileo to give up his views on the universe.

The Church had always taught that the Earth was the centre of the universe, and Galileo’s findings went against this.

4. Complete the sentences with words to explain the events that led up to Galileo’s discovery.

For thousands of years, right up to the Renaissance, most people believed that the Sun went around the Earth. Ptolemy, a Greek astronomer who lived during the first century CE, introduced his idea of the universe. Europeans believed that God had placed the Earth at the centre of the universe.

A Polish astronomer named Nicolaus Copernicus, examined ideas from ancient Greek astronomers, whose ideas were not accepted in their day. He concluded that the Earth is a planet that moves around a stationary Sun in a circular orbit.

Then a German mathematician and astronomer by the name of Johannes Kepler tried to combine Ptolemy’s and Copernicus’s systems. He spent twenty years using mathematics to test and prove his ideas. He concluded that planets travelled in an elliptical orbit, and not perfect circles as Copernicus believed.

Galileo built telescopes, which enabled him to study objects in the sky. Through observation, he confirmed Copernicus’s idea of a Sun-centred universe. By looking through telescopes he saw sun spots, craters and mountains on the moon, the stars of the Milky Way, and Jupiter’s moons.

Galileo’s discoveries were based on the findings of many other astronomers before him. Like other scientific discoveries, used the work of others and combined it with his own knowledge to reveal new ideas. These new ideas often conflict with the accepted worldview and often cause people to have to change their worldview.
5. Explain how the practice of medicine differed before the Renaissance compared to how it was practised during the Renaissance.

<table>
<thead>
<tr>
<th></th>
<th>Before the Renaissance</th>
<th>During the Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Anatomy</td>
<td>little knowledge</td>
<td>improved because dissection was made legal</td>
</tr>
<tr>
<td>Bases for Prescribing Remedies</td>
<td>astrology</td>
<td>accurate knowledge of anatomy</td>
</tr>
<tr>
<td>Typical Remedies</td>
<td>bloodletting, leeches</td>
<td>herbal remedies</td>
</tr>
</tbody>
</table>

6. How did the use of the scientific method make a difference in how medicine was practised?

Scientists and doctors used the scientific method to make new discoveries about the human body and how it worked.

7. According to Mi'kmaq practice, what kinds of factors are important in treating illnesses?

- knowledge/wisdom of elders
- medicinal power of plants
- focus on the spiritual, emotional, and physical
- medicine women/men help to establish harmony between people and nature
Lesson 4.2

Concept: Mathematics

Resources/Materials: Worldviews, pages 85 – 87
Worksheet #8.4.2 (student copies)

Introduction: Review that the discoveries of astronomers like Galileo were often in conflict with traditional and religious beliefs. Discuss that traditional beliefs are based on what is known at a certain point in time. Many religious beliefs are based on interpretations of scripture. Today’s scientific discoveries are based on observation. But even these discoveries are not foolproof. Sometimes inferences are made that turn out to be false.

Just as advancements in science in medicine had their basis in Ancient Greek, Roman, and Muslim studies, so did mathematics.

Procedure:

1. Explain that most mathematics curricula are composed of two main parts: the study of geometry and the study of algebra. Both of these components made advancements during the Renaissance and the Renaissance ideas were based on classical knowledge.

2. Have students turn to textbook, page 86. Explain that pages 86 and 87 focus on advancements in mathematics, and in particular perspective.


4. Distribute Worksheet #8.4.2. Go over the directions, if necessary.

5. OPTIONAL. Have students do the Over to You questions on textbook, page 87.

Assignments:

2. Do Worksheet #8.4.2.
3. OPTIONAL. Do the Over to You questions, page 87.
Directions: Use *Worldviews*, pages 85 – 87 to help you with the questions.

1. During the Renaissance the teachings of the Church came into conflict with findings in science, medicine, and mathematics. In modern times, this conflict continues.

   Compare the teachings of the Church with findings in the science.

<table>
<thead>
<tr>
<th>What the Church Bases Its Teachings On</th>
<th>What Science Bases Its Findings On</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Many people say that science is always correct and that the Church should always change its teachings if a conflict between science and the Church occurs. Do you agree with this? Give reasons for your answer.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Explain why mathematics was considered to be so important during the Renaissance.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Explain why mathematics was important in
   a. astronomy ________________________________________________
      ________________________________________________________
   b. trade and commerce ______________________________________
      ________________________________________________________
   c. architecture ____________________________________________
      ________________________________________________________

Worksheet #8.4.2
Directions: Use Worldviews, pages 85 – 87 to help you with the questions.

1. During the Renaissance the teachings of the Church came into conflict with findings in science, medicine, and mathematics. In modern times, this conflict continues.

Compare the teachings of the Church with findings in the science.

<table>
<thead>
<tr>
<th>What the Church Bases Its Teachings On</th>
<th>What Science Bases Its Findings On</th>
</tr>
</thead>
<tbody>
<tr>
<td>Its interpretation of the Bible or other sources</td>
<td>What was observed and tested using the scientific method</td>
</tr>
</tbody>
</table>

2. Many people say that science is always correct and that the Church should always change its teachings if a conflict between science and the Church occurs. Do you agree with this? Give reasons for your answer. *Answers may vary*

   Science is not always correct either. Many scientific conclusions are drawn from inferences made from observations. These inferences are not always true.

3. Explain why mathematics was considered to be so important during the Renaissance.

   Renaissance scholars thought mathematics was the basic tool for understanding the universe.

4. Explain why mathematics was important in

   a. astronomy *use to calculate/determine the planets' orbital shape*

   b. trade and commerce *need by merchants to calculate such things as distance, profits margins, etc*

   c. architecture *use to make plans/representations of buildings — scale drawings, perspective*
Lesson 4.3

Concept: Political Leadership

Resources/Materials: Worldviews, pages 88 – 91
Worksheets #8.4.3a and #8.4.3b (student copies)

Introduction: Recall that much of humanism dealt with the development of the human. Like any other time in history, during the Renaissance, humans had to balance what is ideal with what is real. A good example of striving for this balance can be found by examining leadership styles, especially political leaders.

The next section deals with political and religious leadership during the Renaissance.

Procedure:

1. Discuss the meaning of the saying the end justifies the means. Discuss its relative merits.

2. Explain that a Florentine civil servant (government employee) named Niccolo Machiavelli observed that it was often necessary to do some very harsh and undesirable things to be an effective ruler. He even wrote his ideas about how to govern in a book. This book was later banned by the Church.

3. Remind students that Michelangelo’s David symbolized the struggle by the Florentine people to be free of the oppression of the Medici. Many Renaissance paintings also symbolically represent situations or events. Through a painting artists often used people and other elements to offer an opinion on an issue or situation. This is called allegory.

4. Have students turn to textbook, page 88. Have students read pages 88 – 92. The reading of these pages might be difficult for some. If you can guide the reading.

5. Distribute Worksheets #8.4.3a and #8.4.3b. Go over the directions, if necessary.

6. OPTIONAL. Have students make a list of the ideal characteristics of a leader.

7. OPTIONAL. Have students try making an allegorical picture of some current situation or issue.

Assignments:

2. Do Worksheets #8.4.3a and #8.4.3b.
3. OPTIONAL. Make a list of characteristics of a good leader.
4. OPTIONAL. Make an allegorical picture.
**Social Studies Grade 8 Worldviews Chapter 4**

**Worksheets**

**Political Leadership**

**Directions:** Use *Worldviews*, pages 88 – 91 to help you with the questions.

1. Compare the leadership styles of Isabella D’Este and Niccolò Machiavelli.

<table>
<thead>
<tr>
<th></th>
<th>Isabella D’Este</th>
<th>Niccolò Machiavelli</th>
</tr>
</thead>
<tbody>
<tr>
<td>How the person came to know about being a leader.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The person’s feelings about the nature of people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How a person should make decisions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Who do you think is more likely to have said the following? Write **E** for Isabella D’Este and **M** for Niccolò Machiavelli.

- _____ People are basically evil, but they can do good things.
- _____ People are basically good, but they can do evil things.
- _____ A good leader must be a good listener.
- _____ I want to make decisions based on what the people tell me they need.
- _____ A good leader has to do what is necessary to get the desired result, even if it might seem cruel.
- _____ I don’t care what the bishop says or does, I will do things my way.
- _____ If the people are upset about things, I want to know about it. Maybe the problem can be resolved in a peaceful way.
- _____ You do what you have to do to keep control. Sometimes that means doing some pretty nasty things.
- _____ A good ruler respects the people he or she rules.
Different people had differing views on the ideas of Machiavelli. Match the person or people with their points of view.

People who were **supporters**

People who were **critics**

**Maurizio Viroli**

**Werner Horvath**

Machiavelli has been misunderstood. His idea was that if a political leader has a goal, there are going to be people who don’t agree. A good leader has to make tough decisions, even if it might make some people’s lives difficult.

The end does not justify the means. A leader cannot just do whatever he or she needs to do to achieve a goal. That is just plain ridiculous. That means a leader could kill people that stand in his way.

Machiavelli was cunning, fearless, and smart. He didn’t let his emotions cloud his thinking. In many ways he was heartless.

A leader has to do what he thinks is right, even if it means having to be sneaky, tell a few lies, or whatever. If a leader thinks about how his decisions will affect every single citizen, he will get nowhere – and fast. People will think of him or her as being weak.

3. What is an allegory?

4. Why do you think an artist would use allegory in his paintings to communicate his ideas to the poor, who were most often uneducated and illiterate?

5. How might using allegory protect an artist from being punished by political leaders?
Directions: Use Worldviews, pages 88 – 91 to help you with the questions.

1. Compare the leadership styles of Isabella D'Este and Niccolò Machiavelli.

<table>
<thead>
<tr>
<th></th>
<th>Isabella D'Este</th>
<th>Niccolò Machiavelli</th>
</tr>
</thead>
<tbody>
<tr>
<td>How the person came to know about being a leader.</td>
<td>married a political leader who was frequently away</td>
<td>observed leaders while he was a civil servant</td>
</tr>
<tr>
<td>The person's feelings about the nature of people.</td>
<td>basically good</td>
<td>basically evil</td>
</tr>
<tr>
<td>How a person should make decisions.</td>
<td>get input from the people so that they feel respected and part of the decision making process</td>
<td>decide what needs to be done and use whatever means are necessary</td>
</tr>
</tbody>
</table>

2. Who do you think is more likely to have said the following? Write E for Isabella D'Este and M for Niccolò Machiavelli.

- M People are basically evil, but they can do good things.
- E People are basically good, but they can do evil things.
- E A good leader must be a good listener.
- E I want to make decisions based on what the people tell me they need.
- M A good leader has to do what is necessary to get the desired result, even if it might seem cruel.
- M I don’t care what the bishop says or does, I will do things my way.
- E If the people are upset about things, I want to know about it. Maybe the problem can be resolved in a peaceful way.
- M You do what you have to do to keep control. Sometimes that means doing some pretty nasty things.
- E A good ruler respect the people he or she rules.
3. Different people had differing views on the ideas of Machiavelli. Match the person or people with their points of view.

People who were **supporters**
**Maurizio Viroli**
Machiavelli has been misunderstood. His idea was that if a political leader has a goal, there are going to be people who don’t agree. A good leader has to make tough decisions, even if it might make some people’s lives difficult.

People who were **critics**
**Werner Horvath**
The end does not justify the means. A leader cannot just do whatever he or she needs to do achieve a goal. That is just plain ridiculous. That means a leader could kill people that stand in his way.

**supporters**
**Werner Horvath**
Machiavelli was cunning, fearless, and smart. He didn’t let his emotions cloud his thinking. In many ways he was heartless.

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**Maurizio Viroli**
A leader has to do what he thinks is right, even if it means having to be sneaky, tell a few lies, or whatever. If a leader thinks about how his decisions will affect every single citizen, he will get nowhere – and fast. People will think of him or her as being weak.

3. What is an allegory?

**a work in which the characters and events are meant to be understood as representing other things and symbolically expressing a deeper moral or political meaning.**

4. Why do you think an artist would use allegory in his paintings to communicate his ideas to the poor, who were most often uneducated and illiterate?

The poor could understand the message by examining the painting, without having to read.

5. How might using allegory protect an artist from being punished by political leaders?

Political leaders have no really proof that the work is really an allegory, since the artist’s views are not directly stated.
Lesson 4.4

Concept: Religious Leadership

Resources/Materials: Worldviews, pages 92 – 96
   Worksheets #8.4.4a, #8.4.4b, and #8.4.4c (student copies)

Introduction: Discuss with students how the Hutterites were formed because many did not agree with the Church’s interpretation of the Bible and with some of the practices within the Church itself.
   Ask students to imagine a situation where you have been stopped by a police officer for speeding. You slip the officer a hundred dollar bill and the officer lets you go. Today, we would say that the officer was corrupt. Toward the beginning of the Renaissance, many people started to question some of the practices of the Catholic Church.
   Explain that in medieval times Europe was Catholic and the Catholic Church in Europe was very powerful. One of the things that occurred at that time was that the Pope would sell indulgences. Indulgences were certificates, you could purchase, that would reduce the time people would be punished for their sins after they died. In reality, it was a way for the Church to make money.
   This and other types of practices led to some Church members questioning the Church.

Procedure:

1. Explain that a German monk by the name of Martin Luther, after a great deal of study, concluded that the Bible should be the ultimate authority and not the Church. Luther formed a separate group, which came to be known as the Protestant Church. Since that time, the Protestant Church has divided into several different groups, one of them being Hutterites.

2. Explain that today students will read about protests to the Catholic Church and the effects of those protests.

3. Have students turn to textbook, page 92. Have them read pages 92 – 96.

4. Distribute Worksheets #8.4.4a, #8.4.4b, and #8.4.4c. Go over the directions, if necessary.

5. OPTIONAL. Do Over to You, questions #1 and #2 on textbook, page 86.

Assignments:

2. Do Worksheets #8.4.4a, #8.4.4b, and #8.4.4c.
3. OPTIONAL. Do Over to You, questions #1 and #2, page 86.
Directions: Use *Worldviews*, pages 92 – 96 to help you with the questions.

1. Girolamo Savonarola decided to take action against the corruption he observed in the Catholic Church during the Renaissance. Complete the flow chart to tell about his actions.

   **Behaviours that Savonarola observed in the Catholic Church**

   **Savonarola’s actions against the Catholic Church**

   **How the Church reacted to Savonarola’s actions**

   **How the people of Florence reacted to Savonarola’s actions**
2. Twenty years after Savonarola’s criticisms of the Catholic Church, a German monk raised concerns about the Catholic Church. Complete the flow chart to tell about his actions.

- Martin Luther's criticisms of the Catholic Church
- How the Catholic Church reacted to Luther's criticisms
- The Protestant Reformation
- The Catholic Counter-Reformation

Worksheet #8.4.4b
3. Examine the map at the top of pages 95. What patterns do you notice with regard to
   a. where the Catholic Church was most common?
   b. where the Protestant Church was most common?
   c. where Protestant Centres were most common?

4. What was the consequence of the Protestant Reformation for the Catholic Church?

5. Read the case of Gurbaj Singh Multani on page 96. What were the two perspectives in this case?
   - School Board
   - The Sikh Community

   The Decision of the Supreme Court of Canada
Changes in Religious Leadership in the Church

Directions: Use Worldviews, pages 92 – 96 to help you with the questions.

1. Girolamo Savonarola decided to take action against the corruption he observed in the Catholic Church during the Renaissance. Complete the flow chart to tell about his actions.

**Behaviours that Savonarola observed in the Catholic Church**
- Some Church leaders and priests took advantage of their positions for personal gain.
- Some bishops and cardinals bought their titles.
- Some priests did not honour their vow of poverty.

**Savonarola’s actions against the Catholic Church**
- Dedicated life to fighting corruption in the Church
- Accused the Pope of corruption
- Directed people of Florence to burn wigs, make-up, fancy clothing, art, and books because he felt these things kept people’s attention away from God.

**How the Church reacted to Savonarola’s actions**
- Excommunicated him

**How the people of Florence reacted to Savonarola’s actions**
- Tried him for heresy and was executed.
2. Twenty years after Savonarola’s criticisms of the Catholic Church, a German monk raised concerns about the Catholic Church. Complete the flow chart to tell about his actions.

**Martin Luther’s criticisms of the Catholic Church**
- thought that the Bible, not the Church, should be a Christian’s true spiritual guide.
- felt the Church was accumulating too much wealth.
- disagreed with practice of selling indulgences.

**How the Catholic Church reacted to Luther’s criticisms**
- Pope issued an official order condemning Luther and banned his works.
- demanded that Luther give up his ideas.

**The Protestant Reformation**
- Luther broke with Catholic Church.
- started the Lutheran Church.
- People who agreed with Luther were called Protestants.
- Protestant Reformation was the time when Protestants protested against the Church’s refusal to allow reform.

**The Catholic Counter-Reformation**
- Catholic Church lost much authority and membership because of the Protestant Reformation.
- Church began to examine its own policies/practices.
- Church reduced corruption and gave priests a better education.
3. Examine the map at the top of pages 95. What patterns do you notice with regard to
   a. where the Catholic Church was most common?
      **Southern Europe and Ireland**
   b. where the Protestant Church was most common?
      **Northern Europe**
   c. where Protestant Centres were most common?
      **France**

4. What was the consequence of the Protestant Reformation for the Catholic Church?
   **End of the absolute power of the Catholic Church over religious life in Europe**

5. Read the case of Gurbaj Singh Multani on page 96. What were the two perspectives in this case?

   **School Board**
   - do not allow students to bring weapons to school
   - a kirpan is a type of weapon so it should be banned.

   **The Sikh Community**
   - The Sikh religion considers the kirpan a religious symbol and must be worn at all times

   **The Decision of the Supreme Court of Canada**
   - The ban on kirpans is a violation of the Charter of Rights and Freedoms.
   - School boards can impose restrictions on how kirpans can be worn to protect the safety of students
Lesson 4.5

Concept: The Spread of Ideas

Resources/Materials: Worldviews, pages 97 – 102
Worksheets #8.4.5a and #8.4.5b (student copies)

Introduction: Explain that fifty years ago, teachers had to write everything on the board and students had to copy what was on the board into their notebooks. Students spent a good deal of every class copying from the board. Then a machine called a Gestetner (named after the inventor) was introduced to schools. Instead of writing notes on the board, a teacher could write the notes on paper with a waxed covered coloured paper underneath it. On the places where the teacher wrote, wax would stick to the paper. This could then be used to make copies for students. This was a breakthrough, but making the wax copy took a lot of the teacher’s time. When the photocopier came along, it was very easy to copy pictures, notes, and other information. The photocopier changed much of how schools were run.

Recall that at the beginning of the Renaissance, making a copy of a book took months or years. But then a German by the name of Johannes Gutenberg invented a machine that could make copies of things printed quickly and cheaply. This helped to spread knowledge very quickly.

Procedure:

1. Knowledge during the Renaissance spread in two main ways: by teachers sharing information at places like universities and by printing information on the printing press.

2. Have students turn to textbook, page 97. Explain that pages 97 – 102 tell about how the spread of information became so much more quick during the Renaissance and how it is spreading even more quickly during modern times.

3. Have students read textbook, pages 97 – 102.

4. Distribute Worksheets #8.4.5a and #8.4.5b. Go over the directions, if necessary.

5. OPTIONAL. Have students do Over to You, questions #1, 3, and 4 on textbook, page 102.

Assignments:

1. Read Worldviews, pages 97 – 102.
2. Do Worksheets #8.4.5a and #8.4.5b.
3. OPTIONAL. Do Over to You, questions #1, 3, and 4, page 102.
Directions: Use Worldviews, pages 97 – 102 to help you with the questions.

1. What role did wealthy families play in the exchange of ideas and knowledge during the Renaissance?

2. How did each of the following contribute to the spread of ideas and the exchange of knowledge during the Renaissance?

   THE SPREAD OF IDEAS DURING THE RENAISSANCE

   - Universities
   - Travelling Celebrities
   - Royal Courts

3. Answer the following questions about the invention of the printing press.
   a. Who?  
   b. What?  
   c. When?  
   d. Where?  
   e. Why?  
   f. How?  

Worksheet #8.4.5a
4. How did the invention of the printing press affect
   a. the speed at which ideas were exchanged?
   b. the language used in books?
   c. the number of people who read books

5. Complete the cause effect chart that explains Michel de Montaigne’s views of ignorance.

   **Cause**

   **Effect**

6. List eight ways that information is spread in the modern world.
   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.
Directions: Use Worldviews, pages 97 – 102 to help you with the questions.

1. What role did wealthy families play in the exchange of ideas and knowledge during the Renaissance?

   - established such things as academies and libraries

2. How did each of the following contribute to the spread of ideas and the exchange of knowledge during the Renaissance?

   **THE SPREAD OF IDEAS DURING THE RENAISSANCE**

   - **Universities**
     - scholars shared new ideas through discussions and writings
     - students came from across Europe to study at Italian universities and shared ideas.

   - **Travelling Celebrities**
     - Famous Renaissance scientists, artists, and thinkers travelled across Europe to share their knowledge/skills

   - **Royal Courts**
     - Kings/queens invited scholars and artists to set up residence in the courts. They also collected manuscripts and works of art.

3. Answer the following questions about the invention of the printing press.

   a. Who? **Johannes Gutenberg**

   b. What? **invented printing press**

   c. When? **about 1450**

   d. Where? **Germany**

   e. Why? **wanted to be able to produce books quickly and cheaply**

4. How did the invention of the printing press affect
   a. the speed at which ideas were exchanged? Books were cheaper, so middle class could access them. They could discuss ideas presented. Ideas spread more quickly.
   b. the language used in books? Books were also printed in the vernacular, allowing more ordinary citizens access to ideas.
   c. the number of people who read books? Speed of printing books and the use of the vernacular meant that more people could access them.

5. Complete the cause effect chart that explains Michel de Montaigne’s views of ignorance.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>People lack knowledge; that is, they are ignorant</td>
<td>• Intolerance of others</td>
</tr>
<tr>
<td></td>
<td>• Having poor common sense</td>
</tr>
<tr>
<td></td>
<td>• Extreme behaviours</td>
</tr>
<tr>
<td></td>
<td>• Being judgmental toward others</td>
</tr>
<tr>
<td></td>
<td>• Cruelty to others</td>
</tr>
</tbody>
</table>

6. List eight ways that information is spread in the modern world.
   Examples:
   a. word of mouth
   b. telephone
   c. books
   d. newspapers
   e. magazines
   f. radio
   g. television
   h. DVD
   i. Internet
   j. Email
   k. Text messaging
   l. CD
Lesson 4.6 (optional)

Concept: Chapter 4: The Exchange of Ideas – Review

Resources/Materials: Worldviews, page 103
Chapter 4: The Exchange of Ideas – Review Sheets (student copies)

Introduction: Review that the Renaissance was a time that emphasized the development of the mind. This led to new discoveries in science, medicine, and mathematics. These discoveries led to the teachings of the Church being questioned. This started members of the Church to also question some of its practices.

Procedure:

1. If you have the time, briefly go over the main ideas covered in Chapter 4:
   - Changes in science, medicine, and mathematics
   - Challenges to the Catholic Church and the Protestant Reformation
   - The spread of ideas by great minds.
   - The effect of the printing press on the spread of knowledge.

2. Distribute the Chapter 4: The Exchange of Ideas – Review Sheets. Have students complete them independently.

3. ALTERNATELY. Have students do Explore the Big Ideas, questions #1, 2, and 3 on textbook, page 103.

Assignments:

1. Do the Chapter 4: The Exchange of Ideas – Review Sheets.
2. ALTERNATELY. Do Explore the Big Ideas, questions #1, 2, and 3, page 103.
1. Write **M** if the sentence tells about medieval times and **R** if it tells about the Italian Renaissance.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a</strong></td>
<td>This was a period when only a few new scientific discoveries were made. Scientists read classical Greek and Islamic writings. Scientists greatly expanded the types of texts they read. They based much of their activity on observations and conclusions drawn, using the scientific method.</td>
</tr>
<tr>
<td><strong>b</strong></td>
<td>The Church was considered to be the absolute authority on what was scientifically correct. Humanists’ belief in pursuing knowledge led them to discoveries that seemed to go against the teachings of the Church.</td>
</tr>
<tr>
<td><strong>c</strong></td>
<td>The worldview was based on the idea that Earth was at the centre of the universe. More astronomers came to the conclusion that the Sun was at the centre of the universe.</td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>Doctors had more knowledge about the human anatomy because they used dissection to understand anatomy, and which diseases were related to particular body organs. Remedies based on astrology, superstition, bloodletting, and applying leeches were common.</td>
</tr>
<tr>
<td><strong>e</strong></td>
<td>Mathematicians made major contributions in the fields of astronomy, architecture, and art. They used information from Ancient Greece and Muslim mathematicians. There was little advancement in the field of mathematics.</td>
</tr>
<tr>
<td><strong>f</strong></td>
<td>The monarch, the Church, and the nobility were leaders. Serfs were not consulted in the decision making process. The Church’s power was less than it was, while the merchant class became much more powerful.</td>
</tr>
<tr>
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</tr>
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<td>The Catholic Church was by far the dominant religion in Europe. Martin Luther led the Protestant Reformation, which used the Bible and not the Church to be its true spiritual guide.</td>
</tr>
</tbody>
</table>
# Social Studies Grade 8 Worldviews Chapter 4

## Review

<table>
<thead>
<tr>
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<th>Books were very expensive and read by only a very privileged few.</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>j</td>
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</tr>
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<td>Students from across Europe went to Italian universities where great scholars taught and exchanged ideas. These students went home and shared their ideas.</td>
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<tr>
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</tr>
<tr>
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<td>Scholars and artists often worked alone and were not greatly valued.</td>
</tr>
<tr>
<td>m</td>
<td>Scholars, artists, and scientists were often viewed as strange. They were usually left alone or even taunted.</td>
</tr>
<tr>
<td></td>
<td>Scholars, artists, and, scientists travelled to various cities to share their ideas and teach those who wanted to learn.</td>
</tr>
</tbody>
</table>

2. Put an X beside the sentences that tell about science, medicine, and mathematics, during the Renaissance.

- [ ] Humanists’ belief in learning helped to expand discoveries in science.
- [ ] Humanists used observations, experimenting, and drawing conclusions to formulate new scientific ideas.
- [ ] The ideas of scientists sometimes conflicted with the teachings of the Church.
- [ ] When scientific findings disagreed with the teachings of the Church, the Church usually changed its teachings.
- [ ] Scientists built their ideas on the knowledge and ideas of other scientists.
- [ ] Doctors knew little about the human anatomy because they were not allowed to dissect bodies.
- [ ] Traditional and herbal remedies played an important role in treating the sick.
- [ ] Mathematics played an important role in science, medicine, art, and architecture.
3. Isabella D’Este and Niccolò Machiavelli were both humanists. However, they had different leadership styles. Compare their leadership styles.

<table>
<thead>
<tr>
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<th>Niccolò Machiavelli</th>
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4. Put a check mark (✓) in front of the sentences that tell about changes in the Catholic Church during the Renaissance.

- During the Middle Ages and the Renaissance the Catholic Church was the most powerful institution in Europe.
- Many Church leaders considered themselves to be the natural leaders in all areas of society – political and business, as well as religious.
- Some Church leaders, and some parish priests, took advantage of their authority to gain power and money for themselves and members of their families.
- Many priests did not honour their vow of poverty.
- Girolamo Savonarola accused the Pope of corruption.
- The Catholic Church accepted Savonarola’s criticism and as a result, changed many of its practices.
- Martin Luther was a German monk who felt that the Bible and not the Church should be the bases of a true Christian’s spiritual path.
- The Pope condemned Martin Luther’s ideas and insisted he take them back.
- Luther’s ideas gained popularity and eventually led to the formation of the Protestant Church.
- Because of the Protestant Reformation, the Catholic Church lost much of its authority.
- In the Catholic Counter-Reformation, the Catholic Church changed many of its practices.
5. Many experts feel that the invention of the printing press was the single most important factor in the spread of ideas. Do you agree? Give reasons for your answer.
1. Write M if the sentence tells about medieval times and R if it tells about the Italian Renaissance.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>This was a period when only a few new scientific discoveries were made. Scientists read classical Greek and Islamic writings.</td>
</tr>
<tr>
<td></td>
<td>Scientists greatly expanded the types of texts they read. They based much of their activity on observations and conclusions drawn, using the scientific method.</td>
</tr>
<tr>
<td>M</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>The Church was considered to be the absolute authority on what was scientifically correct.</td>
</tr>
<tr>
<td></td>
<td>Humanists' belief in pursuing knowledge led them to discoveries that seemed to go against the teachings of the Church.</td>
</tr>
<tr>
<td>M</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>The worldview was based on the idea that Earth was at the centre of the universe.</td>
</tr>
<tr>
<td></td>
<td>More astronomers came to the conclusion that the Sun was at the centre of the universe.</td>
</tr>
<tr>
<td>M</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Doctors had more knowledge about the human anatomy because they used dissection to understand anatomy, and which diseases were related to particular body organs.</td>
</tr>
<tr>
<td></td>
<td>Remedies based on astrology, superstition, bloodletting, and applying leeches were common.</td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Mathematicians made major contributions in the fields of astronomy, architecture, and art. They used information from Ancient Greece and Muslim mathematicians.</td>
</tr>
<tr>
<td></td>
<td>There was little advancement in the field of mathematics.</td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>The monarch, the Church, and the nobility were leaders. Serfs were not consulted in the decision making process.</td>
</tr>
<tr>
<td></td>
<td>The Church’s power was less than it was, while the merchant class became much more powerful.</td>
</tr>
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The invention of the printing press made books more accessible.

Many books were translated and printed in the vernacular.  
Almost all books were written in classical languages like Greek and Latin or in Arabic.

Students from across Europe went to Italian universities where great scholars taught and exchanged ideas. These students went home and shared their ideas.  
Places of higher learning were few. Scholars often worked alone.

Kings and queens invited scholars and artists to live and work in their courts.  
Scholars and artists often worked alone and were not greatly valued.

Scholars, artists, and scientists were often viewed as strange. They were usually left alone or even taunted.  
Scholars, artists, and scientists travelled to various cities to share their ideas and teach those who wanted to learn.

2. Put an X beside the sentences that tell about science, medicine, and mathematics, during the Renaissance.

   X  Humanists’ belief in learning helped to expand discoveries in science.
   X  Humanists used observations, experimenting, and drawing conclusions to formulate new scientific ideas.
   X  The ideas of scientists sometimes conflicted with the teachings of the Church.
   -  When scientific findings disagreed with the teachings of the Church, the Church usually changed its teachings.
   X  Scientists built their ideas on the knowledge and ideas of other scientists.
   .  Doctors knew little about the human anatomy because they were not allowed to dissect bodies.
   X  Traditional and herbal remedies played an important role in treating the sick.
   X  Mathematics played an important role in science, medicine, art, and architecture.
3. Isabella D’Este and Niccolò Machiavelli were both humanists. However, they had different leadership styles. Compare their leadership styles.

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</tr>
</thead>
<tbody>
<tr>
<td>felt a good leader consulted with experts and also the people a decision affected before making a decision</td>
<td>felt a good leader needed to do whatever he/she had to to achieve a particular outcome. This could involve strategies that may not necessarily be considered moral.</td>
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</tbody>
</table>

4. Put a check mark (✓) in front of the sentences that tell about changes in the Catholic Church during the Renaissance.

✓ During the Middle Ages and the Renaissance the Catholic Church was the most powerful institution in Europe.

✓ Many Church leaders considered themselves to be the natural leaders in all areas of society – political and business, as well as religious.

✓ Some Church leaders, and some parish priests, took advantage of their authority to gain power and money for themselves and members of their families.

✓ Many priests did not honour their vow of poverty.

✓ Girolamo Savonarola accused the Pope of corruption.

✓ The Catholic Church accepted Savonarola’s criticism and as a result, changed many of its practices.

✓ Martin Luther was a German monk who felt that the Bible and not the Church should be the bases of a true Christian’s spiritual path.

✓ The Pope condemned Martin Luther’s ideas and insisted he take them back.

✓ Luther’s ideas gained popularity and eventually led to the formation of the Protestant Church.

✓ Because of the Protestant Reformation, the Catholic Church lost much of its authority.

✓ In the Catholic Counter-Reformation, the Catholic Church changed many of its practices.
5. Many experts feel that the invention of the printing press was the single most important factor in the spread of ideas. Do you agree? Give reasons for your answer.

Most students should agree.

- made reproducing books faster
- books were printing on paper, not parchment, which made the
  cheaper
- books were more commonly written and printed in the vernacular
  For all of these reasons ideas could be spread faster and were
  accessible to a wider range of people.
Lesson 4.7

Concept: Chapter 4: The Exchange of Ideas – Test

Resources/Materials: Chapter 4: The Exchange of Ideas – Test (student copies)

NOTE: There is an alternate test that teachers may want to give students. It is found in the Worldviews Teacher Resource AM-117, pages 474 – 477.
Part A

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

Multiple Choice
Write choose the best answer to each question.

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

Galileo Galilei was an astronomer during the Italian Renaissance. He had published a book in which he argued that the Sun was the centre of the universe, and that the Earth and other planets travelled around it. This went against the teachings of the Catholic Church, which taught that God had placed the Earth at the centre. Galileo was sentenced to house arrest on his estate for the rest of his life. He was made to read out a statement denying his belief in the Sun-centred universe.

But Galileo knew he was right. After he finished reading the statement, he is believed to have whispered to himself, “Eppur si muove” (“But it [the Earth] still moves”).

1. From the information above, you can tell that during the Italian Renaissance
   a. the Catholic Church was very powerful and had control over many parts of people’s lives.
   b. Galileo had not researched his ideas well enough, and the Church saw the flaws in them.
   c. the Catholic Church was not interested in the nature of humans.
   d. Galileo did not believe in God.

2. From the information above, you can infer that during the Italian Renaissance
   a. astronomers did not rely heavily on what other astronomers had learned, but relied solely on what they themselves observed.
   b. it was difficult to change the Church’s worldview.
   c. humanist scientists did not accept any of the Church’s teachings.
   d. most Church officials were corrupt.
3. Galileo read out the statement denying his belief in a Sun-centred universe because
   a. he realized that the Church’s teachings were true.
   b. he was offered money to stay on his estate.
   c. he realized that he and the Church actually shared the same worldview.
   d. he realized that there was little use in challenging the Church’s power.

4. Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei
   a. were all arrested for challenging the teachings of the Catholic Church.
   b. were Italian scientists.
   c. made discoveries related to the position of Earth in the universe.
   d. made their discoveries without using any instruments other than the naked human eye.

5. The greatest influence that use of the scientific method had was
   a. it bridged the gap between observation and Church teachings.
   b. it pointed out the advantages of reading Classical science texts.
   c. it provided a model that showed how different social classes in society could coexist.
   d. it promoted the investigation into science ideas by using observation and experimentation.

6. One of the main reasons that medical knowledge grew during the Renaissance is because
   a. scientists and doctors began to apply the scientific method to make new discoveries about the human body and how it worked.
   b. humanist scientists and doctors realized that astrology had much to contribute when it came to understanding the human body.
   c. the value herbal medicines for treating any disease became well known.
   d. the Catholic Church encouraged many more people to become experts in science and medicine.

7. The main reason that knowledge of human anatomy increased during the Renaissance is because
   a. doctors became more interested in the types of diseases people had.
   b. doctors got books that were written in Cathay (China).
   c. doctors were allowed to dissect the bodies of people who had died to try to determine the nature of their illnesses.
   d. many people allowed doctors to use leeches to suck out bad blood.
8. Which of the following best tells about the Mi'kmaq First Nations worldview?

a. There is a plant to cure every illness.
b. There are many different factors that contribute to a person's health.
c. People usually imagine their illnesses.
d. Illnesses occur because you went against the wishes of Mi'kmaq leaders.

*Use the information below to answer question 8.*

9. Which of the following mathematical ideas is most evident in the painting above?

   a. the use of complementary colours
   b. the use of supplementary colours
   c. plane geometry
   d. perspective

10. Which of the following best describes the leadership style of Isabella D'Este?

    a. Hear the perspectives of everyone involved before making a decision.
    b. It is best to do what the wealthy want because in the end they are the most powerful.
    c. You must do whatever is necessary to stay in power and increase the strength of the state, even if it involves some nasty strategies.
    d. The most important thing is that the people love you.
11. Which of the following best describes the leadership style of Niccolò Machiavelli?

a. Hear the perspectives of everyone involved before making a decision.
b. It is best to do what the wealthy want because in the end they are the most powerful.
c. You must do whatever is necessary to stay in power and increase the strength of the state, even if it involves some nasty strategies.
d. The most important thing is that the people love you.

*Use the information below to answer question 12.*

In this painting, Sienese artist Ambrogio Lorenzetti conveys the message that good government results in a peaceful, prosperous society where people are busy and happy.

12. What term would be used to describe this kind of artwork?

a. a landscape
b. a portrait
c. an allegory
d. medieval
13. Girolamo Savonarola’s activities led to his excommunication from the Catholic Church. In what kinds of activities was he involved?

   a. He was accepting bribes from his parishioners.
   b. He accused high Church officials of being corrupt.
   c. He challenged the Pope by trying to become his replacement.
   d. He left the Church to become a wealthy merchant.

14. Martin Luther challenged the Catholic Church when he

   a. declared that the Bible and not the Church should be a Christian’s true spiritual guide.
   b. broke his vow of poverty and accepted gifts from wealthy nobles.
   c. sold indulgences to the wealthy, which would shorten the time people would be punished for their sins after they died.
   d. worked along side Savonarola in Florence.

15. In what country did the Protestant Reformation begin?

   a. Poland
   b. Italy
   c. France
   d. Germany

16. Which of the following most contributed to the spread of the Protestant Reformation across Europe?

   a. the invention of the printing press.
   b. the growth of academies and universities.
   c. the gains in science and medicine in Italy.
   d. the decision by the Catholic Church to ordain more priests.

17. Which of the following was not a consequence of the Protestant Reformation?

   a. The Catholic Church lost much of its authority and membership.
   b. The Catholic Counter-Reformation led to cleaning up the corruption within the Church.
   c. The founding of new religious orders within the Catholic Church
   d. The Protestant and Catholic Churches became united.
18. Which of the following was not a consequence of the invention of the printing press?

a. Books became more expensive to produce.
b. People began translating and printing more books in the vernacular.
c. Books were printed on paper and not on parchment, making them less expensive.
d. Books became more accessible to more people.

*Use the following information to answer question 19.*

- Universities
- Travelling scientists, artists, and scholars
- Royal courts

19. The best heading for the above list is

a. Modern Ways to Spread the News
b. How Ideas Were Spread during the Renaissance
c. Education for the Poor
d. Education for Kings and Queens

*Use the information below to answer question 20.*

In 1984, the Province of Alberta granted municipalities the right to allow, or prohibit, retail stores opening on Sundays. By the end of 1984, some stores in Edmonton were open on Sundays, but the controversy over Sunday openings raged on for a number of years after that. In some communities in Alberta, the question was still being debated in 1990.

On April 24, 1985, the Supreme Court of Canada ruled that the federal Lord’s Day Act used to ban Sunday shopping in Alberta and some other provinces was unconstitutional. The Alberta Government then relied on the Municipal Government Act, which gave municipalities the power to regulate store hours. As of the end of 1986, most major centres in the province had opted for Sunday shopping.

20. From the information above, you can conclude that

a. worldviews are continually changing.
b. Sunday shopping is not a good idea.
c. Sunday shopping is not supported by any Christian group.
d. our worldviews should never change.
Part B

Chapter 4: Main Ideas

- Changes in science, mathematics, and medicine
- Changes in political and religious leadership
- Changes in the spread of ideas

Directions: The main ideas covered in Chapter 4 are listed above to help you remember the information from Chapter 4.

1. What role did each of the following have in changing worldviews during the Renaissance?

<table>
<thead>
<tr>
<th>Element</th>
<th>Role It Had in Changing Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>Society</td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td></td>
</tr>
</tbody>
</table>

2. Tell about an issue in your community or area that is affecting the worldview of the citizens.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
3. What was or is the effect of each of the following?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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<tbody>
<tr>
<td>The scientific method was used.</td>
<td></td>
</tr>
<tr>
<td>Allegorical works of art were created.</td>
<td></td>
</tr>
<tr>
<td>Savonarola and Luther questioned some of the practices of the Catholic Church.</td>
<td></td>
</tr>
<tr>
<td>The printing press was invented.</td>
<td></td>
</tr>
<tr>
<td>People of many different cultures are immigrating to Canada today.</td>
<td></td>
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</table>
Chapter 4
The Exchange of Ideas
Test

Answer Sheet

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________
14. ________
15. ________
16. ________
17. ________
18. ________
19. ________
20. ________
Chapter 4
The Exchange of Ideas
Test

Answer Sheet

1. a
2. b
3. d
4. c
5. d
6. a
7. c
8. b
9. d
10. a
11. c
12. c
13. b
14. q
15. d
16. a
17. d
18. a
19. b
20. a
Part B

Chapter 4: Main Ideas

- Changes in science, mathematics, and medicine
- Changes in political and religious leadership
- Changes in the spread of ideas

Directions: The main ideas covered in Chapter 4 are listed above to help you remember the information from Chapter 4.

1. What role did each of the following have in changing worldviews during the Renaissance? Answers may vary.

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<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Discoveries in science, mathematics, and medicine changed the way people viewed the universe, created works of art, and practised medicine.</td>
</tr>
<tr>
<td>Society</td>
<td>Advancements in knowledge challenged the traditional power and trust in the Catholic Church. As a result, the power of the Catholic Church was reduced.</td>
</tr>
<tr>
<td>Beliefs</td>
<td>People began to doubt the absoluteness of the teachings of the Catholic Church. The Protestant Church was formed by those who felt the Bible and not the Church should be the ultimate spiritual guide.</td>
</tr>
</tbody>
</table>

2. Tell about an issue in your community or area that is affecting the worldview of the citizens. Answers will vary. Some examples might include:

- the Internet
- advancements in technology
- the increased emphasis on material goods
- influence of people of different cultures
- increased number of non-Christians in the community
3. What was or is the effect of each of the following?

<table>
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<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The scientific method was used.</td>
<td>Led to many discoveries in the sciences.</td>
</tr>
<tr>
<td>Allegorical works of art were created.</td>
<td>Artists could comment indirectly on political and social issues or situations. Artists could reflect the feelings of the masses, who were poorly educated or altogether illiterate.</td>
</tr>
<tr>
<td>Savonarola and Luther questioned some of the practices of the Catholic Church.</td>
<td>Savonarola and Luther were excommunicated. The Protestant Reformation led to the creation of the Protestant Church. Ultimately, this led to the Catholic Church taking steps to eliminate corruption in the Church.</td>
</tr>
<tr>
<td>The printing press was invented.</td>
<td>Ideas could be spread more quickly and less expensively. Ideas were more accessible by a great portion of the population.</td>
</tr>
<tr>
<td>People of many different cultures are immigrating to Canada today.</td>
<td>The worldview of individuals, groups, and the country is changing as they are exposed to different cultures. This has led to decisions about the legitimacy of various aspects of these cultures.</td>
</tr>
</tbody>
</table>
Chapter 5

The Age of Exploration

Worldview Inquiry

What factors might motivate a society to venture into unknown regions beyond its borders?
## Social Studies Grade 8
### Chapter 5
#### The Age of Exploration

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<th>Page</th>
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</tr>
<tr>
<td>5.2</td>
<td>The Desire to Explore: Expanding the Gold Supply and Expanding Christianity</td>
<td>3</td>
</tr>
<tr>
<td>5.3</td>
<td>Improvements in the Means to Explore</td>
<td>4</td>
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<td>5.4</td>
<td>European Expansion: East</td>
<td>5</td>
</tr>
<tr>
<td>5.5</td>
<td>European Expansion: West</td>
<td>6</td>
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<td>5.6</td>
<td>Chapter 5: The Age of Exploration – Review</td>
<td>7</td>
</tr>
<tr>
<td>5.7</td>
<td>Chapter 5: The Age of Exploration – Test</td>
<td>8</td>
</tr>
</tbody>
</table>
Lesson 5.1

Concept: The Desire to Explore: Exploring to Expand Trade

Resources/Materials: Worldviews, pages 104 – 110 (top)
Worksheets #8.5.1a and #8.5.1b (student copies)
Wall Map of World.
Globe

Introduction: Discuss what would happen if the road you usually take to get to town becomes impassable for some reason. (Take an alternate route.) Explain that during the latter part of the Middle Ages and the beginning of the Renaissance, traders used to go over land, using the “Silk Road” to go to Asia to trade for goods. The demand for goods from Asia was great in Europe and people were willing to pay dearly for them. For various reasons the Silk Road became very dangerous and traders looked to alternate ways of getting to Asia. Looking for the alternate route to Asia was a major factor in the Age of Exploration. Use the globe and map of the world to show how the idea of reaching Asia by heading west from Europe had merit.

Procedure:

1. Explain that by the time a commodity reached the consumer, the product may have been traded several times. Each person that handled the product made profit. When it finally reached the customer, the price could have multiplied hundreds, if not thousands of times. Many countries wanted a way to get goods from Asia without going through so many middlemen.

2. Have students turn to textbook, page 104. Explain that Cristoforo Colombo or Christopher Columbus was an Italian sailor hired by the queen of Spain to search for an alternate route to China. The story related on page 105 tells about Columbus’s encounter with the indigenous people. If possible, read the story to the students.

3. Explain that the first section of Chapter 5 tells more about why Europeans wanted to find an alternate route to Asia. They will read about them in today’s lesson and in the next day’s lesson. Assign students to read pages 104 – 110 (top).

4. Distribute Worksheets #8.5.1a and #8.5.1b. Go over the directions, if necessary.

5. OPTIONAL. Have students write a short passage describing Columbus’s first encounter with indigenous people of Hispaniola from Columbus’s point of view.

Assignments:

1. Read Worldviews, pages 104 – 110 (top).
2. Do Worksheets #8.5.1a and #8.5.1b.
3. OPTIONAL. Write a passage describing Columbus’s first encounter with the indigenous people of Hispaniola from Columbus’s point of view.
Social Studies Grade 8 Worldviews Chapter 5
Worksheets
The Desire to Explore

Directions: Use Worldviews, pages 104 – 110 to help you with the questions.

1. Examine the painting on pages 104. What are three inferences you can make about the European worldview when the painting was created?
   a. ____________________________________________
   b. ____________________________________________
   c. ____________________________________________

2. Examine the map on page 106. What inference can you make about the European worldview in 1539?
   ____________________________________________
   ____________________________________________

3. Obtaining goods from Asia was desirable, but there were problems. Complete the cause and effect chart to tell about some of them.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goods were traded several times before they were purchased by consumers.</td>
<td></td>
</tr>
<tr>
<td>The Mongol Empire collapsed in 1405.</td>
<td></td>
</tr>
<tr>
<td>Muslim Turks conquered Christian Constantinople in 1453.</td>
<td></td>
</tr>
</tbody>
</table>

4. Today, Constantinople is known as Istanbul and is found in the country of Turkey. Find Istanbul on a map. Why do you think different trading countries wanted to control it?
   ____________________________________________
   ____________________________________________
   ____________________________________________
5. On the timeline below enter these events from Chapter 4:

- Luther posts 95 Theses on castle church door (1517)
- Luther translates Bible into German (1522)
- Galileo charged with heresy (1633)
- Galileo supports Copernican theory about Sun-centred universe (1615)
- Gutenberg invents printing press (1450)
Directions: Use Worldviews, pages 104 – 110 to help you with the questions.

1. Examine the painting on pages 104. What are three inferences you can make about the European worldview when the painting was created? Answers will vary.
   a. Religion is important to one’s existence
   b. A person should be loyal to his/her country
   c. We should be proud of technological advancements
   d. Overcoming nature is important. Europeans are more important than others (no indigenous people are shown)

2. Examine the map on page 106. What inference can you make about the European worldview in 1539? Answers may vary
   The world outside European is full of danger
   The unknown may be evil

3. Obtaining goods from Asia was desirable, but there were problems. Complete the cause and effect chart to tell about some of them.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goods were traded several times before they were purchased by consumers.</td>
<td><em>many goods became extremely expensive</em></td>
</tr>
<tr>
<td>The Mongol Empire collapsed in 1405.</td>
<td><em>trade routes to China were no longer secure</em></td>
</tr>
<tr>
<td>Muslim Turks conquered Christian Constantinople in 1453.</td>
<td><em>trade between Europe and the East was threatened.</em></td>
</tr>
</tbody>
</table>

4. Today, Constantinople is known as Istanbul and is found in the country of Turkey. Find Istanbul on a map. Why do you think different trading countries wanted to control it?
   Constantinople was located on the shore beside a narrow strip of water. It controlled sea traffic from the Mediterranean into the Black Sea
5. On the timeline below enter these events from Chapter 4:

- Luther posts 95 Theses on castle church door (1517)
- Luther translates Bible into German (1522)
- Galileo charged with heresy (1633)
- Galileo supports Copernican theory about Sun-centred universe (1615)
- Gutenberg invents printing press (1450)
Lesson 5.2

Concept: The Desire to Explore: Expanding the Gold Supply and Expanding Christianity

Resources/Materials: Worldviews, pages 110 – 113
Worksheets #8.5.2a and #8.5.2b (student copies)

Introduction: Review that seeking a new route to Asia was a major incentive for countries to try sailing west to find the Orient. In addition, the getting goods using the traditional Silk Road often resulted in too many middlemen, which resulted in high prices. By finding a more direct route, some of these middlemen might be eliminated, resulting in lower prices. These are called “push” factors because they are reasons why people want to change things.

Explain that there other push factors. Countries wanted to find gold and silver, and Europeans thought it was their duty to spread Christianity to other parts of the world.

Procedure:

1. Have students turn to textbook, page 110. Guide the reading of pages 110 – 113, if possible; otherwise, have students read the pages independently.

2. Distribute Worksheets #8.5.2a and #8.5.2b. Go over the directions, if necessary.

3. OPTIONAL. Have students do Over to You, questions #1a and #2 on textbook, page 113.

Assignments:

2. Do Worksheets #8.5.2a and #8.5.2b.
3. OPTIONAL. Do Over to You, questions #1a and #2, page 113.
Exploring the Find Gold and Expand Christianity

Directions: Use *Worldviews*, pages 110 – 113 to help you with the questions.

1. Rearrange the words to make sentences that answer the questions about reasons that Europeans wanted to explore new regions of the world.

   **What minerals did Europeans use to make coins?**
   Europeans used their coins gold and silver to make.

   **Why did European countries need to find new sources of gold and silver?**
   European out of gold and mines were running silver.

   **In what way was Mansa Moussa similar to the humanists?**
   to the poor Mansa Moussa was important believed it to give.

   **Why were Europeans eager to spread Christianity to lands they explored?**
   Europeans thought Jesus’s wishes to new lands. they were following by introducing Christianity

   **How did Prince Henry’s religious worldview affect his attitude toward Muslims?**
   Prince Henry saw of enemy or problem Muslims as some kind.

   was to convert them His goal to Christianity.

   **What did European explorers to what is now Canada do to try to convert First Nations to Christianity?**
   European explorers and Anglican missionaries brought Catholic to preach people to First Nations.
2. Many factors motivated Renaissance Europeans to explore new lands and expand their territories. Write S if the motivation had to do with societal worldview, E if it had to do with economic worldview, and R if it had to do with religious worldview.

_____ It would win the admiration of the Pope and the Catholic Church.

_____ New territories could provide new natural resources.

_____ There was the possibility of finding newer, faster, and safer trade routes.

_____ Discovering a new land and claiming it for the homeland would move you into one of the upper classes.

_____ You would be doing God’s work and would most certainly be rewarded.

_____ The king or queen would hold you in high esteem and grant you many favours.

_____ Trade could be expanded and more luxury items would be available.

_____ You would become rich.

_____ You would be “saving” people by converting them to Christianity.

_____ There was the possibility of discovering new sources of gold and silver.

_____ You would be admired in the homeland and be invited to socialize with the powerful and wealthy.
Exploring the Find Gold and Expand Christianity

Directions: Use *Worldviews*, pages 110 – 113 to help you with the questions.

1. Rearrange the words to make sentences that answer the questions about reasons that Europeans wanted to explore new regions of the world.

   **What minerals did Europeans use to make coins?**
   Europeans used their coins gold and silver to make.

   Europeans used gold and silver to make their coins.

   **Why did European countries need to find new sources of gold and silver?**
   European out of gold and mines were running silver.

   European mines were running out of gold and silver.

   **In what way was Mansa Moussa similar to the humanists?**
   to the poor Mansa Moussa was important believed it to give.

   Mansa Moussa believed it was important to give to the poor.

   **Why were Europeans eager to spread Christianity to lands they explored?**
   Europeans thought Jesus’s wishes to new lands. they were following by introducing Christianity

   Europeans thought they were following Jesus’s wishes by introducing Christianity to new lands.

   **How did Prince Henry’s religious worldview affect his attitude toward Muslims?**
   Prince Henry saw of enemy or problem Muslims as some kind.

   Prince Henry saw Muslims as some kind of enemy or problem was to convert them His goal to Christianity.

   His goal was to convert them to Christianity.

   **What did European explorers to what is now Canada do to try to convert First Nations to Christianity?**
   European explorers and Anglican missionaries brought Catholic to preach people to First Nations.

   European explorers brought Catholic and Anglican missionaries to preach to First Nations people.
2. Many factors motivated Renaissance Europeans to explore new lands and expand their territories. Write S if the motivation had to do with societal worldview, E if it had to do with economic worldview, and R if it had to do with religious worldview.

- **R** It would win the admiration of the Pope and the Catholic Church.
- **E** New territories could provide new natural resources.
- **E** There was the possibility of finding newer, faster, and safer trade routes.
- **S** Discovering a new land and claiming it for the homeland would move you into one of the upper classes.
- **R** You would be doing God’s work and would most certainly be rewarded.
- **S** The king or queen would hold you in high esteem and grant you many favours.
- **E** Trade could be expanded and more luxury items would be available.
- **E** You would become rich.
- **R** You would be “saving” people by converting them to Christianity.
- **E** There was the possibility of discovering new sources of gold and silver.
- **S** You would be admired in the homeland and be invited to socialize with the powerful and wealthy.
Lesson 5.3

Concept: Improvements in the Means to Explore

Resources/Materials: Worldviews, pages 114 – 119
Worksheets #8.5.3a, #8.5.3b, and #8.5.3c (student copies)

Introduction: Pose the question, “Why do you think Europeans did not try to sail into the unknown waters of the Atlantic Ocean before the very late 1400s?”
   Explain that there were three main reasons: better maps, better navigational instruments, and better ships.

Procedure:

1. Discuss why almost all maps included only Europe, Asia, and Africa.

2. Explain that navigational instruments were very unsophisticated compared to the one used today. For this reason many ships that ventured out were lost at sea and never returned.

3. Finally, most ships were small and not designed for travel on the high seas, which could be very rough. However, European ship builders eventually did construct ships that they felt were seaworthy.

4. Have students turn to textbook, page 114. Have them read pages 114 – 118 independently. If their reading level is lower, you may have to guide some or all of the reading or have some students read to others.

5. Distribute Worksheets #8.5.3a, #8.5.3b, and #8.5.3c. Go over the directions, if necessary.

6. OPTIONAL. Have students do one or more of the Over to You questions on textbook, page 119.

Assignments:

1. Read Worldviews, pages 114 – 118.
2. Do Worksheets #8.5.3a, #8.4.3b, and #8.5.3c.
3. OPTIONAL. Do one or more of the Over to You questions, page 119.
Directions: Use *Worldviews*, pages 114 – 118 to help you with the questions.

1. What are the three main reasons that Europeans wanted to explore new regions of the world? (Refer back to the first parts of Chapter 5.)
   a. 
   b. 
   c. 

2. What are three reasons that Europeans did not do more ocean travel until the late 1400s?
   a. 
   b. 
   c. 

Answer the questions about the means that became available so that Europeans could explore new regions of the world.

A. Better Maps

3. Examine the maps on pages 115. (Remember to look at the second map upside down.)
   a. How are the maps similar?

   b. How are the maps different?

   c. Which map do you think might have encouraged Europeans to look for a new sea route to India and China?
d. How is Fra Mauro’s map different from the Psalter Map on page 30?

Navigational Equipment

4. For each navigational instrument used in Renaissance days, make a simple drawing and tell how it was used.

<table>
<thead>
<tr>
<th>Navigational Instrument</th>
<th>Picture</th>
<th>How It Was Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Astrolabe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back-staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ships

5. Match the watercraft with their descriptions.

<table>
<thead>
<tr>
<th>Inuit kayak</th>
<th>Inuit umiak</th>
<th>Coast Salish dugout</th>
<th>Arab Dhow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algonquin hunting canoe</td>
<td></td>
<td>Medieval Cog</td>
<td>Caravel</td>
</tr>
</tbody>
</table>

_________________ used in the Far North; holds several people

_________________ used to carry passengers and cargo for relatively short distances; had a high stern to protect against enemies; difficult to manoeuvre.

_________________ lightweight and pointed on both ends; shell made from tree bark, seams sealed with tree resin to keep it waterproof

_________________ used by the Portuguese for ocean travel; used both lateen and square sails; could go fast and could be manoeuvred easily

_________________ for use by a single paddler; shell made from skins

_________________ had been used for thousands of years to travel the Indian Ocean; had several triangular sails

_________________ made by First Nations of the west coast of northern North America; was a hollowed out log

6. From what you read about these watercraft on page 118, how is the development of some of these watercraft consistent with the humanist worldview?

________________________________________________________________________

________________________________________________________________________

7. Put a check mark (√) in the box(es) to indicate the elements(s) of worldview involved each of these developments.

<table>
<thead>
<tr>
<th>Development</th>
<th>Geography</th>
<th>Time</th>
<th>Beliefs</th>
<th>Society</th>
<th>Values</th>
<th>Economy</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navigational instruments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Worldviews, pages 114 – 118 to help you with the questions.

1. What are the three main reasons that Europeans wanted to explore new regions of the world? (Refer back to the first parts of Chapter 5.)
   a. expand trade
   b. expand supply of gold
   c. expand Christianity

2. What are three reasons that Europeans did not do more ocean travel until the late 1400s?
   a. poor maps
   b. inadequate navigational instruments
   c. ships were not seaworthy enough

Answer the questions about the means that became available so that Europeans could explore new regions of the world.

A. Better Maps

3. Examine the maps on pages 115. (Remember to look at the second map upside down.)
   a. How are the maps similar?
      France represented relatively accurately
      western Asia and middle east are relatively accurate
      lack accurate information about eastern Asia
   b. How are the maps different?
      Fra Mauro attempts to present world as round
      Fra Mauro includes all of Africa
   c. Which map do you think might have encouraged Europeans to look for a new sea route to India and China?
      Mauro’s map
d. How is Fra Mauro’s map different from the Psalter Map on page 30?

- less religious; Jerusalem not at centre of the world
- more knowledge of distant places is evidence in the greater accuracy of various land mass shapes

**Navigational Equipment**

4. For each navigational instrument used in Renaissance days, make a simple drawing and tell how it was used.

<table>
<thead>
<tr>
<th>Navigational Instrument</th>
<th>Picture</th>
<th>How It Was Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass</td>
<td></td>
<td><em>finding direction ship is travelling</em></td>
</tr>
<tr>
<td>Astrolabe</td>
<td></td>
<td><em>used the North Star to calculate latitude, the distance north or south of the equator</em></td>
</tr>
<tr>
<td>Cross-staff</td>
<td></td>
<td><em>used to measure the altitude of the Pole star above the horizon to determine latitude</em></td>
</tr>
<tr>
<td>Back-staff</td>
<td></td>
<td><em>used to measure the altitude of the Sun to determine latitude</em></td>
</tr>
</tbody>
</table>
5. Match the watercraft with their descriptions.

<table>
<thead>
<tr>
<th>Inuit kayak</th>
<th>Inuit umiak</th>
<th>Coast Salish dugout</th>
<th>Arab Dhow</th>
<th>Caravel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algonquin hunting canoe</td>
<td>used in the Far North; holds several people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medieval Cog</td>
<td>used to carry passengers and cargo for relatively short distances; had a high stern to protect against enemies; difficult to manoeuvre.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algonquin hunting canoe</td>
<td>lightweight and pointed on both ends; shell made from tree bark, seams sealed with tree resin to keep it waterproof</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caravel</td>
<td>used by the Portuguese for ocean travel; used both lateen and square sails; could go fast and could be manoeuvred easily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inuit kayak</td>
<td>for use by a single paddler; shell made from skins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arab Dhow</td>
<td>had been used for thousands of years to travel the Indian Ocean; had several triangular sails</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coast Salish dugout</td>
<td>made by First Nations of the west coast of northern North America; was a hollowed out log</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. From what you read about these watercraft on page 118, how is the development of some of these watercraft consistent with the humanist worldview?

- build on the knowledge and skills of other watercraft

7. Put a check mark √) in the box(es) to indicate the elements(s) of worldview involved each of these developments.

<table>
<thead>
<tr>
<th>Development</th>
<th>Geography</th>
<th>Time</th>
<th>Beliefs</th>
<th>Society</th>
<th>Values</th>
<th>Economy</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Navigational instruments</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Ships</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Worksheet #8.5.3c
Lesson 5.4

Concept: European Expansion: East

Resources/Materials: Worldviews, pages 120 – 122
Worksheets #8.5.4a and #8.5.4b (student copies)
Wall Map of the World
Globe

Introduction: Discuss that the humanist worldview meant that there was a zest for learning. This led to improvements in technology, which proved to be superior to many neighbouring civilizations. The people of Renaissance Europe began to see themselves a superior people. This affected the attitude they had towards peoples they encountered in their explorations.

Use the world map and/or globe to show students that the countries of western Europe were most interested in exploring other parts of the world. The motivation was to find a safer, less expensive way to get to India and China.

Procedure:

1. Explain when European countries discovered new lands, they felt it was their right to claim that land. It was not part of their worldview to think that the land belonged to indigenous peoples. As more European countries discovered and claimed new lands, it became a competition – Who could amass the greatest empire?

2. Explain that the Portuguese decided they would try to find a sea route to Asia by sailing south around Africa and then east to Asia. (Show on map.)

3. Have students turn to textbook, page 120. Explain that Prince Henry was the son of King John I of Portugal. He led many sea expeditions to Africa. He had the nickname, Prince Henry the Navigator. He involved Portugal in the slave trade. Another Portuguese sailor was Vasco de Gama. He was the first European to successful reach India by first sailing around the southern tip of Africa.

4. Have students read textbook, page 120 – 122.

5. Distribute Worksheets #8.5.4a and #8.5.4b. Go over the directions, if necessary.

6. OPTIONAL. Consider having students choose a European explorer. Then have them use encyclopaedias and other references you might have available to write a report on that explorers activities. Students could choose from explorers such as Prince Henry, Vasco de Gama, Giovanni Caboto (John Cabot), Christopher Columbus, and so on.

Assignments:

1. Read Worldviews, pages 120 – 122.
2. Do Worksheets #8.5.4a and #8.5.4b.
3. OPTIONAL. Write a report on the activities of a European explorer.
Directions: Use Worldviews, pages 120 – 122 to help you with the questions.

1. Define the terms:
   - circumnavigate
   - expansionism

2. What motivation did the Italian city-states have for wanting to expand their territories?

3. What was the “Age of Exploration”?

4. The Portuguese concentrated much of their initial efforts on sailing around Africa to Asia. Complete as much of the chart as you can to tell about some of their activities.

<table>
<thead>
<tr>
<th>PORTUGUESE SAILORS</th>
<th>Name of Sailor</th>
<th>Goal</th>
<th>Where He Sailed</th>
<th>What Happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince Henry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bartholomeu Dias</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vasco da Gama</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Examine the pictures depicting European exploration to Africa. What can you infer about the worldviews of the Europeans and Africans about this exploration?

<table>
<thead>
<tr>
<th>European Worldview</th>
<th>African Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. On the map below show the travels of Prince Henry, Bartholomeu Dias, and Vasco da Gama. Be sure to give your map a title and to create a legend. Use the information from your textbook and an atlas to complete the map.
Directions: Use Worldviews, pages 120 – 122 to help you with the questions.

1. Define the terms:
   - **circumnavigate**
     - travel completely around something
   - **expansionism**
     - the actions and attitudes of a state or country whose goal is to expand its power and territory

2. What motivation did the Italian city-states have for wanting to expand their territories?
   - **wanted to increase their power and wealth**

3. What was the “Age of Exploration”?
   - **period of time in history when European countries sent out explorers to achieve their expansionist goals**

4. The Portuguese concentrated much of their initial efforts on sailing around Africa to Asia. Complete as much of the chart as you can to tell about some of their activities.

<table>
<thead>
<tr>
<th>PORTUGUESE SAILORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Sailor</strong></td>
</tr>
</tbody>
</table>
| Prince Henry        | find gold | coast of Africa     | • found gold and other goods  
                          |            |                      | • became involved in slave trade |
| Bartholomeu Dias    | find route to Asia | Cape of Good Hope at southern tip of Africa | • crew mutinied |
| Vasco da Gama       | find sea route to Africa | around Africa, across India Ocean to Calicut, India | • brought back spices |

Worksheet #8.5.4a
5. Examine the pictures depicting European exploration to Africa. What can you infer about the worldviews of the Europeans and Africans about this exploration?

<table>
<thead>
<tr>
<th>European Worldview</th>
<th>African Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europeans superior to Africans</td>
<td>Europeans are violent and took over</td>
</tr>
<tr>
<td>Africans subservient</td>
<td>land using force</td>
</tr>
<tr>
<td>Land can be claimed for the homeland</td>
<td></td>
</tr>
</tbody>
</table>

6. On the map below show the travels of Prince Henry, Bartholmeu Dias, and Vasco da Gama. Be sure to give your map a title and to create a legend. Use the information from your textbook and an atlas to complete the map.
Lesson 5.5

Concept: European Expansion: West

Resources/Materials: Worldviews, pages 123 – 126  
Worksheets #8.5.5a and #8.5.5b (student copies)  
Wall Map of the World  
Globe

Introduction: Review that during the Age of Exploration, the Portuguese first explored the areas along the African coast on their way to Asia. Explain that many other European countries also explored Africa and claimed African lands. Many European countries decided to try sailing west to find a route to Asia.

Procedure:

1. Have students recall from Grade 5 (and/or Grade 7) social studies that Europeans hoped to find the North West Passage. This search was part of the expansionist attitude of Renaissance Europe.

2. Many European kings and queens hired Italian sailors to do the exploring. This included people like Christopher Columbus (Cristoforo Colombo) and John Cabot (Giovanni Caboto). You might want to mention that Christopher Columbus’s name in Spanish is Cristóbal Colón.

3. Today’s lesson focuses on Spain’s efforts to sail west to reach the east.

4. Have students turn to textbook, page 123. Have them first focus on the photo of the space shuttle. Briefly discuss the parallels between space exploration and European activities during the Age of Exploration.

5. Have students read pages 123 – 126.

6. Distribute Worksheets #8.5.5a and #8.5.5b. Go over the directions, if necessary.

7. OPTIONAL. Have students pretend they are one of the Spanish explorers. Have them write a journal entry about the experience of sailing in dangerous unknown waters to a strange and exotic land.

8. OPTIONAL. Have students do question #1 of the Over to You questions on textbook, page 126.

Assignments:

1. Read Worldviews, pages 123 – 126.
2. Do Worksheets #8.5.5a and #8.5.5b.
3. OPTIONAL. Write a journal entry that might have been written by one of the Spanish explorers.
4. OPTIONAL. Do question #1 of the Over to You questions, page 126.
Directions: Use Worldviews, pages 123 – 126 to help you with the questions.

1. Complete the chart below to tell about two expeditions sponsored by Spain.

<table>
<thead>
<tr>
<th>SPANISH EXPEDITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Sailor</td>
</tr>
<tr>
<td>Cristóbal Colón</td>
</tr>
<tr>
<td>(Christopher Columbus)</td>
</tr>
<tr>
<td>Ferdinand Magellan</td>
</tr>
</tbody>
</table>

2. Read about the agreement made by the queen and king of Spain and Columbus on pge 125. What does it tell you about the Spanish worldview?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Different groups often have different perspectives on the same event or events. From whose perspective is each of the following written?

   Europeans                  Indigenous Peoples

   It is exciting and adventurous to discover the new world.

   As good Christians, we will make sure that any knew people we encounter will know about the word of God.

   They say they discovered a new land. How can you “discover” a place we have lived on for tens of thousands of years?

   They call themselves explorers. We call them invaders.

   We plan to save these people and make them cultured.
3. Read about “Humans in Space” on page 123. In 1961 the USSR and the USA were engaged in a space race. Compare the space race with the Europeans’ race to expand their territories during the Age of Discovery.

<table>
<thead>
<tr>
<th>Age of Discovery</th>
<th>Space Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who were the competitors?</td>
<td></td>
</tr>
<tr>
<td>What was their goal?</td>
<td></td>
</tr>
<tr>
<td>What vehicles did they use?</td>
<td></td>
</tr>
<tr>
<td>What risks were involved?</td>
<td></td>
</tr>
<tr>
<td>What territories were they after?</td>
<td></td>
</tr>
</tbody>
</table>

4. Examine the photo on page 125.
   a. How is it similar to the one of Columbus on pages 104?

      __________________________________________________________
      __________________________________________________________

   b. What is similar about the worldview of the United States in 1969 and Spain in 1492?

      __________________________________________________________

5. Read the information on page 126. What two worldviews are being expressed?
   a. _________________________________________________________
   b. _________________________________________________________
Directions: Use Worldviews, pages 123 – 126 to help you with the questions.

1. Complete the chart below to tell about two expeditions sponsored by Spain.

<table>
<thead>
<tr>
<th>Name of Sailor</th>
<th>Goal</th>
<th>Where He Sailed</th>
<th>What Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cristóbal Colón</td>
<td>find Asia by sailing west</td>
<td>Caribbean</td>
<td>made four voyages</td>
</tr>
<tr>
<td>(Christopher Columbus)</td>
<td></td>
<td></td>
<td>did not find Asia</td>
</tr>
<tr>
<td>Ferdinand Magellan</td>
<td>find Asia by sailing west</td>
<td>around South America to Pacific Ocean</td>
<td>was killed, but his ship continued westward until it reached Spain</td>
</tr>
</tbody>
</table>

2. Read about the agreement made by the queen and king of Spain and Columbus on pge 125. What does it tell you about the Spanish worldview?

Spanish thought it was acceptable to claim other people’s lands and to bring back resources from that land.

3. Different groups often have different perspectives on the same event or events. From whose perspective is each of the following written?

**Europeans**
- It is exciting and adventurous to discover the new world.
- As good Christians, we will make sure that any knew people we encounter will know about the word of God.

**Indigenous Peoples**
- They say they discovered a new land. How can you “discover” a place we have lived on for tens of thousands of years?
- They call themselves explorers. We call them invaders.

**Europeans**
- We plan to save these people and make them cultured.
3. Read about “Humans in Space” on page 123. In 1961 the USSR and the USA were engaged in a space race. Compare the space race with the Europeans’ race to expand their territories during the Age of Discovery.

<table>
<thead>
<tr>
<th>Age of Discovery</th>
<th>Space Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who were the competitors?</td>
<td>European countries</td>
</tr>
<tr>
<td>What was their goal?</td>
<td>expand territories on Earth</td>
</tr>
<tr>
<td>What vehicles did they use?</td>
<td>ships</td>
</tr>
<tr>
<td>What risks were involved?</td>
<td>dangerous waters, unfriendly indigenous peoples, lack of oxygen, crashes</td>
</tr>
<tr>
<td>What territories were they after?</td>
<td>non-European lands, Moon</td>
</tr>
</tbody>
</table>

4. Examine the photo on page 125.
   a. How is it similar to the one of Columbus on pages 104?

   One country is laying claim to a territory by planting a flag.

   _____________________________________________________________

   b. What is similar about the worldview of the United States in 1969 and Spain in 1492?

   thought it was their right to lay claim to a land.

   _____________________________________________________________

5. Read the information on page 126. What two worldviews are being expressed?
   a. Ocean waters belong to all
   b. Ocean waters can belong to a company or country
Lesson 5.6 (optional)

Concept: Chapter 5: The Age of Exploration – Review

Resources/Materials: Chapter 5: The Age of Exploration – Review Sheets (student copies)

Introduction: Discuss that Canada is the way it is today, partially because of European expansionism in the late 1400s through to the 1600s. All of North America, South America and Australia, most of Africa, and much of Asia were affected by it. It all happened during the Renaissance.

Procedure:

1. If possible, briefly go over the main topics covered in Chapter 5:
   - Reasons for Exploring
     - traditional routes to Asia no longer secure
     - finding new supplies of gold and silver
     - desire to expand Christianity
   - Improved Technology
     - better maps
     - better navigational instruments
     - improved ships
   - European Expansion
     - Portuguese head south and east along African coast to Asia
     - Spanish head west across the Atlantic
     - expansionist worldview

2. Distribute the Chapter 5: The Age of Exploration – Review Sheets. Have students complete them independently.

3. If possible, check the review sheets as a group.

4. ALTERNATELY. Have students do one more of the Explore the Big Ideas questions on textbook, page 127.

Assignments:

2. ALTERNATELY. Do one more of the Explore the Big Ideas questions on page 127.
1. In each pair, one of the sentences tells the cause and the other the effect. Write C beside the sentence that tells the cause and E beside the one that tells the effect.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Sailors had never ventured far off the coast of Europe.</td>
</tr>
<tr>
<td></td>
<td>People thought the world was flat and feared that if they sailed too far west on the Atlantic Ocean, their ships would fall off the edge of the Earth.</td>
</tr>
<tr>
<td>b</td>
<td>During the Renaissance explorers had more faith in their own abilities.</td>
</tr>
<tr>
<td></td>
<td>Sailors were confident enough to take on the challenge of sailing into unknown waters that might prove to be very dangerous.</td>
</tr>
<tr>
<td>c</td>
<td>Many European monarchs sponsored explorations to new lands and hired Italian sailors to captain their ships.</td>
</tr>
<tr>
<td></td>
<td>Italy had the reputation of producing some of the best sailors in the world.</td>
</tr>
<tr>
<td>d</td>
<td>European monarchs were willing to risk large sums of money when they sponsored expeditions to the &quot;New World&quot;.</td>
</tr>
<tr>
<td></td>
<td>If a king or queen could lay claim to new territory, his or her country could have all the resources found in the new territory. That would make them even richer.</td>
</tr>
<tr>
<td>e</td>
<td>In Europe spices from the East were in high demand. They were extremely expensive, however.</td>
</tr>
<tr>
<td></td>
<td>In travelling from the East back to Europe, spices went through many hands. Every time they were traded from one merchant to another, the price went up.</td>
</tr>
<tr>
<td>f</td>
<td>Trade routes to and from China were no longer secure.</td>
</tr>
<tr>
<td></td>
<td>The Mongol Empire, which controlled many of the trade routes in Asia, collapsed in 1405.</td>
</tr>
<tr>
<td>g</td>
<td>In 1453, Muslim Turks took control of Constantinople, a city that had been controlled by Christians.</td>
</tr>
<tr>
<td></td>
<td>It was not certain that the Turks would allow Europeans to sail passed Constantinople, through the Black Sea and to points farther east.</td>
</tr>
<tr>
<td>h</td>
<td>European mines were running out of gold and silver, which were used to make coins.</td>
</tr>
<tr>
<td></td>
<td>Europeans were searching for new sources of silver and gold so that their economies could expand.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>i</td>
<td>Europeans were eager to spread Christianity throughout the world. Europeans were of the belief that good Christians would try to convert non-Christians to their religion.</td>
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<td>j</td>
<td>Many Europeans felt that Muslims were evil, could not be trusted, and should be considered the enemy. Prince Henry wanted Christian nations to unite in a crusade against the Muslims.</td>
</tr>
<tr>
<td>k</td>
<td>Openness to outside influences and a curiosity about the rest of the world were part of the Renaissance worldview. Renaissance Europeans were interested in ideas and knowledge from other times and places. They borrowed ideas about philosophy, mathematics, science, and art from the ancient Greeks and Romans as well as from Muslim cultures.</td>
</tr>
<tr>
<td>l</td>
<td>New, more accurate maps could be drawn when cartographers ventured farther and farther away from home. The adventurous spirit and confident nature of Renaissance Europeans travellers pushed them to explore places farther away from home.</td>
</tr>
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<td>m</td>
<td>Prince Henry established a centre where cartographers, mathematicians, astronomers, sailors, and navigators from all over Europe gathered to share their knowledge. Improved navigational instruments were created. Navigators created mathematical tables that helped sailors determine their latitude.</td>
</tr>
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<td>n</td>
<td>Europeans developed ships that could withstand the forces of the open seas. European shipbuilders were willing to use ideas from shipbuilders of other cultures to make their ocean-going vessels faster, stronger, and more manoeuvrable.</td>
</tr>
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<td>o</td>
<td>The technology used in shipbuilding during the Renaissance was quite simple compared to the technology used today. The three ships Columbus used on his transatlantic voyages were tiny and awkward compared to today’s massive ocean liners.</td>
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2. Complete the chart about the worldview of Europeans with regard to exploration and expansionism.

<table>
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<th>Renaissance Europe Worldview</th>
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</tr>
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3. Tell about the activities of each of the following expedition leaders.

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<tr>
<th>Expedition Leader</th>
<th>Why He Sailed</th>
<th>Where He Sailed</th>
<th>What He Did/Found</th>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vasco da Gama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christopher Columbus</td>
<td></td>
<td></td>
<td></td>
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<th>Where He Sailed</th>
<th>What He Did/Found</th>
</tr>
</thead>
</table>
| Prince Henry      | find goal    | western coast of Africa | • found gold  
                      |              |                  | • engaged in slave trade |
| Bartholomeu Dias  | find eastern route to Asia | western coast of Africa to Cape of Good Hope | • crew mutinied, so could not continue to India |
| Vasco da Gama     | find eastern route to Asia | southern India (Calicut, Oru) | • brought back spices  
                      |              |                  | • conflict with Arab merchants |
| Christopher Columbus | find western route to Asia | Caribbean | • Three voyages  
                      |              |                  | • never found Asia |
| Ferdinand Magellan | find western route to Asia | around tip of S. America to Philippines | • killed at Philippines  
                      |              |                  | • his crew continued westward to Spain |
Lesson 5.7

Concept: Chapter 5: The Age of Exploration – Test

Resources/Materials: Chapter 5: The Age of Exploration – Test (student copies)

NOTE: Teachers may choose to do the Chapter 5 Test in the Worldviews Teacher Resource, AM-120, pages 482 – 486.
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. European monarchs supported the voyages of exploration during the Renaissance.

2. One reason that Europeans wanted to explore new lands is because they hoped to use the resources found in those lands.

3. In general, during the time of the Renaissance, Europeans thought of non-European cultures as equal to European cultures.

4. The demand for goods from Asia had driven up the prices of many of those goods.

5. When the Mongol Empire collapsed in 1405, European monarchs were quick to make agreements with the new rulers to keep their routes to Asia open.

6. The takeover of Constantinople by the Turks in 1453 helped to secure, for a short while, European trade with India.

7. European countries were searching for new sources of gold and silver mainly because at that time, they were used as fillings in the teeth of the wealthy.

8. During the Renaissance, for the first time in their history, Europeans found they needed to make maps to represent various parts of the world.

9. Renaissance shipbuilders used the designs of ships from various parts of the world to create their own ship designs.

10. Italian sailors were often hired by Europeans kings and queens because they were the only ones who seemed to have the confidence needed to sail to unknown places.
Multiple Choice
Choose the best answer to each question.

11. Priests and missionaries were often sent on expeditions with explorers to new lands. This is a reflection of what element of the Renaissance worldview?
   a. geography
   b. knowledge
   c. beliefs
   d. values

12. What is the greatest factor that led explorers to travel to unknown parts of the world?
   a. They had faith in their potential as human beings.
   b. They felt superior to Arabs and Asians.
   c. No one had ever seen people from Asia or the Middle East.
   d. They had maps that Marco Polo had brought back from Cathay.

Use the following information to answer question 13.

Six months ago Jacob saw an electronic game in a department store. The price was $7.50. After saving the money, Jacob went back to the store. The price had gone up to $10.00. He asked the store clerk why the price had gone up by so much. The store clerk merely said, “They’re selling like hotcakes. The game maker could probably charge even more and people would still buy.”

13. A situation similar to the one described above in Renaissance times would be
   a. Europeans were looking for new sources of silver.
   b. merchants in Europe sold spices at very high prices.
   c. merchants returning from the East were often attacked.
   d. off the coast of Newfoundland, the ocean was thick with cod fish.

14. One of the main reasons that Europeans were looking for an alternate route to Asia was
   a. the usual routes were no longer safe.
   b. they had heard there was a faster way to get to Asia.
   c. Asian ships were reaching Europe by sailing east.
   d. European monarchs were unhappy with Italian merchants.
15. European explorers were hoping to find new sources of gold and silver mainly because

a. large amounts of these metals were used to make carriages.
b. kings and queens insisted that these metals be stored only in their castles.
c. they were used to make coins, and European supplies were running low.
d. they used these metals as dental fillings for the wealthy.

Use the following information to answer questions 16 and 17.

Prince Henry was the son of the Portuguese king. He was nicknamed “Prince Henry the Navigator” because he made several voyages. Prince Henry
- explored the west coast of Africa
- set up a series of trading posts along the African coast
- brought back huge amounts of gold from Africa
- became involved in enslaving Africans
- established a centre where cartographers, mathematicians, astronomers, sailors, and navigators from all over Europe gathered to share their knowledge
- wanted the Christian nations to organize a crusade against Muslims.

16. From the information above, you can infer that

a. Prince Henry believed that Europeans were superior to others.
b. Prince Henry wanted to do something about the labour shortage in Europe.
c. Prince Henry believed that charity is an important quality in humans.
d. Prince Henry was not interested in wealth.

17. From the information above, you can infer that

a. Prince Henry’s worldview was very different from the worldview of most Renaissance Europeans.
b. Prince Henry’s worldview was typical of the worldview of most Renaissance Europeans.
c. Unlike many countries, Portugal was not interested in expansionism.
d. Prince Henry respected African people and their cultures.
18. Which of the following best tells what the items in the boxes have in common?

a. They tell about things Europeans learned from reading Classical writings and the writings of Muslim scholars.
b. They describe reasons for the Renaissance spreading from Italy to the rest of Europe.
c. They are reasons why the Europeans wanted to explore new lands and expand their territories.
d. They were all ways that Europeans merchants could become wealthy.

19. Which of the following was not a major reason that made European exploration and expansion possible?

a. Maps were more detailed and accurate
b. Better navigational equipment had been invented
c. Ships had become faster, more manoeuvrable, and more seaworthy.
d. The climate in Europe had become warmer.

20. What knowledge led some Europeans to think they could reach the East by sailing west?

a. Renaissance thinkers concluded that the Earth surface was like a circle.
b. Sailors had accidentally discovered this route to Asia.
c. Sailors had come to believe that the Earth was shaped like a sphere.
d. Renaissance scholars had discovered that gravity held water in place.
Part B

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

1. Explain how beliefs influenced the European worldview during the Age of Exploration.

2. How did the fall of the Mongol Empire affect the economies of European countries?

3. When Christopher Columbus landed on the island of Hispanola in the Caribbean, he declared that this land belonged to Spain. How does this action reflect the Renaissance European worldview?

4. In what ways was the space race of the 1960s between the USSR and the USA similar to the Age of Exploration during the Renaissance?
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
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<td>6.</td>
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<tr>
<td>7.</td>
<td></td>
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<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>
Part A – Answer Sheet

1. T
2. T
3. F
4. T
5. F
6. F
7. F
8. F
9. T
10. F
11. C
12. a
13. b
14. a
15. c
16. a
17. b
18. c
19. d
20. c
Part B

ANSWERS

1. Explain how beliefs influenced the European worldview during the Age of Exploration.
   - Felt that as good Christians, they should spread Christianity throughout the world. They were following Jesus’s wishes by converting indigenous peoples to Christianity.

2. How did the fall of the Mongol Empire affect the economies of European countries?
   - With the fall of the Mongol Empire, the traditional trades routes between Europe and Asia were no longer secure. Often caravans were attacked.
   - Asian goods were in high demand in Europe, but the unsafe trade routes interrupted the supply of goods to Europe. This affected all those involved in trade.

3. When Christopher Columbus landed on the island of Hispanola in the Caribbean, he declared that this land belonged to Spain. How does this action reflect the Renaissance European worldview?
   - During Renaissance Europe, European cultures felt theirs were superior to others.
   - Europeans felt it was their destiny to control other lands, and thus it was their right and responsibility to take control. They thought of indigenous peoples as inferior and more akin to God’s creatures.

4. In what ways was the space race of the 1960s between the USSR and the USA similar to the Age of Exploration during the Renaissance?
   - During the space race, the USSR and USA competed to be the first to send a man into orbit, have a person walk on the moon, etc. Ultimately, they wanted to claim regions of space as their territory, exemplified by the US planting a flag on the Moon.
   - During the Age of Exploration, European countries competed to find “new” territories and claiming them for their respective homelands.
Chapter 6

O Brave New World

Worldview Inquiry

How can exploration and expansion affect the worldview of society and the societies it comes into contact with?
# Social Studies Grade 8
## Chapter 6
### “O Brave New World”

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Lesson 6.1

Concept: European Imperialism

Resources/Materials: Worldviews, pages 128 – 135
                      Worksheets #8.6.1a, #8.6.1b, #8.6.1c, #8.6.1d, and #8.6.1e (student copies)

Introduction: Review that in Chapter 5, students learned about how the European Renaissance worldview fostered a boldness and curiosity about discovering new lands. This along with economic and religious factors, as well as improvements in technology all made the “Age of Exploration” an exciting time in European history.

Things in Europe changed from simple exploration, when Europeans felt justified in claiming these newly discovered lands, conquering indigenous peoples, and taking resources back to the homeland. The expansionist worldview developed into an imperialist worldview. Imperialism is the extension of power over a territory and its resources and people.

Procedure:

1. Discuss how expansionism can easily develop into imperialism. (With superior technology, Europeans could overpower indigenous peoples and simply take the resources.)

2. Just like there was competition among European countries during the Age of Discovery, there was competition among European countries to annex newly discovered lands. After the Age of Discovery came the age of empire building. Almost all the countries of Europe were part of the competition. It brought them economic prosperity, but devastation to the indigenous peoples.

3. Have students turn to textbook, page 128. Guide the reading of pages 128 and 129, if possible. Then have students read pages 130 – 135 independently.

4. Distribute Worksheets #8.6.1a, #8.6.1b, #8.6.1c, #8.6.1d, and #8.6.1e. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #8.6.1a, #8.6.1b, #8.6.1c, #8.6.1d, and #8.6.1e.
Directions: Use Worldviews, pages 128 – 135 (top) to help you with the questions.

1. Define the terms.
   a. expansionism ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   b. imperialism ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

2. The practice of imperialism results in winners and losers. Who wins? Who loses?

<table>
<thead>
<tr>
<th>Winners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Losers</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

3. Think about the knighting of Sir Francis Drake. Complete the web to explain the different points of view.

Knighting of Sir Francis Drake, 1581

Queen Elizabeth I  King Philip II  Sir Francis Drake
Think about Christopher Columbus being received at the court of Queen Isabella and King Ferdinand after his first voyage to the Americas. Complete the web to tell about the points of view.

Christopher Columbus Being Received by Queen Isabella and King Ferdinand

Queen Isabella
King Ferdinand
Christopher Columbus
Indigenous Person

5. Tell about the Treaty of Tordesillas by completing the chart.

<table>
<thead>
<tr>
<th>The Treaty of Tordesillas</th>
<th>1494</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the problem?</td>
<td></td>
</tr>
<tr>
<td>To whom did they go to for help?</td>
<td></td>
</tr>
<tr>
<td>What was the outcome?</td>
<td></td>
</tr>
<tr>
<td>Who was happy?</td>
<td></td>
</tr>
<tr>
<td>Who was unhappy?</td>
<td></td>
</tr>
<tr>
<td>How did the unhappy countries react?</td>
<td></td>
</tr>
</tbody>
</table>
6. The following paragraph explains how Spanish imperialism affected the Indigenous people of Central and South America. Fill the spaces with words that make sense. Page 133 will help you.

The _________________ behaviour of Europeans was partly a result of their _________________ toward the Indigenous people they found living in the new territories.

The territories in Central and South America claimed by Columbus and other Spanish explorers became known as _________________. The Spanish government granted __________ to people who wanted to settle in New Spain to mine for precious _________________ and set up _________________ to grow crops for export to Spain. Indigenous people were _________________ by Spanish landowners and forced to work in terrible conditions. Millions of people were literally worked to _________________ in the silver mines and fields.

7. There were different points of view about the treatment of the Indigenous people of Central and South America by the Spanish. Complete the web to tell about some of these points of view. Use Worldviews, pages 133 – 135.

**Treatment of Indigenous Peoples by the Spanish**

Christopher Columbus

Theodor de Bry

Thomas Berger

Bartolomé de Las Casas
8. The table below gives facts about countries in South America today.

- Use an atlas to label the South American countries on Worksheet #8.6.1e.
- Use the table below to determine the primary. This is the language spoken by most of the people in the country. (If there is more than one language, the one that is listed first is the primary language.)
- Lightly shade in the countries according to the primary language spoken. (Colour all the countries where Spanish is the primary language in one colour. Colour all the countries where Portuguese is the primary language in another colour, and so on.)
- Make a legend and a title for your map.

<table>
<thead>
<tr>
<th>South American countries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flag</strong></td>
</tr>
<tr>
<td>RA</td>
</tr>
<tr>
<td>BOL</td>
</tr>
<tr>
<td>BR</td>
</tr>
<tr>
<td>RCH</td>
</tr>
<tr>
<td>CO</td>
</tr>
<tr>
<td>EC</td>
</tr>
<tr>
<td>GUY</td>
</tr>
<tr>
<td>PY</td>
</tr>
<tr>
<td>PE</td>
</tr>
<tr>
<td>SME</td>
</tr>
<tr>
<td>ROU</td>
</tr>
<tr>
<td>YY</td>
</tr>
</tbody>
</table>
Directions: Use Worldviews, pages 128 – 135 (top) to help you with the questions.

1. Define the terms.
   a. expansionism the actions and attitudes of a state or country whose goal is to expand its power and territory
   ____________________________

   b. imperialism the extension of power over a territory, including its resources and people
   ____________________________

2. The practice of imperialism results in winners and losers. Who wins? Who loses?

<table>
<thead>
<tr>
<th>Winners</th>
<th>Imperialistic country and its people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Losers</td>
<td>Indigenous peoples</td>
</tr>
</tbody>
</table>

3. Think about the knighting of Sir Francis Drake. Complete the web to explain the different points of view.

   Knighting of Sir Francis Drake, 1581

   I am so happy because my treasury has grown! I am thankful to Drake.
   Queen Elizabeth I

   Drake is nothing more than a thieving pirate!
   King Philip II

   It is a proud day for me. I am happy to be of service to my country.
   Sir Francis Drake
Think about Christopher Columbus being received at the court of Queen Isabella and King Ferdinand after his first voyage to the Americas. Complete the web to tell about the points of view. Answers may vary.

Christopher Columbus Being Received by Queen Isabella and King Ferdinand

Queen Isabella
King Ferdinand

Christopher Columbus

Indigenous Person

Our investment in the expedition was well worthwhile. This can only help us expand Spanish territory.

I am proud of myself and my crew. I have done what few others can even dream of. Will I be rich someday?

Who are these people that treat us with little respect? We welcomed them and then they betrayed us.

5. Tell about the Treaty of Tordesillas by completing the chart.

<table>
<thead>
<tr>
<th>THE TREATY OF TORDESILLAS</th>
<th>1494</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the problem?</td>
<td>The rulers of Portugal and Spain could not agree on how to split up the newly discovered lands.</td>
</tr>
<tr>
<td>To whom did they go to for help?</td>
<td>Pope</td>
</tr>
<tr>
<td>What was the outcome?</td>
<td>The Pope declared that Spain would have all the lands west of an imaginary line running north and south through the Atlantic. Portugal would have all the land east of the line.</td>
</tr>
<tr>
<td>Who was happy?</td>
<td>Spain, Portugal</td>
</tr>
<tr>
<td>Who was unhappy?</td>
<td>Other European rulers, especially England and France</td>
</tr>
<tr>
<td>How did the unhappy countries do?</td>
<td>Ignored the terms of the treaty and sent out explorers to find new territories.</td>
</tr>
</tbody>
</table>
6. The following paragraph explains how Spanish imperialism affected the Indigenous people of Central and South America. Fill the spaces with words that make sense. Page 133 will help you.

The _____ behaviour of Europeans was partly a result of their _____ toward the Indigenous people they found living in the new territories.

The territories in Central and South America claimed by Columbus and other Spanish explorers became known as New Spain. The Spanish government granted land to people who wanted to settle in New Spain to mine for precious metals and set up plantations to grow crops for export to Spain. Indigenous people were enslaved by Spanish landowners and forced to work in terrible conditions. Millions of people were literally worked to death in the silver mines and fields.

7. There were different points of view about the treatment of the Indigenous people of Central and South America by the Spanish. Complete the web to tell about some of these points of view. Use Worldviews, pages 133 – 135.

Answers may vary

**Treatment of Indigenous Peoples by the Spanish**

- **Christopher Columbus**
  We treated them well, and they were delighted with the gifts we gave them. They seemed to be clever enough to be servants and because they don’t seem to have a religion, we could convert them to Christianity.
  Europeans are superior.

- **Thomas Berger**
  We have a responsibility to teach these people so they will become more civilized, like us.

- **Theodor de Bry**
  The Indigenous people are being treated cruelly by their European masters.

- **Bartolomé de Las Casas**
  The Spanish responded to the Indigenous people’s generosity by slaughtering them.
  The Spanish were evil.
Primary Languages of South American Countries

- Colombia (Spanish)
- Venezuela (Spanish)
- Ecuador (Spanish)
- Peru (Spanish)
- Bolivia (Spanish)
- Brazil (Portuguese)
- Paraguay (Spanish)
- Chile (Spanish)
- Argentina (Spanish)
- Uruguay (Spanish)

Worksheet #9.6.1e
Lesson 6.2

Concept: The Cost of Imperialism

Resources/Materials: Worldviews, pages 135 – 138
Worksheet #8.6.2 (student copies)

Introduction: Explain that for European countries there were countless benefits of imperialism, most of them economic. But there was another benefits. Settlers, who had been poor in Europe, had the chance to move to these new lands and start a new life. They climbed up to a different social class.

However, the most tragic losses all had to do with the Indigenous peoples.

Procedure:

1. Recall that in the European worldview, Europeans were technologically, intellectually, spiritually, and culturally superior to others. The European way was better than the others. The Indigenous people should in no way be considered as real people.

2. Write the word immunity on the board. Explain that as people our bodies have an immune system, which helps to fight off disease. When the Europeans came to the new world, they brought with them diseases. While these diseases could many of the Europeans sick or even kill them, many would survive because of their immune systems. On the other hand, Indigenous peoples had never been exposed to these diseases. Their immune systems could not cope with them. As a result, most who died, died because of European diseases.


4. Distribute Worksheet #8.6.2. Go over the directions, if necessary.

5. OPTIONAL. Have students do the Over to You questions on textbook, page 138.

Assignments:

2. Do Worksheet #8.6.2.
3. OPTIONAL. Do the Over to You questions, page 138.
Directions: Use Worldviews, pages 135 – 138 to help you with the questions.

1. How did imperialism affect Spain?

2. Examine the bar graph at the top of page 136.
   a. What general trend do you notice?
   b. What can you infer about the affect this had on the Indigenous peoples of New Spain?
   c. What effect did it have on other European countries, such as England?
   d. How would this wealth support the imperialist worldview of Spain and other European countries?

3. What are four ways that Spanish imperialism affected the Indigenous peoples of Central and South America?
   a. 
   b. 
   c. 
   d. 

Worksheet #8.6.2
Directions: Use *Worldviews*, pages 135 – 138 to help you with the questions.

1. How did imperialism affect Spain?
   - became the wealthiest country in the world / Europe

2. Examine the bar graph at the top of page 136.
   a. What general trend do you notice? gradual/steady increase in gold and silver imports to Spain
   b. What can you infer about the affect this had on the Indigenous peoples of New Spain? Answers may vary.
      - lives / communities disrupted - depleted reserves of these metals
      - forced to work in the mines
   c. What effect did it have on other European countries, such as England?
      - English ships raided Spanish galleons for precious metals
      - made other countries want to be part of imperialism
   d. How would this wealth support the imperialist worldview of Spain and other European countries?
      Gold/silver would have funded both military and exploratory expeditions by paying the soldiers and crews, and building and supplying the ships. Without this wealth, the exploration and expansion would have to stop

3. What are four ways that Spanish imperialism affected the Indigenous peoples of Central and South America?
   a. many millions of deaths by killing or European diseases
   b. some Indigenous peoples completely wiped out
   c. canals and other infrastructure were destroyed
   d. most written records of Indigenous people were destroyed
Lesson 6.3

Concept: European Worldview and Identity

Resources/Materials: Worldviews, pages 139 – 141
Worksheets #8.6.3a and #8.6.3b (student copies)

Introduction: Review with students that the European worldview at the time of the Renaissance affected by how countries like Spain regarded the newly discovered lands and the people that inhabited them. They not only felt it was justified, but their right to take over and dominate. The new lands were possessions that could be used as the owner saw fit.

Procedure:

1. Review that the Portuguese were the first European country to be involved in imperialism. Their territories were mostly in Africa. Imperialism made Portugal powerful and rich. The Spanish followed the Portuguese lead and claimed territories in Central and South America.

2. The riches that resulted from imperialism, funded armies and navies. They filled the treasuries of monarchs and the nobility. It was not long before other European countries adopted imperialism. The size and wealth of a country’s empire became an integral part of its identity.

3. Have students turn to textbook, page 139. Guide the reading of the top paragraph. Discuss how the European worldview supported imperialism.

4. Have students read textbook, pages 139 – 141.

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

Assignments:

1. Read Worldviews, pages 139 – 141.
2. Do Worksheets #8.6.3a and #8.6.3b.
Directions: Use Worldviews, pages 139 – 141 to help you with the questions.

1. Put a check mark (✓) by those statements that tell how the European worldview during the Renaissance supported imperialism.

   □ Increased knowledge gave people the confidence to travel to unknown regions.
   □ Europeans learned to respect others, even though they were of different cultures, ethnicity, or race.
   □ Europeans it was important to spread Christianity throughout the world.
   □ People who were wealthy were thought to be successful.
   □ Courage was an important character trait.
   □ It is important to be socially responsible.
   □ Nature is something to control and overcome.
   □ European cultures are superior to other cultures in the world.
   □ The Indigenous peoples of the new territories are somewhat less than human.
   □ You must do what you have to to get what you want.
   □ “Do unto others as you would have others do unto you” applies only to Christians.
   □ Humans should think of themselves as part of nature, not as being above nature.
   □ The more wealth you have, the higher you are in social class.
   □ Being well-educated and developing the mind and body are important and make you a better person.
   □ It is important to have a strong military so that your country can stand up to other countries and peoples. It takes knowledge to do this.
   □ Improvements in navigational technology enable sailors to travel to new regions of the world.
   □ It is important not to judge others because that means they can judge you.
   □ The values that Europeans hold dear are preferable to those that others have.
2. Tell about an effect for each cause.

**CAUSES**

Portugal became the most powerful trading country in Europe.

When Spain conquered the peoples of America and took their precious metals, Spain became the wealthiest country in Europe.

Francis Drake circumnavigated the world and attacked Spanish galleons for their gold, silver, and emeralds.

Queen Elizabeth I was a true Renaissance woman who was well-educated and led England to defeat Spain in war.

**EFFECTS**


3. Explain how the first article of the United Nations Charter affected the empires that European nations had built up.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Use *Worldviews*, pages 139 – 141 to help you with the questions.

1. Put a check mark (✓) by those statements that tell how the European worldview during the Renaissance supported imperialism.

   ✓ Increased knowledge gave people the confidence to travel to unknown regions.
   ____ Europeans learned to respect others, even though they were of different cultures, ethnicity, or race.
   ✓ Europeans it was important to spread Christianity throughout the world.
   ✓ People who were wealthy were thought to be successful.
   ✓ Courage was an important character trait.
   ____ It is important to be socially responsible.
   ____ Nature is something to control and overcome.
   ✓ European cultures are superior to other cultures in the world.
   ✓ The Indigenous peoples of the new territories are somewhat less than human.
   ✓ You must do what you have to to get what you want.
   ✓ “Do unto others as you would have others do unto you” applies only to Christians.
   ____ Humans should think of themselves as part of nature, not as being above nature.
   ✓ The more wealth you have, the higher you are in social class.
   ____ Being well-educated and developing the mind and body are important and make you a better person.
   ✓ It is important to have a strong military so that your country can stand up to other countries and peoples. It takes knowledge to do this.
   ✓ Improvements in navigational technology enable sailors to travel to new regions of the world.
   ____ It is important not to judge others because that means they can judge you.
   ✓ The values that Europeans hold dear are preferable to those that others have.
2. Tell about an effect for each cause.

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portugal became the most powerful trading country in Europe.</td>
<td>Spain and other countries wanted to gain wealth in the same way, that is imperialistically.</td>
</tr>
<tr>
<td>When Spain conquered the peoples of America and took their precious metals, Spain became the wealthiest country in Europe.</td>
<td>Other European countries saw that through imperialism they too could become wealthy.</td>
</tr>
<tr>
<td>Francis Drake circumnavigated the world and attacked Spanish galleons for their gold, silver, and emeralds.</td>
<td>became a hero in England. knighted as a reward</td>
</tr>
<tr>
<td>Queen Elizabeth I was a true Renaissance woman who was well-educated and led England to defeat Spain in war.</td>
<td>gave England a sense of pride and confidence. admired by the people</td>
</tr>
</tbody>
</table>

3. Explain how the first article of the United Nations Charter affected the empires that European nations had built up.

- led to European countries starting to free their colonies to become independent countries.

Worksheet #8.6.3b
Lesson 6.4

Concept: Indigenous People and Imperialism

Resources/Materials: Worldviews, pages 142 – 145
Worksheets #8.6.4a and #8.6.4b (student copies)

Introduction: Review that during the Renaissance, European countries saw themselves as superior to other peoples, especially those in the Americas. They needed the resources from Africa and the Americas to support their economies. They saw the Indigenous people as just one of the many resources.

Procedure:

1. Explain that, in general, Europeans felt the way they did things was the right way. Other people’s ways were wrong.

2. The invention of the printing press did bring to light a different perspective for some. A very small minority saw merits in the ways that Indigenous peoples did things and shared them through books.

3. Explain that today the world has become smaller. We know more about other peoples and view their lifestyles in a different way. We borrow things from each other’s cultures. We are increasingly viewing ourselves as citizens of the world and not just of our country.

4. Have students turn to textbook, page 142. Have them read pages 142 – 145 independently.

5. Distribute Worksheets #8.6.4a and #8.6.4b. Go over the directions, if necessary.

6. OPTIONAL. Do one or more of the Over to You questions on textbook, page 145.

Assignments:

1. Read Worldviews, pages 142 – 145.
2. Do Worksheets #8.6.4a and #8.6.4b.
3. OPTIONAL. Do one or more of the Over to You questions, page 145.
Directions: Use Worldviews, pages 142 – 145 to help you with the questions.

1. What kinds of things did Europeans learn about the Indigenous peoples of the Americas from books?

2. Tell about the different points of view and perspectives that individuals and groups had of Indigenous peoples ways of life.
3. Read about terraforming on page 144. Then complete the chart.

<table>
<thead>
<tr>
<th>TERRAFORMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>What It Is</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Arguments Supporting Terraforming</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Arguments Against Terraforming</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>My Opinion of Terraforming</td>
</tr>
</tbody>
</table>

4. What were the pluses and minuses of the Age of Exploration during the Renaissance?

<table>
<thead>
<tr>
<th>Pluses</th>
<th>Minuses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Indigenous Peoples and Imperialism

**Directions:** Use *Worldviews*, pages 142 – 145 to help you with the questions.

1. What kinds of things did Europeans learn about the Indigenous peoples of the Americas from books?
   - wore closer to nature
   - did not live in crowded, dirty cities
   - operated on principles of equality/sharing
   - perhaps led happier lives

2. Tell about the different points of view and perspectives that individuals and groups had of Indigenous peoples ways of life.
   *Answers may vary.*

**INDIGENOUS PEOPLES WAYS OF LIFE**

- **John White**
  - The Algonquins are a peace-loving people and had established a successful agricultural society.
  - Homes well-constructed, clean, well laid out community.

- **The Tupinamba**
  - Found it disconcerting that there was such a disparity between rich and poor in their society.

- **Europeans**
  - Europeans are superior to Indigenous people in every way.

- **First Nations**
  - Europeans have laid claim to land which they have “possessed” for 100 years. How is this possible? First Nations have used the land long before the coming of Europeans.
3. Read about terraforming on page 144. Then complete the chart.

<table>
<thead>
<tr>
<th>TERRAFORMING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What It Is</strong></td>
</tr>
<tr>
<td><strong>Arguments Supporting Terraforming</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Arguments Against Terraforming</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>My Opinion of Terraforming</strong></td>
</tr>
</tbody>
</table>

4. What were the pluses and minuses of the Age of Exploration during the Renaissance? 
   **Answers may vary**

<table>
<thead>
<tr>
<th><strong>Pluses</strong></th>
<th><strong>Minuses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>For the first time in history, people of the Americas had made contact with those of other places</td>
<td>Indigenous peoples’ lives negatively altered forever → exploited/killed</td>
</tr>
<tr>
<td>First step on the road to a global village</td>
<td>European values, beliefs, ideas, economic system imposed on Indigenous people</td>
</tr>
<tr>
<td></td>
<td>Indigenous peoples were and continue to be regarded as second class</td>
</tr>
</tbody>
</table>
Lesson 6.5 (optional)

Concept: Chapter 6: “O Brave New World” – Review

Resources/Materials: Worldviews, page 146
Chapter 6: “O Brave New World” – Review Sheets (student copies)

Introduction: Explain that Chapter 6 focused mainly on the imperialism of Spain and how it was consistent with the European worldview during the Renaissance. It pointed out the how imperialism benefited Spain, but how it devastated the Indigenous peoples.

Procedure:

1. If possible, briefly go over the main ideas of Chapter 6:
   
   - Imperialism
   - European countries felt superiority to Indigenous people
   - Europeans felt justified in claiming ownership of new lands and its occupants
   - The exploitation of Indigenous people and its affect on their cultures and population
   - Portugal and Spain’s success were the precursors to other European countries becoming imperialist.

2. Distribute the Chapter 6: “O Brave New World” – Review Sheets. Have students complete them independently. If possible, check them as a class.

3. ALTERNATELY. Have students do the Explore the Big Ideas questions on textbook, page 146.

Assignments:

2. ALTERNATELY. Do the Explore the Big Ideas questions on page 146.
1. Answer true or false.

_______  The European Renaissance worldview supported European expansionism.

_______  During the Renaissance the Catholic Church encouraged the people to spread Christianity throughout the world.

_______  In general, Europeans thought their cultures were superior to those of the Indigenous peoples they encountered on their explorations.

_______  Monarchs of European countries rewarded explorers if they showed respect for the Indigenous peoples they met during their expeditions.

_______  The Portuguese enslaved Africans and traded them for goods and money.

_______  Unfortunately, no Portuguese made money from their imperialist activities.

_______  Spain became interested in exploration and colonization when it saw how wealthy Portugal had become with its colonies.

_______  Many European countries needed the resources from their new territories to fund their militaries.

_______  The Treaty of Tordesillas divided newly discovered lands between Portugal and Spain.

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_______  The treatment of Spain of the native peoples most likely did not affect the identities of Spanish people nor the native peoples.

_______  Most of the Indigenous peoples of Central and South America died because they had no immunity to diseases brought to them by Europeans.
2. For each event below, tell what you think would be points of view or perspectives.

Event: A Spanish galleon laden with gold and silver is about to pull into a Spanish seaport.

Spanish People

Indigenous People of South America

Spanish Settlers in South America

Columbus brought some of the Indigenous people from the Caribbean back to Spain and paraded them through the towns and cities.

Columbus

Indigenous Person

People of Spain
European countries watched as Spain became wealthy and powerful from the riches it took from the Americas.

The Spanish destroyed buildings of entire cities, knocking down walls and destroying the irrigation systems in only a matter of days. They quickly put up a Catholic church where a temple once stood.
3. Put check marks in the boxes to show which elements of the European worldview influenced each action.

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1. Answer true or false.

   T   The European Renaissance worldview supported European expansionism.

   T   During the Renaissance the Catholic Church encouraged the people to spread Christianity throughout the world.

   T   In general, Europeans thought their cultures were superior to those of the Indigenous peoples they encountered on their explorations.

   F   Monarchs of European countries rewarded explorers if they showed respect for the Indigenous peoples they met during their expeditions.

   T   The Portuguese enslaved Africans and traded them for goods and money.

   F   Unfortunately, no Portuguese made money from their imperialist activities.

   T   Spain became interested in exploration and colonization when it saw how wealthy Portugal had become with its colonies.

   T   Many European countries needed the resources from their new territories to fund their militaries.

   T   The Treaty of Tordesillas divided newly discovered lands between Portugal and Spain.

   T   Many European countries were angry about the Treaty of Tordesillas because the Pope had completely ignored all the Catholic countries except for Spain and Portugal.

   T   European countries felt it was their right to claim lands they had discovered for themselves.

   T   It was part of the European worldview that advanced technology was a good indicator of how advanced a culture was.

   F   In Central and South America, Spain enslaved the Indigenous people, but it took steps to preserve things such as books and artifacts.

   F   The treatment of Spain of the native peoples most likely did not affect the identities of Spanish people nor the native peoples.

   T   Most of the Indigenous peoples of Central and South America died because they had no immunity to diseases brought to them by Europeans.
2. For each event below, tell what you think would be points of view or perspectives.

Event: A Spanish galleon laden with gold and silver is about to pull into a Spanish seaport.

Spanish People
- felt pride
- excited
- would bring the country wealth and power

Indigenous People of South America
- felt betrayed by Spaniards
- resented have to work hard for someone else's gain
- felt Spanish had stolen their resources

Spanish Settlers in South America
- sense of accomplishment
- were doing something good for the homeland
- were getting ahead economically (socially)

Columbus brought some of the Indigenous people from the Caribbean back to Spain and paraded them through the towns and cities.

Columbus
- great sense of accomplishment
- Indigenous people he brought back were like a trophy

Indigenous Person
- indignant
- disgusted at the filthy and crowded conditions of European cities
- amazed at discrepancies between rich and poor

People of Spain
- amused
- felt sense of pride
- Spanish power and wealth part of the country's identity
European countries watched as Spain became wealthy and powerful from the riches it took from the Americas.

Spain
- had great sense of pride
- felt confident
- spurred on to conquer other lands

European Countries
- envious / jealous
- wanted to do the same

Indigenous Peoples
- felt defeated
- felt betrayed
- resented doing all the work for Spain's gain
- felt it was unfair for Spain to take all resources

The Spanish destroyed buildings of entire cities, knocking down walls and destroying the irrigation systems in only a matter of days. They quickly put up a Catholic church where a temple once stood.

Spanish
- felt powerful
- took pride in its ability to conquer and pillage
- did not think of the cities as worthy

Indigenous People
- saw years / centuries of work destroyed
- sense of loss
- shaken identity
- anger

Catholic Church
- pleased that the Spanish had been in the effort to build a house of worship
- Church building would help minister to its members and convert the Indigenous people
3. Put check marks in the boxes to show which elements of the European worldview influenced each action. *Some responses may vary.*

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Lesson 6.6

Concept: Chapter 6: “O Brave New World” – Test

Resources/Materials: Chapter 6: “O Brave New World” – Test (student copies)

NOTE: There is an alternate test available in the Worldviews Teacher Resource. It is found of AM 123, pages 492 – 495.
Part A

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

Multiple Choice
Choose the best answer to each question.

1. Which kind of map would give you the best clue about the imperialistic past of South America?
   a. primary language
   b. population density
   c. relief
   d. physical features

2. In 1581 sea captain Francis Drake was knighted by Queen Elizabeth I because
   a. he had successfully sailed across the Atlantic Ocean and established a colony in the Americas.
   b. he had successfully raided a Spanish galleon laden with gold and silver.
   c. he had been successful as a merchant, trading in spices from the East
   d. he was Queen Elizabeth’s nephew.

Use the following information to answer questions 3 and 4.

King Henry VII of England gave the explorer Giovanni Caboto the authority to subdue, occupy and possess all such towns, cities, castles and isles of them found ... getting unto us [King Henry] the rule, title and jurisdiction of the same villages, towns, and cities, and firm land so found...

3. From the information above, you can tell that King Henry VII
   a. wants to know more about what lies beyond the ocean.
   b. is interested in non-European cultures.
   c. is most interested in the safety of the crew.
   d. wants to expand England’s territories.
4. From the information you can infer that

   a. Giovanni Caboto is not trusted by King Henry.
   b. King Henry VII is interested in spreading Christianity in the new world.
   c. King Henry VII is interested in using any valuable resources found in the new world.
   d. Giovanni Caboto's ship has the latest and best technology.

Use the following information to answer questions 5 and 6.

<table>
<thead>
<tr>
<th>Person 1:</th>
<th>Italian sailors are the most skilled in Europe. I will hire them to lead an expedition across the Atlantic, bringing back ships loaded with all the riches the new lands have to offer.</th>
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<td>Person 2:</td>
<td>By chance I met a strange looking fellow, dressed in strange fabrics. I gave him food and water as he looked tired and hungry. In return, he offered me shiny things made of some kind of metal. But that was the last kindness I witnessed from him or any of his companions.</td>
</tr>
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<td>Person 3:</td>
<td>The first people we encountered looked kind and innocent. They were oddly dressed and behaved as if they and nature were one and the same. In my heart I knew I had to save them from their savage life. I started by blessing each and everyone of them.</td>
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<td>Person 4:</td>
<td>When we first approached them, they bestowed gifts upon us. But I was not swayed by their generosity. I could see by looking at them and the land around that we could overtake them easily. I looked forward to making the homeland larger, richer, and more powerful.</td>
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5. From the information above, the person that is most likely the leader of an expedition to the new world is

   a. Person 1.
   b. Person 2.
   c. Person 3.
   d. Person 4.

6. The person who best reflects the role of the Church in the Renaissance Europe worldview is

   a. Person 1.
   b. Person 2.
   c. Person 3.
   d. Person 4.
They [Indigenous people] require, by their own nature and in their own interests, to be placed under the authority of civilized and virtuous princes or nations, so that they may learn, from the might, wisdom, and law of their conquerors, to practise better morals, worthier customs, and a more civilized way of life.

7. From the information above you can tell that the writer

a. believes that the lifestyle of the Indigenous people has many positive qualities.
b. is mostly like the monarch of a European country.
c. believes that European cultures are superior to the culture of the Indigenous people.
d. believes that cultures can learn from one another.

8. Which of the following is not true of Spanish activities in Central and South America?

b. The Spanish captured and took thousands of Indigenous people back to Spain to work in large farms.
c. The Spanish felt that the Indigenous people were not their equals.
d. The Spanish felt that it was their right to take over the land of the Indigenous people if they could defeat them in war.

9. Which of the following was Spain most able to do when it conquered people in the Americas?

a. increase its supply of gold, silver, and precious gems
b. find a new route to Asia
c. understand and accept that there were worldviews other than their own
d. do the work of the Church

10. Which of the following does not describe an effect that Spanish imperialism had on the Indigenous peoples of Central and South America?

a. Millions died because they were not immune to European diseases.
b. Written records were destroyed.
c. Many cities and towns were destroyed.
d. The quality of life of most was raised with the introduction of Spanish technology.
A missionary named Bartholomé de Las Casas was one of the first Europeans to write about the atrocities committed against the Indigenous peoples in New Spain. He travelled to Spain to appeal to King Charles V on behalf of the Indigenous peoples. Because of his efforts, the Leyes Nuevas or New Laws were enacted by the Spanish government to improve their conditions. Unfortunately, however, the laws were repealed [cancelled] three years later under pressure from the settlers in New Spain.

11. From the above information, you can conclude that

a. King Charles V did not believe Bartholomé de Las Casas.
b. the New Laws did not really improve conditions for the Indigenous peoples.
c. the Spanish government gave into social and economic pressures.
d. King Charles V had passed away soon after the New Laws were passed.

Use the information below to answer question 12.

In 1945, the United Nations Charter was signed by 51 countries, including Canada. The first article of the Charter says that:

All peoples have the right do decide on their own way of life. They can determine their own political status and freely pursue their economic, social, and cultural development.

12. The main outcome of this article in the Charter was

a. European countries began processes of helping their colonies become independent countries.
b. European countries sped up their trying to acquire new territories.
c. European countries took steps to ensure that all Indigenous peoples became assimilated.
d. European countries took steps to cancel this article.
True/False
Write T for true and F for false.

13. Europeans felt they needed the resources from the Americas to support their economies.

14. All Europeans were in agreement that it was right and just to take over the lands of Indigenous peoples.

15. European expansionism contributed to the establishment of trade in African slaves.

16. It was part of the European worldview during the Renaissance that the Church should be kept separate from other parts of culture.

17. Europeans felt that they were doing Indigenous people a favour when they forced them to adopt European ways.

18. Europeans felt that they and their cultures were superior to those of the Indigenous peoples.

19. When a European country acquired great wealth because of imperialism, it affected its identity.

20. The worldview held by most people during the Renaissance caused them to admire the ways of life of Indigenous peoples.
Part B

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

1. During the Renaissance, both Britain and France had taken over First Nations lands and thought of British and French cultures as being superior to that of First Nations.
   
   In your opinion, does this feeling still exist in Canada today? Give reasons for your answer.
   
   2. What role did economy play in European expansionism and imperialism during the Renaissance?
   
   3. What role did differences in values between Europeans and Indigenous peoples play during the Renaissance?
   
   4. How did imperialism affect the identities of European countries?
Social Studies Grade 8 Worldviews Chapter 6
Test
Chapter 6
“O Brave New World”
Test

Part A – Answer Sheet

1. ________ 11. ________
2. ________ 12. ________
3. ________ 13. ________
4. ________ 14. ________
5. ________ 15. ________
6. ________ 16. ________
7. ________ 17. ________
8. ________ 18. ________
9. ________ 19. ________
10. ________ 20. ________
Part A – Answer Sheet

1. a
2. b
3. d
4. c
5. d
6. c
7. c
8. b
9. a
10. d
11. c
12. a
13. T
14. T
15. T
16. F
17. T
18. T
19. T
20. F
Part B

1. During the Renaissance, both Britain and France had taken over First Nations lands and thought of British and French cultures as being superior to that of First Nations.

In your opinion, does this feeling still exist in Canada today? Give reasons for your answer. **ANSWERS MAY VARY**

- Most people would say “yes”. They feel that First Nations should do more to assimilate – to adopt more traditional European ways. Most do not understand First Nations ways and do little to find out more. They feel that First Nations are somewhat of a burden on Canadian society.
- Some people would say “no”. They believe that as time goes on, more Canadians are learning about traditional First Nations cultures and appreciate their ideas of equality, decision making, and respect for nature.

2. What role did economy play in European expansionism and imperialism during the Renaissance?
- One of the main reasons that European nations engaged in expansionism and imperialism was for economic gain. More wealth meant more power.
- Resources from colonies were necessary to fund military activities and increase the wealth of the upper classes.

3. What role did differences in values between Europeans and Indigenous peoples play during the Renaissance?
- Europeans placed a great deal of value on material wealth and on military strength. They equated success with economic well-being. They believed they were superior to the Indigenous peoples. As Christians, they believed that Christianity was the only valid religion.
- Most Indigenous people believed that nature must be respected. They also believed in hospitality, social responsibility, equality, and mutual respect. They had a belief system that was different from that of the Europeans, but equally important to their spiritual well-being.

4. How did imperialism affect the identities of European countries?
- **Increased wealth gave Europeans a sense of confidence and superiority.**
- They also saw themselves as learned, technologically advance cultures, who were at the leading edge of all societies.
- They saw themselves as the best and all other cultures as “also rans”.
Lesson 6.7

Concept: Unit 1: Culminating Activity

Resources/Materials: Worldviews, page 147
                      Large sheets of paper, markers, etc.
                      Encyclopaedias and other reference materials

Introduction: Explain that there are several notable individuals that affected life during the Renaissance. Explain that students will have an opportunity to tell others about them.

Procedure:

1. Have students turn to textbook, page 147. Guide the reading of the page.

2. Have students create a poster session, as outlined. (You may want to modify the number of individuals you want students to research. In addition, if your supply of reference books is limited, you can have students use only the information available in the textbook.)

3. NOTE: If you would like students to take a comprehensive test for Unit 1, there is one available in Worldviews Teacher Resource, AM-158 on pages 597 – 603.

Assignment:

Create and present a poster session of three of the individual from the Renaissance.
Unit 1: Renaissance Europe
Test

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

*Use the attached map to answer questions 1, 2, and 3.*

1. During the Middle Ages, the traders travelled along the Silk Road to which destination to obtain exotic goods?
   
   a. I  
   b. II  
   c. III  
   d. IV

2. During the Middle Ages, armies from Europe organized crusades to try to recapture which area that was under Muslim control?
   
   a. III  
   b. IV  
   c. V  
   d. VI

3. Before the Age of Exploration, which regions were least well-known to Europeans?
   
   a. I and II  
   b. II and III  
   c. II and IV  
   d. III and V

4. Which of the following is the most important reason why the European Renaissance began in Italy?
   
   a. Most Italians were Roman Catholics.  
   b. Italy was located at one end of trade routes connecting Europe with Asia.  
   c. Italians all spoke the same language  
   d. Italians were master of cooking.
5. Which of the following would not be part of the European worldview during the Middle Ages?

a. Poor people accepted that their life on Earth would be short and harsh, but that they would be rewarded after death by going to heaven.
b. If a person worked hard and made clever decisions, he could become wealthy.
c. You are born into a particular social class and you will die as a member of that same social class.
d. Roman Catholic Church officials are God’s chosen representatives on Earth.

Use the following information to answer question 6.

Several outbreaks of the plague caused millions of Europeans to die between 1346 and 1350. It had severe consequences for how nobles ran their manors.

<table>
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<th>THE BLACK DEATH AND THE RURAL ECONOMY</th>
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<tbody>
<tr>
<td>Before the Black Death</td>
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<tr>
<td>Two hundred serfs live and work on the manor. Freemen are sometimes hired, but wages are low.</td>
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**Expenses:**
To hire 80 additional workers for 300 days per year at 1 penny per day:

- 80 X 300 X 1 = 24 000 pennies

**Total expenses for one year:**
- 24 000 pennies

<table>
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<tr>
<th>Expenses:</th>
<th>Total expenses for one year:</th>
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<td>To hire 80 additional workers for 300 days per year at 3 pennies per day:</td>
<td>72 000 pennies</td>
</tr>
<tr>
<td>80 X 300 X 3 = 72 000 pennies</td>
<td></td>
</tr>
</tbody>
</table>

6. From the above information, you can conclude that a consequence of the Black Death was

a. many nobles went bankrupt and moved to cities.
b. serfs took over manors.
c. prices for good produced on manors decreased.
d. manor profits increased.
Reasons Why City-States Prospered in Italy.

- Mountains to the north helped protect Italy from invaders.
- Italy was already more urbanized than Northern Europe.
- The feudal system was not strong in Italy, due to the urban lifestyle and lack of agricultural land.
- The architectural ruins of the glorious city-states of Ancient Rome reminded the population of how effective that style of government had been.
- The power of the Roman Catholic Church over the Italian city-states Weakened when the pope and his court moved from Rome to Avignon, in southern France.

7. According to the information above, which of the following is true?

   a. The area marked A is most suited to agriculture.
   b. The area marked B is mountainous.
   c. The area marked C was the new home of the pope.
   d. The area marked D had many beautiful architectural ruins.

8. The cities where you would most likely find shipyards are

   a. Rome and Venice.
   b. Naples and Milan.
   c. Genoa and Venice.
   d. Florence and Rome.

9. Which of the following most influenced the emergence of powerful Italian city-states?

   a. increased trade between Europe and Asia
   b. the growth of the Roman Catholic Church
   c. the spread of feudalism from northern Europe to Italy
   d. the expulsion of the Moors from Spain
Use the information below to answer questions 10 and 11.

<table>
<thead>
<tr>
<th>THE SOCIAL SYSTEMS OF THREE RENAISSANCE ITALIAN CITY-STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence</td>
</tr>
<tr>
<td>Upper Class. Nobles, who owned most of the land.</td>
</tr>
<tr>
<td>Merchant Class. Merchants, bankers, wool manufacturers. Formed guilds.</td>
</tr>
<tr>
<td>Peasant Class. Workers and shopkeepers. Not allowed to join guilds.</td>
</tr>
<tr>
<td>Venice</td>
</tr>
<tr>
<td>Upper Class. Aristocracy who owned most land; could vote for the government.</td>
</tr>
<tr>
<td>Original Citizens. Could hold public office, but could not vote.</td>
</tr>
<tr>
<td>Common People. Had limited rights as citizens.</td>
</tr>
<tr>
<td>Genoa</td>
</tr>
<tr>
<td>Upper Class. Nobility, most powerful and wealthy.</td>
</tr>
<tr>
<td>Middle Class. Merchants and bankers.</td>
</tr>
<tr>
<td>Lower Class. Shopkeepers, artisans, ordinary workers.</td>
</tr>
</tbody>
</table>

10. Florence, Venice, and Genoa were typical of Renaissance Italian city-states. From the information above you can conclude that

a. in Italian city-states, the lower social classes were mistreated by people of other social classes.
b. those in the merchant class were wealthy and powerful.
c. Italian city-states had a hierarchical social structure.
d. in Italian city-states organizing into trade unions was not allowed.

11. In Florence, the Medici were merchants and bankers who eventually became the most powerful and wealthy family in the city-state. They formed an oligarchy that controlled the government.

From the information above and in the chart, you can infer that

a. social mobility was possible in the Italian city-states.
b. the Medici were ruthless and often dishonest.
c. lower classes suffered because of the Medici.
d. the wealth of the upper classes declined during the Renaissance.

12. Which of the following was not a reason why the Renaissance was slow to spread from Italy to other parts of Europe?

a. The rigid government and social system of feudalism was not welcoming to new ideas.
b. Many of the northern European states were engaged in war and did not use their resources for advancing arts or sciences.
c. The Roman Catholic Church encouraged countries to maintain the status quo.
d. Northern Europeans did not like Italians or their ideas.
13. Which of the following best tells about the impact the invention of the printing press had on the spread of the Renaissance?

a. Books could be reproduced less expensively and were translated into vernaculars.
b. Germany now felt it was an technologically advanced as Italy.
c. Europeans were able to show Asian cultures the secrets of paper-making.
d. The people of the lowest social classes could now afford to buy books.

Use the following information to answer question 14.

| Statement I: Humanism and the revival of classical learning in Renaissance Europe were only possible because the growth of trade brought the Europeans into contact with Muslim learning, civilization, and technology. | Statement II: One of the most significant developments of the Renaissance was that it was the start of a change in Europe from a traditional agricultural society to a more urban society in which rapid change was taking place. |

14. Which of the following is true?

a. Both Statement I and Statement II are false.
b. Both Statement I and Statement II are true.
c. Statement I is true, but Statement II is false.
d. Statement I is false, but Statement II is true.

15. In the period before the Reformation, many became critical of the Roman Catholic Church, mainly because they felt

a. it was not basing its teachings on the Bible.
b. it was too involved in helping the poor improve their quality of life.
c. it was becoming too powerful and corrupt.
d. It had given away too much authority to the state.

16. Which of the following best describes humanism?

a. a system of thought that centres on humans and their values, potential, and worth
b. a system of belief that emphasizes how humans are different from other organisms
c. a system of belief that emphasizes that as humans we should treat all living creatures with respect
d. a system of belief that encourages the development of the arts
17. Which of the following is not a characteristic of Italian Renaissance art?

a. created more realistic images of the human form  
b. depicted more personal reflections of how artisans saw the world  
c. created more realistic representations of buildings by using techniques such as perspective and the use of light and shadow  
d. emphasized the human form without any expression of emotion

*Use the following information to answer question 18.*

One morning Michelangelo had gone to the place where the Pietà stands and observed a number of visitors who were praising it loudly. One of them asked another the name of the sculptor, and he replied, “Our Gobbo of Milan.”

Michelangelo said nothing, but he resented the injustice of having his work attributed to another, and that night shut himself in the chapel where he was working on the sculpture and with a light and his chisels, carved his name on it.

![Michelangelo's Pietà](image)

**Michelangelo’s Pietà shows Mary holding the dead body of Jesus.**

18. Which of the following changes in ideas does the above information illustrate?

a. Painters and sculptors were no longer considered mere artisans but artists who put their names on their works.  
b. Sculptors began to use marble instead of limestone.  
c. Artists were not allowed to portray Biblical events.  
d. People were now allowed to observe while a piece of art was being created instead of waiting until it was finished.

19. Leonardo da Vinci is often referred to as a Renaissance man because

a. he lived during the time of the Renaissance.  
b. he was an accomplished painter.  
c. he had a deep understanding of subjects and had the ability to accomplish feats in many disciplines.  
d. he read about events in classical writings.
20. Which of the following does not tell about how the Renaissance changed social and economic systems?

a. The quality of life of the poor in rural and urban areas improved to a point where they no longer struggled to live.
b. In cities, the middle class became much more wealthy and powerful because of increased trade.
c. Humanism emphasized that through an individual’s own efforts, he or she could improve his or her quality of life.
d. Although religion remained important, people began to focus more on life on Earth.

21. In what way did the Protestant Reformation affect the Western worldview?

a. People felt that the Roman Catholic Church should no longer be able to collect donations from its members.
b. People felt that there was greater freedom and individual choice within Christianity.
c. People felt that Christianity should spread to the people of northern Europe.
d. People felt that the Roman Catholic Church only represented the people of Italy.

Use the following information to answer question 22.

European countries were looking to expand their network of trade routes

Through the work of Islamic scientists and scientists like Copernicus, sailors knew more about the earth

More accurate maps were available and better navigational instruments were available.

New types of ships could travel farther and in rougher seas.

22. What do the above have in common?

a. They are reasons that the idea of expansionism became part of the western worldview.
b. They are ways that made sailing safer.
c. They show why Muslim trade routes were overtaken by the Italians.
d. They are reasons that the Renaissance spread from Italy to other parts of Europe.
23. Which of the following is accurate about the Age of Exploration?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Portuguese sailors headed west across the Atlantic and around the southern tip of South America.</td>
</tr>
<tr>
<td>b</td>
<td>Spanish explorers sailed west to central and South America.</td>
</tr>
<tr>
<td>c</td>
<td>The English had been at war and cold not afford to sponsor any expeditions.</td>
</tr>
<tr>
<td>d</td>
<td>The French explored lands on all seven continents.</td>
</tr>
</tbody>
</table>

Use the information below to answer questions 24 and 25.

<table>
<thead>
<tr>
<th>ELEMENTS OF THE EUROPEAN RENAISSANCE WORLDVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>A a duty to spread Christianity to other parts of the world</td>
</tr>
<tr>
<td>B a desire to acquire new lands and dominate the people of these lands</td>
</tr>
<tr>
<td>C the belief that European cultures are superior to other cultures</td>
</tr>
<tr>
<td>D a desire to find new trading partners and resources</td>
</tr>
</tbody>
</table>

24. To the Indigenous people of the Americas, the most appropriate title for the above would have been

a. Motives for the European conquest of the Americas  
b. Causes of the increases in trade between Europe and the Americas  
c. The results of humanism on the worldview of Europeans  
d. The effects of classical ideas on European expansion.

25. Read the following:

The Indigenous people need to be placed under the authority of more civilized and virtuous people, so they might learn from the might, wisdom, and law of their conquerors, to practise better morals, worthier customs, and a more civilized way of life.

Which of the elements in the chart best reflects the above comments?

a. A  
b. B  
c. C  
d. D
Unit 1: Renaissance Europe Test

Answer Sheet

1. _______ 10. _______ 18. _______
2. _______ 11. _______ 19. _______
3. _______ 12. _______ 20. _______
4. _______ 13. _______ 21. _______
5. _______ 14. _______ 22. _______
6. _______ 15. _______ 23. _______
7. _______ 16. _______ 24. _______
8. _______ 17. _______ 25. _______
9. _______
Unit 1: Renaissance Europe
Test

Answer Sheet

1. d
2. c
3. a
4. b
5. b
6. a
7. b
8. c
9. a
10. c
11. a
12. d
13. a
14. b
15. c
16. a
17. d
18. a
19. c
20. a
21. b
22. a
23. b
24. a
25. c
Unit 2

Worldviews in Conflict
Chapter 7

The People of the Sun

Worldview Inquiry

In what ways do a group’s collective beliefs and experiences contribute to shaping a unique identity?
Social Studies Grade 8
Chapter 7
The People of the Sun

Contents

Lesson 7.1 The Home of the Aztecs 2
Lesson 7.2 Addressing the Challenge of Nature 4
Lesson 7.3 The Sacred Landscape 5
Lesson 7.4 Expanding the Empire 6
Lesson 7.5 Chapter 7: The People of the Sun – Review 7
Lesson 7.6 Chapter 7: The People of the Sun – Test 8
Lesson 7.1

Concept: The Home of the Aztecs

Resources/Materials: Worldviews, pages 148 – 153
Worksheets #8.7.1a, #8.7.1b, #8.7.1c, and #8.7.1d (student copies)

Introduction: Recall from Unit 1 that the European worldview during the Renaissance supported imperialism and the effects it had on the mother countries and the Indigenous peoples. Explain that today, most would agree that the treatment of Indigenous peoples by Europeans was cruel and unjust. The question is “Should we judge the behaviour of others in the past by today’s ideas of right and wrong?”

Explain that Unit 2 goes into more depth about Spanish imperialism in Central America. The Indigenous people were called Aztecs. The Aztecs were a technologically very advanced society, but their culture was completely different from that of the Spanish.

Procedure:

1. Explain that in Chapter 7 students will find out more about the Aztecs.
3. Then have students turn to textbook, page 150 and 151. Guide the reading.
4. Direct students to read pages 152 and 153 independently.
5. Distribute Worksheets #8.7.1a, #8.7.1b, #8.7.1c, and #8.7.1d. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #8.7.1a, #8.7.1b, #8.7.1c, and #8.7.1d.
Directions: Use Worldviews, pages 150 – 153 to help you with the questions.

1. Answer each of these questions about how the Aztecs came to settle in their home of Tenochtitlan.
   
a. Where did the Aztecs live originally? ____________________________________________

b. Who was Huitzilopochtli? _______________________________________________________

c. Why did they move? ___________________________________________________________

d. What direction did they travel? _________________________________________________

e. How would they know where to settle? __________________________________________

f. How long did they travel? ______________________________________________________

g. In what year did they arrive in the Valley of Mexico? ______________________________

h. What was the land like? ________________________________________________________

i. What was the climate like? _____________________________________________________

j. Why didn’t they settle on the fertile land? _________________________________________

k. Where did they end up settling? ________________________________________________

l. What did they call their new home? ______________________________________________

m. How long did it take them to develop the swampy island into wonderful city?
   __________________________________________________________

2. Tenochtitlan was surrounded by mountains. Why were mountains especially important to the Aztecs?
   __________________________________________________________

   __________________________________________________________
3. Below is a photograph of an Aztec temple at Tlateloco. It took many years to repair and restore.

4. According to the Aztecs of what two types of landscapes did the world consist?
   a. ________________________________
   b. ________________________________

5. Why was the building of an aqueduct important to the Aztecs?
   ________________________________
   ________________________________

6. For what other reason were mountains important?
   ________________________________
7. The place where the Aztecs finally decided to settle was not an ideal location.
   a. Describe the location. ____________________________________________________________
   ____________________________________________________________
   b. What gave them the motivation to build their city? _________________________________
   ____________________________________________________________
   c. What influence do you think their long journey had on their determination?
   ____________________________________________________________
   ____________________________________________________________

8. Read the poem on page 153. What does it tell you about the identity of the Aztecs?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

9. Do the following on the map of Mexico, Central America, and the Caribbean. Use your
textbook and your atlas to help you.
   a. Draw in the Aztec Empire. Shade it lightly in green.
   b. Label Tenochtitlan.
   c. Label these bodies of water:
      Atlantic Ocean  Pacific Ocean
      Gulf of Mexico  Caribbean Sea
   d. Label these modern-day countries:
      United States  Mexico  Guatemala  El Salvador
      Belize  Honduras  Nicaragua  Costa Rica
      Panama  Colombia  Venezuela  Cuba
      Haiti  Dominican Republic  Jamaica
The Home of the Aztecs

Directions: Use Worldviews, pages 150 – 153 to help you with the questions.

1. Answer each of these questions about how the Aztecs came to settle in their home of Tenochtitlan.
   a. Where did the Aztecs live originally? in the desert lands in northern Mexico
   b. Who was Huitzilopochtli? the god of the Aztecs
   c. Why did they move? Huitzilopochtli commanded them to move south
   d. What direction did they travel? south
   e. How would they know where to settle? There would be an eagle perching on a cactus
   f. How long did they travel? 150 years
   g. In what year did they arrive in the Valley of Mexico? 1325
   h. What was the land like? a wide plain with fertile land, plentiful water
   i. What was the climate like? mild
   j. Why didn’t they settle on the fertile land? thousands of people already lived there
   k. Where did they end up settling? on a swampy island at one end of a broad lake
   l. What did they call their new home? Tenochtitlan
   m. How long did it take them to develop the swampy island into a wonderful city? 200 years

2. Tenochtitlan was surrounded by mountains. Why were mountains especially important to the Aztecs?
   saw mountain as a sacred site. Its height brought the people closer to the gods physically
3. Below is a photograph of an Aztec temple at Tlateloco. It took many years to repair and restore.

![Photograph of an Aztec temple at Tlateloco]

a. What was the purpose of a temple? **build to worship gods**

b. Why is it shaped like a pyramid? **same shape as mountain**

4. According to the Aztecs of what two types of landscapes did the world consist?

   a. **physical**

   b. **sacred**

5. Why was the building of an aqueduct important to the Aztecs?

   mountains kept out rain, so aqueduct build to transport water from underground springs to the city

6. For what other reason were mountains important?

   protection from invaders
7. The place where the Aztecs finally decided to settle was not an ideal location.
   a. Describe the location. **on an island in the middle of a lake with salty water**
   b. What gave them the motivation to build their city? **believed that their god had sent them to this site**
   c. What influence do you think their long journey had on their determination?
      **the journey was very long and most likely filled with difficulties. They felt that they had come this far and could survive building a city.**

8. Read the poem on page 153. What does it tell you about the identity of the Aztecs?
   **saw themselves as fearless, proud, mighty**

9. Do the following on the map of Mexico, Central America, and the Caribbean. Use your textbook and your atlas to help you.
   a. Draw in the Aztec Empire. Shade it lightly in green.
   b. Label Tenochtitlan.
   c. Label these bodies of water:
      - Atlantic Ocean
      - Gulf of Mexico
      - Pacific Ocean
      - Caribbean Sea
   d. Label these modern-day countries:
      - United States
      - Mexico
      - Guatemala
      - El Salvador
      - Belize
      - Honduras
      - Nicaragua
      - Costa Rica
      - Panama
      - Colombia
      - Venezuela
      - Cuba
      - Haiti
      - Dominican Republic
      - Jamaica
Map of Mexico, Central America, and the Caribbean
Lesson 7.2

Concept: Addressing the Challenge of Nature

Resources/Materials: Worldviews, pages 153 – 157
Worksheets #8.7.2a (transparency or student copies)
Worksheets #8.7.2b, #8.7.2c, and #8.7.2d (student copies)

Introduction: Review that the Aztecs believed that the god Huitzilopochtli directed them to settle on a small swampy island in a lake with salty water. It seemed like an impossible thing to do, but the Aztecs were determined. They used determination, creativity, and hard work to turn the island into a city of 200,000 residents and expand their territory.

Procedure:

1. Explain that the Aztecs had several challenges presented by the location: the mountains, the swampy waters, the saltwater lakes, and the fact that they were to live on an island. Pages 153 – 157 explain what they did.

2. Put up the transparency of Worksheet #8.7.2a. Explain that the top picture is an artist’s portrayal of what the city of Tenochtitlan looked like when it was in its prime. The bottom picture is an aerial drawing of Tenochtitlan. Point out the causeway in the foreground and explain that a causeway is a raised roadway built across a wet area.

3. Have students turn to textbook, page 153. Have them reread page 153 and then pages 154 – 157 to find out more about some of the amazing things the Aztecs did. Note that page 154 is not directly related to this topic, but should be read.

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

5. OPTIONAL. Do question #1 of the Over to You questions, on textbook page 157.

Assignments:

2. Do Worksheets #8.7.2b, #8.7.2c, and #8.7.2d.
3. OPTIONAL. Do question #1 of the Over to You questions, page 157.
Tenochtitlan
Directions: Use *Worldviews*, pages 153 – 157 to help you with the questions.

1. Tell what the Aztecs did to address each of these geographic challenges when building Tenochtitlan.

- Mountains
- Swamps
- Lack of Fresh Water
- Island Location
2. Examine the map on page 155. Then answer the questions.

   a. How far was it from the northern shore of Lake Zumpango to the southern shore of Lake Chalco?

   _____________________________________________________________________________

   b. Besides Tenochtitlan, what were the names of other Aztec cities?

   _____________________________________________________________________________

   _____________________________________________________________________________

   c. Why do you think most of the chinampas were built in the western part of Lake Texcoco and in Lake Xochimilco and Lake Chalco?

   _____________________________________________________________________________

   _____________________________________________________________________________

3. Why do you think the Aztecs were so determined to set up a system that could provide a reliable source of food?

   _____________________________________________________________________________

   _____________________________________________________________________________

4. Write P for primary source and S for secondary source.

   _____ a tool found at an excavation site
   _____ a magazine article written about Aztec beliefs
   _____ a journal entry written by an explorer
   _____ a painting of Christopher Columbus's first encounter with the Taino done by one of his crew members
   _____ a textbook about the Renaissance
   _____ a tiny statue uncovered at an excavation site
   _____ the remains of an Aztec temple
   _____ a model of a chinampa

Worksheet #8.7.2c
5. What six questions should you ask when evaluating a primary source of information?

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

6. What two major factors are contributing to the sinking of Mexico City?
   a. ____________________________________________________________
      ____________________________________________________________
   b. ____________________________________________________________
      ____________________________________________________________

7. From what you know so far, how would each of these affect the Aztecs worldview?
   a. beliefs ____________________________________________________
   b. geography _________________________________________________
   c. time ______________________________________________________
Directions: Use *Worldviews*, pages 153 – 157 to help you with the questions.

1. Tell what the Aztecs did to address each of these geographic challenges when building Tenochtitlan.

**Mountains**
- used mountains to protect from invaders
- built dams and dikes to prevent flash flood damage when it rained in mountains

**Swamps**
- built chinampa on which to grow crops

**Lack of Fresh Water**
- built aqueducts to bring fresh water from outside city
- built barrier in lake to separate fresh from salt water

**Island Location**
- built causeways to connect island to mainland
2. Examine the map on page 155. Then answer the questions.

a. How far was it from the northern shore of Lake Zumpango to the southern shore of Lake Chalco?

   approximately 70 km

b. Besides Tenochtitlan, what were the names of other Aztec cities?

   Azcapotzalco, Tlacopan, Xochimilco, Chalco, Texcoco, Tenochhuacan

c. Why do you think most of the chinampas were built in the western part of Lake Texcoco and in Lake Xochimilco and Lake Chalco?

   fresh water areas

3. Why do you think the Aztecs were so determined to set up a system that could provide a reliable source of food?

   needed to feed a large population

4. Write P for primary source and S for secondary source.

   P a tool found at an excavation site
   S a magazine article written about Aztec beliefs
   P a journal entry written by an explorer
   P a painting of Christopher Columbus’s first encounter with the Taino done by one of his crew members
   S a textbook about the Renaissance
   P a tiny statue uncovered at an excavation site
   P the remains of an Aztec temple
   S a model of a chinampa
5. What six questions should you ask when evaluating a primary source of information?

<table>
<thead>
<tr>
<th>What?</th>
<th>What is the primary source?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>Who created it?</td>
</tr>
<tr>
<td>When?</td>
<td>When was it created?</td>
</tr>
<tr>
<td>Where?</td>
<td>Where was it created</td>
</tr>
<tr>
<td>Why?</td>
<td>Why was it created?</td>
</tr>
<tr>
<td>So What?</td>
<td>What interpretation of the person or event can be made from the primary source?</td>
</tr>
</tbody>
</table>

6. What two major factors are contributing to the sinking of Mexico City?
   a. the lake surrounding the city is being drained
   b. the aquifer below the city is being drained

7. From what you know so far, how would each of these affect the Aztecs worldview? Answers may vary.
   a. beliefs It was the will of the gods for them to live in this particular location important to obey gods' wishes
   b. geography Physical features can be overcome
   c. time took many years to find their home and build their city
Lesson 7.3

Concept: The Sacred Landscape

Resources/Materials: Worldviews, pages 158 – 164
Worksheets #8.7.3a, #8.7.3b, #8.7.3c, #8.7.3d, and #8.7.3e (student copies)

Introduction: Recall that the Aztecs saw the world in terms of two landscapes: the physical landscape and the sacred landscape. The last two lessons were about the physical landscape and now it is time to look at the sacred landscape; that is, what religious view did the Aztecs have?

Procedure:

1. Explain that unlike Christians and Muslims, the Aztecs believed in many gods. They made sculptures to represent the most important ones. Different gods controlled different things.

2. The Aztecs believed that they must honour the gods and try to please them. They built temples and other places devoted to them.

3. One of the Aztecs’ beliefs was that they believed they needed to make human sacrifices. They would take a human being up the steps of a temple and kill them. They believed that human blood was food for the gods. Since they did not necessarily want to sacrifice their own people, they tried to capture people from neighbouring peoples.

4. Have students turn to textbook, page 158. Have students read pages 158 – 164.

5. Distribute Worksheets #8.7.3a, #8.7.3b, #8.7.3c, #8.7.3d, and #8.7.3e. Go over the directions, if necessary.

6. OPTIONAL. Have students do questions #1 and #2 of the Over to You questions on textbook, page 164.

Assignments:

1. Read Worldviews, pages 158 – 164.

2. Do Worksheets #8.7.3a, #8.7.3b, #8.7.3c, #8.7.3d, and #8.7.3e.

3. OPTIONAL. Do Over to You, questions #1 and #2.
Directions: Use *Worldviews*, pages 158 – 164 to help you with the questions.

Read each section. Then answer the questions.

Section 1: Aztec Gods, Pages 158 and 159

1. Why were the gods so important to the Aztecs?

2. Tell a little about the four most important gods.

<table>
<thead>
<tr>
<th>God’s Name</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huitzilopochtli</td>
<td></td>
</tr>
<tr>
<td>Tezcatlipoca</td>
<td></td>
</tr>
<tr>
<td>Quetzalcoatl</td>
<td></td>
</tr>
<tr>
<td>Tlaloc</td>
<td></td>
</tr>
</tbody>
</table>

3. How do you think religion affected the identity of an Aztec?
4. What is a codex?

5. Answer the questions to evaluate the information in the paragraph at the top of page 160.

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

6. Would the Aztec stone calendar be considered a primary or secondary source of information? Tell why.

________________________________________________________________________

________________________________________________________________________

7. What were the two types of calendars the Aztec had? How were they related?

________________________________________________________________________

________________________________________________________________________
8. What kinds of information are on the calendar dedicated to Huitzilopochtli?


10. How is an Aztec calendar different from the ones we usually use?


Section 3: Human Sacrifice: Why?, pages 161 and 162

11. Write true or false.

_____ The Aztecs believed that human blood nourished the gods.

_____ The Aztecs believed that if human sacrifices were not made, the world would end.

_____ The Aztecs preferred to sacrifice Aztec citizens.

_____ Going to war with other groups was a way of capturing enemies and using them as sacrifices.

_____ The “new fire” ceremony was an important religious event.

_____ The “new fire” ceremony took place every 25 years.

12. In what way was the “new fire” ceremony like the way we celebrate the coming of a new year?
As you read on page 162, the Spanish and Aztecs had two very different perspectives on Aztec religion. Briefly tell about their perspectives.

PERSPECTIVES ON AZTEC RELIGION

Aztec

Spanish

Section 4: Tenochtitlan, pages 163 and 164

14. The following sentences tell about Tenochtitlan. Unscramble the words in parentheses to make words that go in the spaces.

a. The Aztec believed that the Earth was a round, flat disc divided into four (ceinosst)

b. Where the four sections met was Tenochtitlan, the (aacilpt) ____ city of the Aztecs.

c. Tenochtitlan was divided into four sections, which (bdeilmosyz) _____________
the directions.

d. In the middle of the city was a large (aeqrsu) _____________, which contained a
large number of temples, including the Great Temple.

e. The Aztecs believed that the gods lived in the (eikss) _________ and other places.

f. The Aztecs thought mountains were sacred places and (eiprsst) _____________
sometimes built temples on mountaintops.

g. As urban-dwelling people, the Aztecs needed to create (acders)__________places
inside their cities.

h. Tenochtitlan had (ddehnrsu) _____________of temples.

i. The most magnificent temple was the Great Temple, which was the physical and
(aiilprstu)__________centre of the universe.
15. Examine the image and caption at the top of page 164. Then answer the questions.

<table>
<thead>
<tr>
<th>MURAL: THE GREAT CITY OF TENOCHTITLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who created the image?</td>
</tr>
<tr>
<td>When was it created?</td>
</tr>
<tr>
<td>Where is it located?</td>
</tr>
<tr>
<td>What does the image show?</td>
</tr>
<tr>
<td>Who was the intended audience for the image?</td>
</tr>
<tr>
<td>What do you think was the artist's intent in creating this image?</td>
</tr>
<tr>
<td>Is this a primary or a secondary source?</td>
</tr>
</tbody>
</table>
Directions: Use Worldviews, pages 158 – 164 to help you with the questions.

Read each section. Then answer the questions.

Section 1: Aztec Gods, Pages 158 and 159

1. Why were the gods so important to the Aztecs?

   believed that the gods controlled every aspect of their lives and they looked to the gods for signs on how to live

2. Tell a little about the four most important gods.

<table>
<thead>
<tr>
<th>God’s Name</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huitzilopochtli</td>
<td>• encouraged Aztecs to leave their homeland and settle in the Valley of Mexico</td>
</tr>
<tr>
<td></td>
<td>• Aztecs believed he needed blood of sacrificial victims</td>
</tr>
<tr>
<td></td>
<td>• had warlike aspects</td>
</tr>
<tr>
<td>Tezcatlipoca</td>
<td>• most powerful of the gods</td>
</tr>
<tr>
<td></td>
<td>• could see into future</td>
</tr>
<tr>
<td></td>
<td>• Lord of the Night Sky</td>
</tr>
<tr>
<td></td>
<td>• in constant struggle with Huitzilopochtli</td>
</tr>
<tr>
<td>Quetzalcoatl</td>
<td>• god of wind</td>
</tr>
<tr>
<td></td>
<td>• priests prophesied that he would return in the year “One-Reed,” bringing destruction to the Aztec empire</td>
</tr>
<tr>
<td>Tlaloc</td>
<td>• god of rain</td>
</tr>
<tr>
<td></td>
<td>• feared by Aztecs because he could cause droughts or floods.</td>
</tr>
</tbody>
</table>

3. How do you think religion affected the identity of an Aztec?

   felt their fate was in their hands and must behave in a way that would appease them
Section 2: Codices and The Aztec Calendars, pages 160 and 161

4. What is a codex?

A large book in which Aztecs recorded information about their society.

5. Answer the questions to evaluate the information in the paragraph at the top of page 160.

<table>
<thead>
<tr>
<th>Who?</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>destroyed almost all the Aztec codices</td>
</tr>
<tr>
<td>Where?</td>
<td>Aztec empire</td>
</tr>
<tr>
<td>When?</td>
<td>when they conquered the Aztecs</td>
</tr>
<tr>
<td>Why?</td>
<td>does not say</td>
</tr>
<tr>
<td>How?</td>
<td>does not say</td>
</tr>
<tr>
<td>So what?</td>
<td>Later codices were created by Aztec codex-makers under Spanish supervision</td>
</tr>
</tbody>
</table>

6. Would the Aztec stone calendar be considered a primary or secondary source of information? Tell why.

primary, found at original site, was made by the Aztecs.

7. What were the two types of calendars the Aztec had? How were they related?

solar and sacred. The sacred calendar took exactly 52 years to "catch up" with the solar calendar.
8. What kinds of information are on the calendar dedicated to Huitzilopochtli?

- Shows how world began and how it will end
- There were 4 eras before the present one; each was destroyed
- Earthquakes will destroy 5th era

10. How is an Aztec calendar different from the ones we usually use?

- Different units of time
- Aztec calendar included descriptions of important events

Section 3: Human Sacrifice: Why?, pages 161 and 162

11. Write true or false.

[T] The Aztecs believed that human blood nourished the gods.

[T] The Aztecs believed that if human sacrifices were not made, the world would end.

[F] The Aztecs preferred to sacrifice Aztec citizens.

[T] Going to war with other groups was a way of capturing enemies and using them as sacrifices.

[T] The “new fire” ceremony was an important religious event.

[F] The “new fire” ceremony took place every 25 years.

12. In what way was the “new fire” ceremony like the way we celebrate the coming of a new year?

We think of a new year as an opportunity to make a fresh start
13. **Perspectives on Aztec Religion**

As you read on page 162, the Spanish and Aztecs had two very different perspectives on Aztec religion. Briefly tell about their perspectives.

**Aztec**

The gods give us life. We owe everything to them. We are obliged to offer them sacrifices.

**Spanish**

Your idols are devils. Christianity is the only true religion.

Section 4: **Tenochtitlan, pages 163 and 164**

14. The following sentences tell about Tenochtitlan. Unscramble the words in parentheses to make words that go in the spaces.

a. The Aztec believed that the Earth was a round, flat disc divided into four (ceinosst) **sections**.

b. Where the four sections met was Tenochtitlan, the (aacilpt) **capital** city of the Aztecs.

c. Tenochtitlan was divided into four sections, which (bdeilmosyz) **symbolized** the four directions.

d. In the middle of the city was a large (aeqrsu) **square**, which contained a large number of temples, including the Great Temple.

e. The Aztecs believed that the gods lived in the (eikss) **skies** and other places.

f. The Aztecs thought mountains were sacred places and (eiprsst) **priests** sometimes built temples on mountaintops.

g. As urban-dwelling people, the Aztecs needed to create (acders) **sacred** places inside their cities.

h. Tenochtitlan had (ddehnrsu) **hundreds** of temples.

i. The most magnificent temple was the Great Temple, which was the physical and (aiilprstu) **spiritual** centre of the universe.
15. Examine the image and caption at the top of page 164. Then answer the questions.

<table>
<thead>
<tr>
<th>MURAL: THE GREAT CITY OF TENOCHTITLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who created the image?</td>
</tr>
<tr>
<td>Diego Rivera</td>
</tr>
<tr>
<td>When was it created?</td>
</tr>
<tr>
<td>1945</td>
</tr>
<tr>
<td>Where is it located?</td>
</tr>
<tr>
<td>National Palace, Mexico City</td>
</tr>
<tr>
<td>What does the image show?</td>
</tr>
<tr>
<td>Tenochtitlan</td>
</tr>
<tr>
<td>Aztec people</td>
</tr>
<tr>
<td>Who was the intended audience for the image?</td>
</tr>
<tr>
<td>Mexican people</td>
</tr>
<tr>
<td>What do you think was the artist's intent in creating this image?</td>
</tr>
<tr>
<td>to show Mexicans that they are a unique mixture of Aztec and Spanish people</td>
</tr>
<tr>
<td>Is this a primary or a secondary source?</td>
</tr>
<tr>
<td>Secondary (Rivera is re-creating image of Tenochtitlan from other sources)</td>
</tr>
</tbody>
</table>
Lesson 7.4

Concept: Expanding the Empire

Resources/Materials: Worldviews, pages 165 – 168
Worksheets #8.7.4a and #8.7.4b (student copies)
Worksheet #8.7.4c (optional, student copies)

Introduction: Review that religion was the guiding force behind Aztec activities. The Aztec were creative and master craftsmen. They used sophisticated building techniques and were able to build cities under very difficult circumstances.

Like many European countries, they built an empire that was larger than any in North America. Although there were major differences between the Europeans and the Aztecs, there were surprisingly many similarities.

Procedure:

1. Discuss that most of the things we enjoy today are not produced locally. We get them because of trade. The material to make clothes, the machinery we use to farm, the cars we use to drive, and much of the food we eat is available to us because of trade. The Aztecs also traded for goods they could not produce, just like the Europeans traded for goods from Asia.

2. Have students turn to textbook, page 165. Guide the reading of the top paragraph. Then have students read pages 165 – 168.

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

4. OPTIONAL. Have students compare the Aztec with Europeans by completing Worksheet #8.7.4c.

5. OPTIONAL. Have students do one or more of the Over to You questions on textbook, page 168.

Assignments:

1. Read Worldviews, pages 165 – 168.
2. Do Worksheets #8.7.4a and #8.7.4b.
3. OPTIONAL. Do Worksheet #8.7.4c.
4. OPTIONAL. Do one or more of the Over to You questions, page 168.
Directions: Use *Worldviews*, pages 165 – 168 to help you with the questions.

1. The nature of the Aztec character was rooted in Aztec history. Complete the cause/effect diagram to show this.

   ![](THE AZTEC CHARACTER)

2. The Aztecs expanded their empire in two different ways: trade and war.

   2. Complete the chart to tell about how the Aztecs expanded their empire through trade.

<table>
<thead>
<tr>
<th>Things They Wanted</th>
<th>How They Got Them</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How Trade Expeditions Helped the Army</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

3. Compare Aztec trade with Canada’s trade today.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.7.4a
4. Think about the Aztecs’ attitude towards the importance of the individual compared to the importance of the group. How would you compare them?

<table>
<thead>
<tr>
<th>Hutterites</th>
<th>Aztecs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. From what you read on page 167, what evidence is there that being successful in war was an important way to expand the empire?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Think back to the section the sacred landscape. For the Aztec, how did war relate to religion?

________________________________________________________________________
________________________________________________________________________

7. How did the Aztecs profit from the people they defeated in war?

________________________________________________________________________

Worksheet #8.7.4b
**The Europeans and the Aztecs**

**Directions:** Complete the chart to compare the Europeans and Aztecs.

<table>
<thead>
<tr>
<th></th>
<th>Europeans</th>
<th>Aztecs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where They Lived</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Importance of Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Importance of Trade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imperialism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Worldviews*, pages 165 – 168 to help you with the questions.

1. The nature of the Aztec character was rooted in Aztec history. Complete the cause/effect diagram to show this.

   **THE AZTEC CHARACTER**

   - Cause
     - had long trek to the "promised land"
     - involved with conflicts with other people
   - Effect
     - became a disciplined, independent, and resourceful people

   The Aztecs expanded their empire in two different ways: trade and war.

2. Complete the chart to tell about how the Aztecs expanded their empire through trade.

<table>
<thead>
<tr>
<th>Things They Wanted</th>
<th>things that they could not produce themselves, such as tropical fruits, precious metals, tropical bird feathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>How They Got Them</td>
<td>traded with cultures that had them</td>
</tr>
<tr>
<td></td>
<td>merchants set off on trading expeditions, usually with slaves to help carry the goods</td>
</tr>
<tr>
<td>How Trade Expeditions Helped the Army</td>
<td>merchants acted as spies, drawing maps and indicating which cities were well fortified</td>
</tr>
</tbody>
</table>

3. Compare Aztec trade with Canada’s trade today.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both trade for things we cannot produce ourselves.</td>
<td>Canada typically does not rely on merchants to spy</td>
</tr>
<tr>
<td>Trade with far-off places</td>
<td>Canada’s trade partners are found all over the world, whereas the Aztec's trading partners would not be as far away.</td>
</tr>
</tbody>
</table>
4. Think about the Aztecs’ attitude towards the importance of the individual compared to the importance of the group. How would you compare them?

<table>
<thead>
<tr>
<th>Hutterites</th>
<th>Aztecs</th>
</tr>
</thead>
<tbody>
<tr>
<td>emphasis on conformity</td>
<td>do what is good for the group before what is good for the individual</td>
</tr>
<tr>
<td>do what is good for the group before the individual</td>
<td>prepared to sacrifice life for the good of the group</td>
</tr>
</tbody>
</table>

Answers may vary

5. From what you read on page 167, what evidence is there that being successful in war was an important way to expand the empire?

- Military service compulsion
- At birth parents placed a tiny bow and shield in a baby boy’s hands to symbolize his commitment to protect the Aztec people

6. Think back to the section, the sacred landscape. For the Aztec, how was war related to religion?

War provided the Aztecs the opportunity to capture some of the enemy. They could then be sacrificed as food for the gods.

7. How did the Aztecs profit from the people they defeated in war?

- collected tribute from them
**The Europeans and the Aztecs**

**Directions:** Complete the chart to compare the Europeans and Aztecs.

<table>
<thead>
<tr>
<th></th>
<th>Europeans</th>
<th>Aztecs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where They Lived</td>
<td>Europe</td>
<td>Mexico</td>
</tr>
<tr>
<td>Importance of Religion</td>
<td>very important</td>
<td>at centre of their lives</td>
</tr>
<tr>
<td>Importance of Trade</td>
<td>used to get luxury goods</td>
<td>used to get foods as well as luxury goods</td>
</tr>
<tr>
<td>Military Activity</td>
<td>needed to protect own territory and expand territory</td>
<td>needed to protect own territory and expand territory</td>
</tr>
<tr>
<td>Imperialism</td>
<td>used to expand economy, capture, slaves to work and sacrifice</td>
<td>used to expand economy, spread religion</td>
</tr>
<tr>
<td>Architecture</td>
<td>complex, sophisticated, wide use of stone</td>
<td>wide use of stone, followed/borrowed ideas from Ancient Greece/Rome</td>
</tr>
<tr>
<td>Cities</td>
<td>large, well organized, well planned</td>
<td>smaller, dirty, crowded.</td>
</tr>
</tbody>
</table>
Lesson 7.5 (optional)

Concept: Chapter 7: The People of the Sun – Review

Resources/Materials: Worldviews, page 169
Chapter 7: The People of the Sun – Review Sheets (student copies)

Introduction: Review that Chapter 7 showed how geography, time, knowledge, and beliefs all very much affected the Aztec worldview.

Procedure:

1. If you have the time, briefly go over the main ideas covered in Chapter 7:
   - Aztec history
   - How physical features affected the lives of the Aztecs
   - The influence of religion on Aztec life
   - Tenochtitlan
   - Expanding the empire through trade
   - Expanding the empire through war

2. Distribute the Chapter 7: The People of the Sun – Review Sheets. Have students do them independently.

3. ALTERNATELY. Have students do the Explore the Big Ideas questions on textbook, page 169.

Assignments:

1. Do the Chapter 7: The People of the Sun – Review Sheets.
2. ALTERNATELY. Do the Explore the Big Ideas questions, page 169.
1. Chapter 7 dealt with how geography, time, and beliefs influenced the worldview of the Aztecs. Beside each sentence write G if it tells mostly about geography, T if it tells mostly about time, and B if it tells mostly about beliefs.

____  The Aztecs had several gods.

____  Originally, they lived in the desert lands of northern Mexico.

____  Eventually, the Aztecs settled in the Valley of Mexico.

____  Huitzilopochtli instructed the Aztecs to leave their home and find the promised land.

____  The Aztecs travelled for more than 150 years, searching for the promised land.

____  Huitzilopochtli told them to look for an eagle perched on a cactus.

____  The Valley of Mexico was a wide plain with fertile land, plentiful water, and a mild climate. Unfortunately, many thousands of people already lived there, so there was no room for the Aztecs.

____  The only unoccupied land the Aztecs could find was a swampy island at one end of a broad, saltwater lake.

____  Over the next 200 years, they transformed the island into one of the greatest cities the world had ever seen.

____  The Aztecs calendar was carved out of stone and recorded information about the past, the present, and the future.

2. For each of the following physical features, describe the challenge it presented and how the Aztecs addressed the challenge.

<table>
<thead>
<tr>
<th>Physical Feature</th>
<th>Challenge It Presented</th>
<th>How the Challenge was Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenochtitlan was on an island</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Feature</td>
<td>Challenge It Presented</td>
<td>How the Challenge was Addressed</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Mountains surrounded the Valley of Mexico.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swampy land surrounded the island.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There were no rivers to drain the lakes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Answer true or false about some of these statements about Aztec beliefs.

_____ The Aztecs believed that the gods controlled every aspect of their world.

_____ The Aztecs looked to the gods for signs that told them how to live.

_____ All the gods were equal.

_____ Huitzilopochtli was the tribal god and had warlike aspects.

_____ Tezcatlipoca was the most powerful god and was known as the God of the Night Sky.

_____ Quetzalcoatl was the god of the wind.

_____ If there was a long period of drought, the Aztecs would mostly like think that Tlaloc was upset with them.
The Aztecs sacrificed humans because they believed that Tezcatlipoca needed the nourishment of blood to overcome his fear of the night.

Aztec priests prophesied that Quetzalcoatl would return to them from the east in the year “One-Reed,” bringing the destruction of the Aztec empire.

There were two Aztec calendars: a solar calendar and a sacred calendar.

The Aztecs believed there had been six eras before the present one, each which had been destroyed, and that the next one would be destroyed by earthquakes.

The event, “new fire” took place every 52 years, and signified a chance for renewal.

The Aztecs believed that if the gods were not fed the blood of sacrificial victims, the world would end.

The Aztecs believed that the gods had assigned them a special location in the universe.

Temples were constructed to honour and worship the gods.

The Aztecs believed that by going to the top of a mountain, they would be closer to the gods because the gods lived in the skies.

Temples were constructed in the shape of a pyramid because the shape resembled a mountain.

Stairs leading up the sides of a temple were never used and were purely to make it look nice.

When the Spanish expressed disgust at the fact that the Aztecs worshiped idols, it demonstrated that the Spanish and Aztec worldviews were similar.

4. The Aztecs went from having a tiny city on an island to controlling an entire empire. Complete the chart to tell about the Aztec empire.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>During their long trek to find a homeland, the Aztecs were involved with conflicts with other peoples.</td>
<td></td>
</tr>
<tr>
<td>Cause</td>
<td>Effect</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Even though the Aztecs were excellent farmers, they could not produce everything they wanted.</td>
<td></td>
</tr>
<tr>
<td>Aztec merchants needed many people to help transport goods they had acquired through trade back to their cities.</td>
<td></td>
</tr>
<tr>
<td>The Aztecs needed people to tell them how easily a particular city could be invaded and conquered.</td>
<td></td>
</tr>
<tr>
<td>After Tenochtitlan had been developed into a powerful and successful city, the Aztecs felt they needed to expand.</td>
<td></td>
</tr>
<tr>
<td>The Aztecs firmly believed that the group was much more important than the individuals.</td>
<td></td>
</tr>
<tr>
<td>Military service was compulsory and soldiers were well-trained and courageous.</td>
<td></td>
</tr>
<tr>
<td>The Aztecs wanted to gain economically from the neighbouring peoples they conquered.</td>
<td></td>
</tr>
</tbody>
</table>
1. Chapter 7 dealt with how geography, time, and beliefs influenced the worldview of the Aztecs. Beside each sentence write G if it tells mostly about geography, T if it tells mostly about time, and B if it tells mostly about beliefs.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B</strong></td>
<td>The Aztecs had several gods.</td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>Originally, they lived in the desert lands of northern Mexico.</td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>Eventually, the Aztecs settled in the Valley of Mexico.</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Huitzilopochtli instructed the Aztecs to leave their home and find the promised land.</td>
<td></td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>The Aztecs travelled for more than 150 years, searching for the promised land.</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Huitzilopochtli told them to look for an eagle perched on a cactus.</td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>The Valley of Mexico was a wide plain with fertile land, plentiful water, and a mild climate. Unfortunately, many thousands of people already lived there, so there was no room for the Aztecs.</td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>The only unoccupied land the Aztecs could find was a swampy island at one end of a broad, saltwater lake.</td>
<td></td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Over the next 200 years, they transformed the island into one of the greatest cities the world had ever seen.</td>
<td></td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>The Aztecs calendar was carved out of stone and recorded information about the past, the present, and the future.</td>
<td></td>
</tr>
</tbody>
</table>

2. For each of the following physical features, describe the challenge it presented and how the Aztecs addressed the challenge.

<table>
<thead>
<tr>
<th>Physical Feature</th>
<th>Challenge It Presented</th>
<th>How the Challenge was Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenochtitlan was on an island</td>
<td>difficult to get to the mainland without using a watercraft</td>
<td>built three causeways joining Tenochtitlan to the mainland. These could easily be destroyed if threatened by enemies</td>
</tr>
<tr>
<td>Physical Feature</td>
<td>Challenge It Presented</td>
<td>How the Challenge was Addressed</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mountains surrounded the Valley of Mexico.</td>
<td>steep mountains meant that rainstorms could result in flash floods</td>
<td>built dams across the lake to control flooding</td>
</tr>
<tr>
<td></td>
<td>mountains stopped clouds from reaching the valley, causing rain shortages</td>
<td>built aqueduct to transport water from springs outside the city to the city</td>
</tr>
<tr>
<td>Swampy land surrounded the island.</td>
<td>little place to grow food</td>
<td>constructed chinampas, which were floating islands on which they grew crops.</td>
</tr>
<tr>
<td>There were no rivers to drain the lakes.</td>
<td>water in the lakes was salty.</td>
<td>built a barrier across the lake which separated the salt water from fresh water.</td>
</tr>
</tbody>
</table>

3. Answer true or false about some of these statements about Aztec beliefs.

   - [ ] The Aztecs believed that the gods controlled every aspect of their world.
   - [ ] The Aztecs looked to the gods for signs that told them how to live.
   - [ ] All the gods were equal.
   - [ ] Huitzilopochtli was the tribal god and had warlike aspects.
   - [ ] Tezcatlipoca was the most powerful god and was known as the God of the Night Sky.
   - [ ] Quetzalcoatl was the god of the wind.
   - [ ] If there was a long period of drought, the Aztecs would mostly likely think that Tlaloc was upset with them.
The Aztecs sacrificed humans because they believed that Tezcatlipoca needed the nourishment of blood to overcome his fear of the night.

Aztec priests prophesied that Quetzalcoatl would return to them from the east in the year “One-Reed,” bringing the destruction of the Aztec empire.

There were two Aztec calendars: a solar calendar and a sacred calendar.

The Aztecs believed there had been six eras before the present one, each which had been destroyed, and that the next one would be destroyed by earthquakes.

The event, “new fire” took place every 52 years, and signified a chance for renewal.

The Aztecs believed that if the gods were not fed the blood of sacrificial victims, the world would end.

The Aztecs believed that the gods had assigned them a special location in the universe.

Temples were constructed to honour and worship the gods.

The Aztecs believed that by going to the top of a mountain, they would be closer to the gods because the gods lived in the skies.

Temples were constructed in the shape of a pyramid because the shape resembled a mountain.

Stairs leading up the sides of a temple were never used and were purely to make it look nice.

When the Spanish expressed disgust at the fact that the Aztecs worshiped idols, it demonstrated that the Spanish and Aztec worldviews were similar.

4. The Aztecs went from having a tiny city on an island to controlling an entire empire. Complete the chart to tell about the Aztec empire. There is some overlap in these questions – answers may overlap as well.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>During their long trek to find a homeland, the Aztecs were involved with conflicts with other peoples.</td>
<td>Aztec became a disciplined, independent, and resourceful people who knew how to use violence to settle conflicts</td>
</tr>
<tr>
<td><strong>Cause</strong></td>
<td><strong>Effect</strong></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Even though the Aztecs were excellent farmers, they could not produce everything they wanted.</td>
<td>• established trading alliances with neighbouring peoples and those farther away.</td>
</tr>
<tr>
<td>Aztec merchants needed many people to help transport goods they had acquired through trade back to their cities.</td>
<td>• Merchants took slaves with them to help transport the goods.</td>
</tr>
<tr>
<td>The Aztecs needed people to tell them how easily a particular city could be invaded and conquered.</td>
<td>• Merchants also expected to act like spies and reported back to the military regarding a particular city's vulnerabilities.</td>
</tr>
<tr>
<td>After Tenochtitlan had been developed into a powerful and successful city, the Aztecs felt they needed to expand.</td>
<td>• establish a successful military</td>
</tr>
<tr>
<td>The Aztecs firmly believed that the group was much more important than the individuals.</td>
<td>• were able to form an army where soldiers were willing to fight and sacrifice their lives for the good of their people</td>
</tr>
<tr>
<td>Military service was compulsory and soldiers were well-trained and courageous.</td>
<td>Aztecs successfully expanded until they had the largest empire in the Americas</td>
</tr>
<tr>
<td>The Aztecs wanted to gain economically from the neighbouring peoples they conquered.</td>
<td>• collected tribute (valuable gifts and taxes) from those they conquered</td>
</tr>
</tbody>
</table>
Lesson 7.6

Concept: Chapter 7: The People of the Sun – Test

Resources/Materials: Chapter 7: The People of the Sun – Test (student copies)

NOTE: An alternate test is available in the Worldviews Teacher Resource – AM 126, pages 501 – 504.
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. According to legend the Aztecs originally lived in a tropical area to the south of Mexico.

2. The god Huitzilopochtli told the Aztecs that they would recognize the promised land because they would see an eagle sitting on a cactus.

3. When the Aztecs found the promised land at the Valley of Mexico, they immediately conquered the people that lived there and claimed the place for themselves.

4. At its largest, the Aztec empire covered almost all of present-day Mexico.

5. The Aztec decision to settle on a small swampy island was influenced mainly by their religious beliefs.

6. The Aztecs believed that it was necessary to alter the natural environment to suit their needs.

7. The Aztecs believed that different gods controlled different aspects of their lives.

8. In spite of having a large and sprawling empire, the Aztecs constructed only one city, Tenochtitlan, on an island in the middle of Lake Texcoco.

9. The Aztecs were a warlike people, who placed little value on things like literature, architecture, sculpture, and other arts.

10. Being close to the equator, the Valley of Mexico had a warm and humid climate where tropical foods could be easily grown.
Multiple Choice
Choose the best answer to each question.

11. Which of the following best tells why the Aztecs built temples in the shape of a pyramid.

a. Pyramids were easy to construct because stones could be cut and stacked one on top of the other.
b. Pyramids resembled mountains in shape. By climbing to the top of a pyramid, a person would be physically closer to sky, where the gods lived.
c. The Ancient Egyptians built pyramids. Aztec explorers who had visited the Egyptians brought back the idea.
d. The gods told the Aztecs to build their temples in the shape of a pyramid.

Use the following information to answer question 12.

This is a photo of an airport in Osaka, Japan. It was built by hauling millions of tonnes of earth into the ocean, packing it down, and then levelling it. This had to be done because there was not an area of land large enough near Osaka to build an airport.

12. The practice of filling the ocean with soil to make the airport is most similar to which Aztec practice?

a. establishing trade alliances with neighbouring peoples.
b. building the largest temple at the city centre.
c. building an aqueduct to supply the city with fresh water.
d. building chinampas to grow food.
Use the following information to answer question 13.

- Building causeways to connect the island to the mainland.
- Constructing an aqueduct to transport fresh water from springs near the mountain to the island.
- Constructing a dam across Lake Texcoco to prevent the island from flooding.
- Building a barrier across Lake Texcoco to keep salt water from mixing with the fresh water surrounding the island.

13. All of the above could best be described as
   a. ways that the Aztecs honoured the gods.
   b. ideas the Aztecs borrowed from their neighbours in the Valley of Mexico.
   c. ways that the Aztecs altered the environment to satisfy their needs.
   d. ways that the Aztecs used to expand the Aztec empire.

14. Which of the following would be considered a primary source of information of Aztec history.
   a. a codex recording a list of cities and the tribute each paid
   b. a mural painted on the side of a building in modern Mexico City of the city of Tenochtitlan.
   c. a tale written by a Spanish author about Spanish explorers being lost at sea.
   d. a photograph of a modern office tower built on the site where an Aztec temple once stood.

15. Which of the following is not a characteristic shared by the Aztecs and the Europeans during the Renaissance?
   a. imperialism
   b. the importance of religion
   c. expansionism
   d. system of telling time

16. Which is not true about Aztec beliefs?
   a. All gods had equal powers.
   b. The gods controlled every aspect of their lives.
   c. Gods could express pleasure or disapproval.
   d. The Aztecs carved idols to represent the gods.
Use the following information to answer question 17.

[Cortés] said to Montezuma [sic] through our interpreter, half laughing: "Señor Montezuma, I do not understand how such a great Prince and wise man as you are has not come to the conclusion, in your mind, that these idols of yours are not gods, but evil things that are called devils, and so that you may know it and all your priests may see it clearly, do me the favour to approve of my placing a cross here on the top of this tower ... and you will see by the fear in which these idols hold it that they are deceiving you."

17. From the above, you can tell that

a. the Spanish and Aztecs had different religious worldviews.
b. the Spanish and Aztecs had worldviews with many common aspects.
c. generally, the Spanish did not approve of any aspect of Aztec life.
d. the Aztecs did not approve of the Spanish lifestyle.

18. The Aztecs believed that human sacrifices were necessary because

a. it was a way to prevent the population from getting too large.
b. it was the best way of making neighbouring peoples fearful of the Aztecs.
c. they believed that human blood served as nourishment for the gods.
d. it was a way of getting rid of slaves once they reached old age.

19. Which of the following is not a reason why the Aztecs were successful in expanding their empire through military force?

a. Military service was compulsory for boys.
b. What was good for the group came before what was good for individuals.
c. From an early age, Aztecs were taught to make a commitment to protect the Aztec society.
d. The Aztecs had developed the cannon and the gun, which no other people in the Americas had done.

20. European countries took resources from their territories to expand their economies. Something similar that the Aztecs did was

a. destroy cities of conquered peoples.
b. collect art work and house them in museums.
c. force conquered peoples to pay tribute.
d. assimilate conquered peoples.
Part B

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

1. Explain how the history of the Aztec people affected their attitude toward other people.

2. In countries where there is a shortage of flat agricultural land, the people have carved terraces or steps into the sides of hills. They then grow crops on these terraces.

   Which Aztec practice is similar to terracing? Tell how.

3. Which of the following sayings best fits the Aztecs. Tell why.

   A stitch in time saves nine.
   United we stand; divided we fall.
   The early bird catches the worm.

4. Support this statement: Religion was at the centre of the Aztecs life.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>
Social Studies Grade 8 Worldviews Chapter 7
Test
Chapter 7
The People of the Sun
Test

Part A – Answer Sheet

1. F
2. T
3. F
4. F
5. T
6. T
7. T
8. F
9. F
10. F
11. b
12. d
13. c
14. a
15. d
16. a
17. a
18. c
19. d
20. c
1. Explain how the history of the Aztec people affected their attitude toward other people.
   - The Aztecs endured a long and difficult journey to find their homeland. It was done completely on faith. Along the way, they were involved in conflicts with other peoples. To be successful, they found they had to be disciplined, independent, and resourceful. They found that with strategy, military might, and loyalty, they could defeat others.

2. In countries where there is a shortage of flat agricultural land, the people have carved terraces or steps into the sides of hills. They then grow crops on these terraces.

   Which Aztec practice is similar to terracing? Tell how.
   - The building of chinampas is similar to terracing. Both require altering the environment for the sake of food production.
   - Moving soil manually is involved in both.

3. Which of the following sayings best fits the Aztecs. Tell why.

   A stitch in time saves nine.
   United we stand; divided we fall.
   The early bird catches the worm.
   - The Aztecs placed the well-being of the group ahead of the individual.
   - They found that to be successful as a nation during peace and war, that they had to share a common purpose.

4. Support this statement: Religion was at the centre of the Aztecs life.
   - Religion controlled all aspects of Aztec life. They believed it was important to engage in activities that pleased the gods.
   - Many temples were built to honour the gods.
   - Human sacrifices were made to provide nourishment for the gods.
   - Even cities were planned with divine guidance.
Chapter 8

For the Good of the People

Worldview Inquiry

How does a society’s way of looking at the world influence its customs, choices, and decisions?
Social Studies Grade 8
Chapter 8
For the Good of the People

Contents

Lesson 8.1 The Aztec Social Hierarchy: The Role of the Emperor 2
Lesson 8.2 The Aztec Social Hierarchy: Family Clans 3
Lesson 8.3 Aztec Education 4
Lesson 8.4 Aztec Citizenship 5
Lesson 8.5 Chapter 8: For the Good of the People – Review 6
Lesson 8.6 Chapter 8: For the Good of the People – Test 7
Lesson 8.1

Concept: The Aztec Social Hierarchy: The Role of the Emperor

Resources/Materials: Worldviews, pages 170 – 173
Worksheets #8.8.1a and #8.8.1b (student copies)

Introduction: Recall first that the Aztecs were a highly religious people and that religion very much affected their worldview. Explain that in Aztec society, the leader of the people had three major roles: religious leader, leader of the military, and head of government.

Chapter 8 is about the Aztec social hierarchy, the Aztec education system, and citizenship. Explain that people in Aztec society were divided into social classes, just like in Europe. People were very much aware of which social class they belonged to and which social class others belonged to. The Aztecs liked things to be orderly and the class system was another way to keep things orderly.

Procedure:

1. Recall that the Spanish were the first Europeans to explore the area where the Aztec lived. At the time of Spanish exploration and expansion to this area, the leader of the Aztecs was Moctezuma. (Sometimes you see it spelled “Montezuma”.)

2. Today’s lesson involves learning more about his role and responsibilities.


4. Distribute Worksheets #8.8.1a and #8.8.1b. Go over the directions, if necessary.

5. ALTERNATELY. Make point-form notes outlining
   • the Aztec hierarchy
   • the privileges and responsibilities of the Aztec leader.

Assignments:

2. Do Worksheets #8.8.1a and #8.8.1b.
3. ALTERNATELY. Make point-form notes outlining the Aztec hierarchy and the privileges and responsibilities of the Aztec leader.
Directions: Use *Worldviews*, pages 170 – 173 to help you with the questions.

1. Read pages 170 and 171. Moctezuma was presented with three bad omens that could possibly mean death and destruction. What were these omens?
   a. 
   b. 
   c. 

2. The Aztecs had a strong belief in fate. How do you think this would affect how they reacted to these omens?

3. Label the diagram to show the social hierarchy of the Aztecs. Tell about each group.
4. What were the three major roles that the emperor of the Aztecs performed?
   a. 
   b. 
   c. 

5. Being emperor had its privileges and its responsibilities. What were they?

<table>
<thead>
<tr>
<th>Privileges</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. In what way was the Aztec social structure different from that of most North American First Nations?

________________________________________________________________________

________________________________________________________________________
Directions: Use *Worldviews*, pages 170 – 173 to help you with the questions.

1. Read pages 170 and 171. Moctezuma was presented with three bad omens that could possibly mean death and destruction. What were these omens?
   a. people heard a strange voice in the night
   b. lake waters turned red
   c. comet with a fiery tail

2. The Aztecs had a strong belief in fate. How do you think this would affect how they reacted to these omens?
   - fearful, but probably accepted the impending doom

3. Label the diagram to show the social hierarchy of the Aztecs. Tell about each group.

   - Emperor
   - Nobility and Priests
   - Commoners: merchants, artisans, soldiers, farmers, fishers, women, slaves
   - anyone not a noble
   - held most of the political power and wealth
   - priests came from the nobles, worked as scribes, govt. workers, officials, teachers

   *came from the nobles
   *elected by nobles

Worksheet #8.8.1a
4. What were the three major roles that the emperor of the Aztecs performed?
   a. **chief priest**
   b. **commander of army**
   c. **head of state**

5. Being emperor had its privileges and its responsibilities. What were they?

<table>
<thead>
<tr>
<th>Privileges</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>* lived in large palace with specular gardens and a private zoo</td>
<td></td>
</tr>
<tr>
<td>* servants carried him through the streets</td>
<td>Chief Priest</td>
</tr>
<tr>
<td>* servants ran ahead of him, sweeping the streets</td>
<td></td>
</tr>
<tr>
<td>* obeyed without question</td>
<td>* conduct religious ceremonies</td>
</tr>
<tr>
<td></td>
<td>* interpret the will of the gods through omens</td>
</tr>
<tr>
<td></td>
<td>Commander of Army</td>
</tr>
<tr>
<td></td>
<td>* be a skilled warrior</td>
</tr>
<tr>
<td></td>
<td>* be a military strategist</td>
</tr>
<tr>
<td></td>
<td>* be a leader</td>
</tr>
<tr>
<td></td>
<td>Head of State</td>
</tr>
<tr>
<td></td>
<td>* make the final decisions after input from advisors</td>
</tr>
<tr>
<td></td>
<td>* work for the good of the empire</td>
</tr>
<tr>
<td></td>
<td>* protect this people</td>
</tr>
</tbody>
</table>

6. In what way was the Aztec social structure different from that of most North American First Nations?

   **Most First Nations were non-hierarchical**
Lesson 8.2

Concept: The Aztec Social Hierarchy: Family Clans

Resources/Materials: Worldviews, pages 174 – 179
Worksheets #8.8.2a, #8.8.2b, #8.8.2c, and #8.8.2d (student copies)

Introduction: Remind students that the Aztecs liked things to be orderly. This was shown in the layout of the cities and in the social hierarchy. In Aztec society it was important for people to know to which social class a person belonged. Recall that the emperor was at the top of the Aztec social hierarchy, and that though he had many privileges, he had a great deal of responsibility. Then recall that in medieval Europe, craftsmen formed guilds controlled the activities of members. Explain the Aztecs had something similar, although not identical to guilds. They were family clans or calpolli. In today’s lesson students will find out more about these clans.

Procedure:

1. Explain that the calpolli had many more responsibilities than did the guilds. Explain that on pages 174 to 176 students will find out more about the calpolli.

2. Then have students turn to textbook, page 177. Explain that Tri-Pie Chart is a way to organize information surrounding an issue. Today, students will have a chance to analyze an issue and use a tri-pie chart to summarize it.

3. Finally, have students turn to textbook, page 178. Explain that in a society like the Hutterites where everyone has equal status, everyone has the same things: the same clothing, the same house, and the same vehicles. However, the Aztecs had a definite social hierarchy. This meant that people in the social classes had ways to show to which class they belonged.

4. Distribute Worksheets #8.8.2a, #8.8.2b, #8.8.2c, and #8.8.2d. Go over the directions, if necessary.

5. ALTERNATELY. Have students do Over to You, questions #1 and #2 on textbook, page 179.

Assignments:

2. Do Worksheets #8.8.2a, #8.8.2b, #8.8.3c, and #8.8.2d.
3. ALTERNATELY. Do questions #1. and #2 of Over to You, page 179.
Directions: Use *Worldviews*, pages 174 – 179 to help you with the questions.

1. Complete the following to tell about the calpolli.

   **CALPOLLI**

<table>
<thead>
<tr>
<th>What They Were</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td></td>
</tr>
<tr>
<td>Responsibilities</td>
<td></td>
</tr>
</tbody>
</table>

2. Tell about some of the different calpolli.

   **TYPES OF CALPOLLI**

   - Merchants
   - Farmers
   - Artisans
3. Today a shopping mall or a farmers’ market is the closest many people will ever get to experiencing a market like one found in an Aztec city. Think about the largest shopping mall or farmers’ market you have ever been to. Compare it with the Tlatelolco Market. (You may have to take a good guess to fill in some of the boxes.)

<table>
<thead>
<tr>
<th>The Tlateloco Market</th>
<th>Shopping Mall/Farmers’ Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>Visitors per day</td>
<td></td>
</tr>
<tr>
<td>Goods sold</td>
<td></td>
</tr>
<tr>
<td>Social activities</td>
<td></td>
</tr>
<tr>
<td>Policing</td>
<td></td>
</tr>
</tbody>
</table>

4. How was the Aztec worldview reflected in their attitude toward the market?

__________________________________________________________________________________________

__________________________________________________________________________________________

5. How is our worldview reflected in our attitude toward the shopping mall or farmer’s market?

__________________________________________________________________________________________

__________________________________________________________________________________________
6. Some Alberta parents feel that students should go to school more days in a year. Others say this is not a good idea. Make a tri-pie chart to summarize the reasons for, reasons against, and “maybes” about this issue. To make the tri-pie chart follow these directions:

- Write a sentence that expresses the issue in the “issue” box.
- Use a protractor to divide the circle into three equal sections.
- Label the sections: Yes!, No!, and Maybe So!
- Write sentences or phrases in each section.

**Issue:**
7. In the Aztec society, the higher up on the social hierarchy you were, the more status you had. Compare Aztec society with Canadian society (not Hutterite society).

<table>
<thead>
<tr>
<th>Aztec Society</th>
<th>Canadian Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways of identifying social status</td>
<td></td>
</tr>
<tr>
<td>Factors that determine social status</td>
<td></td>
</tr>
<tr>
<td>How you move from one social class to another</td>
<td></td>
</tr>
</tbody>
</table>

8. Read the section “Exploring Sources” on page 178. Then answer the questions from that section.

Why do you think it was important for the Aztecs to be able to tell commoners and nobles apart just by looking at them?

________________________________________________________________________

________________________________________________________________________

Why do you think the nobles might be the only ones able to add height to their homes?

________________________________________________________________________

________________________________________________________________________
Directions: Use Worldviews, pages 174 – 179 to help you with the questions.

1. Complete the following to tell about the calpolli.

| CALPOLLI |
|-----------------|--------------------------------------------------|
| **What They Were** | units of organization in Aztec society |
| **Membership** | most based on the work people did |
| | lived in same neighbourhood and worshipped at same temple |
| **Government** | each calpolli elected a captain and a council |
| **Responsibilities** | council assigned houses/land to peoples, collected taxes |
| | kept neighbourhoods clean |

2. Tell about some of the different calpolli.

**TYPES OF CALPOLLI**

- **Merchants**
  - were made up of the richest
  - went on trading trips
  - sold goods in market
  - reported on layouts of foreign cities and geography of foreign lands
  - paid taxes on profits

- **Farmers**
  - skilled hunters and fisher as well as farmers
  - sold produce in markets
  - gave share of what they produced/caught as taxes
  - sometimes donated labour to the states

- **Artisans**
  - skilled craftsmen
  - filled demand for luxury goods
3. Today a shopping mall or a farmers’ market is the closest many people will ever get to experiencing a market like on found in an Aztec city. Think about the largest shopping mall or farmers’ market you have ever been to. Compare it with the Tlatelolco Market. (You may have to take a good guess to fill in some of the boxes.)

<table>
<thead>
<tr>
<th>The Tlatelolco Market</th>
<th>Shopping Mall/Farmers’ Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>in market district of Tenochtitlan.</td>
</tr>
<tr>
<td>Visitors per day</td>
<td>25 000/day</td>
</tr>
<tr>
<td>Goodssold</td>
<td>fabric, clothing, weapons, pottery, jewellery, food</td>
</tr>
<tr>
<td>Social activities</td>
<td>people came together to catch up on latest news, hear music, buy a snack</td>
</tr>
<tr>
<td>Policing</td>
<td>had own police force, had a court with judges</td>
</tr>
</tbody>
</table>

Answers will vary.

4. How was the Aztec worldview reflected in their attitude toward the market?

Saw market as place to buy/sell and socialize

5. How is our worldview reflected in our attitude toward the shopping mall or farmer’s market?

We see the mall or farmer’s market in much the same way as the Aztecs saw their market
6. Some Alberta parents feel that students should go to school more days in a year. Others say this is not a good idea. Make a tri-pie chart to summarize the reasons for, reasons against, and “maybes” about this issue. To make the tri-pie chart follow these directions:

- Write a sentence that expresses the issue in the “issue” box.
- Use a protractor to divide the circle into three equal sections.
- Label the sections: Yes!, No!, and Maybe So!
- Write sentences or phrases in each section.

Answers may vary.

Issue: Should students be required to attend school for more days in a year?

- Yes!
  - Students would learn more.
  - Parents would not have to look after their school-aged children for as long in the summer.
  - Summer break is so long that students forget a lot of what they learned over the summer.

- Maybe So!
  - Schools must have better climate control systems.
  - Children could just attend school for a few days a week or half days during the summer.

- No!
  - Children need a break!
  - Students are needed to do work.
  - Schools are too hot in the summer and so it is too difficult to work.
7. In the Aztec society, the higher up on the social hierarchy you were, the more status you had. Compare Aztec society with Canadian society (not Hutterite society).

<table>
<thead>
<tr>
<th>Ways of identifying social status</th>
<th>Aztec Society</th>
<th>Canadian Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>clothing (type of cloth, patterns)</td>
<td>. clothing</td>
<td>. clothing</td>
</tr>
<tr>
<td>jewellery</td>
<td>. car</td>
<td>. size/location of house</td>
</tr>
<tr>
<td>size/location of house</td>
<td>. size/location of house</td>
<td>. vacations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factors that determine social status</th>
<th>Aztec Society</th>
<th>Canadian Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>type of work</td>
<td>. type of work</td>
<td>. type of work</td>
</tr>
<tr>
<td></td>
<td>. income</td>
<td>. income</td>
</tr>
<tr>
<td></td>
<td>. sometimes ethnic, cultural group</td>
<td>. sometimes ethnic, cultural group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How you move from one social class to another</th>
<th>Aztec Society</th>
<th>Canadian Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>success on battlefield</td>
<td>. success on battlefield</td>
<td>. earn more money</td>
</tr>
<tr>
<td>prisoners taken</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Read the section “Exploring Sources” on page 178. Then answer the questions from that section.

Why do you think it was important for the Aztecs to be able to tell commoners and nobles apart just by looking at them?

- constant reminders of social status ➔ people know what expectations of them are.

Why do you think the nobles might be the only ones able to add height to their homes?

- makes them closer to the gods ➔ sign of prestige and confirmed their social status.
Lesson 8.3

Concept: Aztec Education

Resources/Materials: Worldviews, pages 180 – 184
Worksheet #8.8.3a and #8.8.3b (student copies)

Introduction: Review that the social hierarchy and the rules regarding the social classes were following quite strictly. These helped keep things organized. Education was no different. Upper classes received a different type of education than lower classes.

Procedure:

1. Explain that by far, most students in Canada go to publicly funded schools. In publicly funded schools it does not matter to which social class you belong, you get the same quality of education. However, there are some private schools that cater to more wealthy people. There not many of them, however.

2. In Aztec society, children did not start school until 15. Before that, however, they learned how to pitch in and be obedient.

3. Have students turn to textbook, page 180. If you can, guide the reading of the introductory paragraphs (and more, if you have the time.) Then have students read pages 180 – 184 independently.

4. Distribute Worksheets #8.8.3a and #8.8.3b. Go over the directions, if necessary.

5. ALTERNATELY. Have students do questions #1, #2, and #3 of Over to You on textbook, page 184.

6. OPTIONAL. Have students get together and make a chart showing what they think might be the strengths and weaknesses of the Aztec education system.

Assignments:

2. Do Worksheets #8.8.3a and #8.8.3b.
3. ALTERNATELY. Do Over to You, questions #1, #2, and #3, on page 184.
4. OPTIONAL. Make a chart showing what you think the strengths and weaknesses of the Aztec education system.
**Aztec Education**

**Directions:** Use *Worldviews*, pages 180 – 184 to help you answer the questions.

1. What was life like for Aztec children?

<table>
<thead>
<tr>
<th>Age</th>
<th>What Life Was Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before age 3</td>
<td></td>
</tr>
<tr>
<td>Between ages 3 and 15</td>
<td></td>
</tr>
<tr>
<td>After age 15</td>
<td></td>
</tr>
</tbody>
</table>

2. Compare the education of nobles with that of commoners.

<table>
<thead>
<tr>
<th></th>
<th>Nobles</th>
<th>Commoners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy (ability to read and write)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Their Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What They Trained to Be</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Put a check mark (√) beside those sentences that are true about Aztec education for girls.

   _____ The Aztecs thought it was important for girls to get a good education.

   _____ The Aztecs wanted girls to be educated because they might someday hold an important position in politics or working for the government.

   _____ All young girls attended school.

   _____ After they married and had children, Aztec women were expected to educate both their sons and daughters until they reached school-age.

   _____ Aztec women could hold jobs as doctors, healers, and priestesses.

   _____ Some Aztec women served as midwives.

   _____ Aztec women were not respected members of society.

   _____ Aztec girls were taught to be modest, dress appropriately, and behave properly.

4. Look at the issue of conscription as described on page 181. Make a tri-pie chart to summarize the issue. You will have to put in your own ideas on the “Maybe So!” section.
Directions: Use Worldviews, pages 180 – 184 to help you answer the questions.

1. What was life like for Aztec children?

<table>
<thead>
<tr>
<th>Age</th>
<th>What Life Was Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before age 3</td>
<td>children pampered</td>
</tr>
<tr>
<td>Between ages 3 and 15</td>
<td>expected to be hardworking and obedient</td>
</tr>
<tr>
<td></td>
<td>&quot;turn into citizens with stone heart and stone face&quot;</td>
</tr>
<tr>
<td>After age 15</td>
<td>went to school</td>
</tr>
</tbody>
</table>

2. Compare the education of nobles with that of commoners.

<table>
<thead>
<tr>
<th></th>
<th>Nobles</th>
<th>Commoners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of School</td>
<td>Calmecac</td>
<td>Telpochcalli</td>
</tr>
<tr>
<td></td>
<td>found in neighbourhoods of nobility</td>
<td></td>
</tr>
<tr>
<td>Literacy (ability to read and write)</td>
<td>literacy skills taught used glyphs</td>
<td>literacy skills not taught instruction oral</td>
</tr>
<tr>
<td>Their Curriculum</td>
<td>astronomy/astrology mathematics reading writing music</td>
<td>Aztec history religion citizenship duties music/dance practical skills</td>
</tr>
<tr>
<td></td>
<td>law, the calendar</td>
<td></td>
</tr>
<tr>
<td>What They Trained to Be</td>
<td>generals, diplomats, judges, priests, scribes, high government officials</td>
<td>commoner jobs farmers merchants artisans</td>
</tr>
</tbody>
</table>
3. Put a check mark (✓) beside those sentences that are true about Aztec education for girls.

- The Aztecs thought it was important for girls to get a good education.
- The Aztecs wanted girls to be educated because they might someday hold an important position in politics or working for the government.
- All young girls attended school.
- After they married and had children, Aztec women were expected to educate both their sons and daughters until they reached school-age.
- Aztec women could hold jobs as doctors, healers, and priestesses.
- Some Aztec women served as midwives.
- Aztec women were not respected members of society.
- Aztec girls were taught to be modest, dress appropriately, and behave properly.

4. Look at the issue of conscription as described on page 181. Make a tri-pie chart to summarize the issue. You will have to put in your own ideas on the “Maybe So!” section.
Lesson 8.4

Concept: Aztec Citizenship

Resources/Materials: Worldviews, pages 185 – 190
Worksheets #8.8.4a, #8.8.4b, #8.8.4c, and #8.8.4d (student copies)

Introduction: Discuss with the students some of the rules and expectations the community has of its residents. For Hutterites, some of these are
- Attend church daily
- Men and women eat at separate sections of the dining room; children eat at a separate time from adults
- Dress in a certain way.
- Males must wear a hat when outside
- Do what you elders tell you.
- Do not boast

Remind students that the Aztecs were courageous, hardworking, and independent. They put the group ahead of the individual. A good citizen is a person who behaves in a way that helps society exist.

Procedure:

1. Canada’s constitution states that Confederation is based on “peace, order and good government”. So that when Canadians do things to help make Canada a place consistent with this phrase are practising good citizenship.

2. The Aztecs had well-understood expectations of their behaviour too.

3. Have students turn to textbook, page 187. Direct students to the chart that tells about the virtues of the ideal Aztec citizen. Discuss how each might support the smooth functioning of Aztec society. If you like, have students comment on if these same qualities are valued in their society.

4. Explain that the final section of Chapter 8 deals with Aztec citizenship and the ways in which the Aztecs tried to ensure that Aztecs behaved appropriately.

5. Have students read textbook, page 185 – 190.

6. Distribute Worksheets #8.8.4a, #8.8.4b, #8.8.4c, and #8.8.4d. Go over the directions, if necessary.

7. ALTERNATELY. Have students do one or more of the Over to You questions on textbook, page 190.

8. OPTIONAL. Have students make a list of the virtues of the ideal person in their culture.

Assignments:

1. Read Worldviews, pages 185 – 190.
2. Do Worksheets #8.8.4a, #8.8.4b, #8.8.4c, and #8.8.4d.
3. ALTERNATELY. Do one or more of the Over to You questions, page 190.
4. OPTIONAL. Make a list of the virtues of the idea person in your culture.
Directions: Use *Worldviews*, pages 185 – 190 to help you with the questions.

1. Canada’s motto is “peace, order and good government”. How does Canadian society try to support this motto?

<table>
<thead>
<tr>
<th>How Canadian Society Tries to Support the Motto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peace</td>
</tr>
<tr>
<td>• The military defends against countries that threaten our freedoms.</td>
</tr>
<tr>
<td>Order</td>
</tr>
<tr>
<td>Good Government</td>
</tr>
</tbody>
</table>

2. Read the section entitled “Exploring Sources” on page 185. What values are promoted? Circle the values you think are promoted in modern Canadian society.

<table>
<thead>
<tr>
<th>Aztec Society</th>
<th>Métis Society</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Read the section “Honorary Canadian Citizens” on page 186. What aspects of “peace, order and good government” do these three honorary citizens represent?

<table>
<thead>
<tr>
<th>Honorary Citizen</th>
<th>What He Did</th>
<th>Aspect(s) of Peace, Order and Good Government Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raoul Wallenberg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nelson Mandela</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Dalai Lama</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. What five virtues did the ideal Aztec citizen possess. Give a short description of each.
   a. ____________________________________________________________
   b. ____________________________________________________________
   c. ____________________________________________________________
   d. ____________________________________________________________
   e. ____________________________________________________________
5. **Laws and Lawmaking.** Complete these sentences with words that make sense.

The Aztec people had their rights protected by a system of ________ laws. The legal system was a powerful tool for ____________ order in their society. It served to remind people of their ____________ as citizens to be honest and ____________. Every citizen, even nobles, had to _________ the laws. Since nobles were expected to set a good example for everyone else, the law often ____________ them more harshly than commoners.

If someone was not satisfied with the ____________ from a lower court, he or she could appeal to the high ____________ and finally even to the emperor himself.

Just as in modern courts, Aztec judges based their decisions on the ____________ that was presented to them. Once the judges had reached their decisions, they handed down their ____________. For lesser crimes, the guilty person was fined or sentenced to ____________. The Aztecs did not have ____________, so punishment for serious crimes, including theft, was often ____________.

6. **What laws were in place to protect the rights of slaves?**

   a. ____________________________________________________________________

   b. ____________________________________________________________________

7. **How did the way the Aztecs viewed slavery help to ensure that the attitudes behaviours of slaves were more positive?**

<table>
<thead>
<tr>
<th>How Aztecs Viewed Slaves</th>
<th>How It Made the Attitudes and Behaviours More Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a slave is not shameful; it is more a matter of bad luck.</td>
<td></td>
</tr>
<tr>
<td>Slavery is not a permanent condition; there are ways to climb out of slavery.</td>
<td></td>
</tr>
</tbody>
</table>
8. Read the section called “Different Kinds of Justice” on page 189. Make a tri-pie chart, which summarizes the sides of the issue. Label the sections:

Retributive Justice
Restorative Justice
Both

In the “Both” section, try to come up with at least reason why a system could have a combination of retributive and restorative justice.
Directions: Use *Worldviews*, pages 185 – 190 to help you with the questions.

1. Canada’s motto is “peace, order and good government”. How does Canadian society try to support this motto?

   **How Canadian Society Tries to Support the Motto**

<table>
<thead>
<tr>
<th>Peace</th>
<th>Order</th>
<th>Good Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>The military defends against countries that threaten our freedoms.</em></td>
<td>• have social classes tied to wealth, education, family</td>
<td>• social programs</td>
</tr>
<tr>
<td>• have laws regarding basic human rights and freedoms</td>
<td>• have social programs to ensure all citizens basic needs are met</td>
<td>• all people are equal before the law (minimizes corruption)</td>
</tr>
<tr>
<td>• have police and court system to enforce laws</td>
<td>• <em>people elect government to act on their behalf</em></td>
<td>• people elect government to act on their behalf</td>
</tr>
</tbody>
</table>

2. Read the section entitled “Exploring Sources” on page 185. What values are promoted? Circle the values you think are promoted in modern Canadian society. **Probably all should be circled.**

   **Aztec Society**          | **Métis Society**                        |
   | • respect elders           | • act respectfully                        |
   | • social responsibility   | • do not be prejudice or discriminatory  |
   | • forgiveness             | • help your neighbour (social responsibility) |
   | • act respectfully        |                                           |
3. Read the section “Honorary Canadian Citizens” on page 186. What aspects of “peace, order and good government” do these three honorary citizens represent?

<table>
<thead>
<tr>
<th>Honorary Citizen</th>
<th>What He Did</th>
<th>Aspect(s) of Peace, Order and Good Government Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raoul Wallenberg</td>
<td>saved the lives of many thousands of Jews during WW II</td>
<td>peace order</td>
</tr>
<tr>
<td>Nelson Mandela</td>
<td>fought against apartheid in South Africa&lt;br&gt; became president</td>
<td>peace order</td>
</tr>
<tr>
<td>The Dalai Lama</td>
<td>spread word of peace and non-violence around the world</td>
<td>peace order</td>
</tr>
</tbody>
</table>

4. What five virtues did the ideal Aztec citizen possess. Give a short description of each.

a. **Courage** - deal with hardships without complaining  

b. **Self-sacrifice** - give up own possessions, comfort, and life for the good of society  

c. **Modesty** - do not do anything to make you stand out from the crowd  

d. **Clean Living** - keep healthy by not overeating or overdrinking  

e. **Obedience** - preserve the social order by obeying superiors without question
5. **Laws and Lawmaking.** Complete these sentences with words that make sense.

The Aztec people had their rights protected by a system of **written** laws. The legal system was a powerful tool for **maintaining** order in their society. It served to remind people of their **responsibilities** as citizens to be honest and **obedient**. Every citizen, even nobles, had to **obey** the laws. Since nobles were expected to set a good example for everyone else, the law often **judged** them more harshly than commoners.

If someone was not satisfied with the **verdict** from a lower court, he or she could appeal to the high **court** and finally even to the emperor himself.

Just as in modern courts, Aztec judges based their decisions on the **evidence** that was presented to them. Once the judges had reached their decisions, they handed down their **sentence**. For lesser crimes, the guilty person was fined or sentenced to **slavery**. The Aztecs did not have **prisons**, so punishment for serious crimes, including theft, was often **death**.

6. What laws were in place to protect the rights of slaves?

   a. **If a noble beat a slave so severely that he died, he could** __________ be **executed**

   b. **If slaves sold in the marketplace could escape and run to the emperor’s palace, they would immediately win their freedom**

7. How did the way the Aztecs viewed slavery help to ensure that the attitudes behaviours of slaves were more positive?

<table>
<thead>
<tr>
<th>How Aztecs Viewed Slaves</th>
<th>How It Made the Attitudes and Behaviours More Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a slave is not shameful; it is more a matter of bad luck.</td>
<td><em>felt they were an important part of society and were only in their situation because of fate</em></td>
</tr>
<tr>
<td>Slavery is not a permanent condition; there are ways to climb out of slavery.</td>
<td><em>did not have to bear the load of slavery forever and could &quot;work&quot; their way out.</em></td>
</tr>
</tbody>
</table>
8. Read the section called “Different Kinds of Justice” on page 189. Make a tri-pie chart, which summarizes the sides of the issue. Label the sections:

*Retributive Justice*
*Restorative Justice*
*Both*

In the “Both” section, try to come up with at least reason why a system could have a combination of retributive and restorative justice.

**Retributive Justice**

Committing a crime against others is committing against society. Therefore, society has the right to punish you.

If you treat others badly, you deserve to be treated badly yourself.

If you are punished, then you will not commit another crime because you don’t want to be punished again.

**Some crimes may best be addressed with retributive justice and others with restorative justice.**

**Restorative Justice**

An offender commits a crime against a person and against the community. All three parties should be involved in the process of repairing the harm.

If you understand how your crime affects others, you will be less likely to commit another crime.

**Issue:** Which is a more beneficial system of justice: retributive or restorative

Answers will vary.
Lesson 8.5 (optional)

Concept: Chapter 8: For the Good of the People – Review

Resources/Materials: Worldviews, page 191
Chapter 8: For the Good of the People – Review Sheets (student copies)

Introduction: Review that the Aztec society was organized in such as way that its citizen did things for the good of the state. Expectations for behaviour were clearly laid out and enforced.

Procedure:

1. If you have the time, briefly go over the main topics covered in Chapter 8.
   The Aztec Social Hierarchy
   • Roles and responsibilities of the emperor
   • Roles and responsibilities of nobles and priests
   • Roles and responsibilities of commoners
   • Importance of signs of status
   Aztec Education
   • Nobles
   • Commoners
   • Military training
   • Women
   Aztec Citizenship
   • Virtues of the ideal citizen
   • Laws, lawmaking, and law enforcement
   • Slave laws

2. Have students do the Chapter 8: For the Good of the People – Review Sheets.

3. ALTERNATELY. Have students do the Explore the Big Ideas questions on textbook, page 191.

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

Assignments:

1. Do the Chapter 8: For the Good of the People – Review Sheets.
2. ALTERNATELY. Do the Explore the Big Ideas questions, page 191.
1. What privileges did the emperor enjoy?

2. The emperor had many responsibilities. Write R if the sentence tells about his responsibility has a religious leader, M if it has to do with his responsibility as a military leader, and G if it has to do with his responsibility as head of the government.

   _____ work for the good of the empire
   _____ interpret the will of the gods through omens
   _____ be a military strategist
   _____ conduct religious ceremonies
   _____ be able to lead warriors on the battlefield
   _____ make the final decision after input from advisors
   _____ ensure that officials are carrying out their responsibilities
   _____ ensure that people’s basic needs are satisfied
   _____ be as skilled soldier

3. Answer true or false about these sentences about calpolli.

   _____ They were units of social organization of the Aztecs.
   _____ People of the same extended family belonged to a calpolli.
   _____ The type of work people did could also be the basis of membership in a calpolli.
   _____ Each calpolli was governed by a captain and a council appointed by one of the members of the nobility.
The calpolli council collected taxes.
The calpolli council assigned its members a house and land.
Members of a calpolli usually lived in different neighbourhoods.
The calpolli council had the responsibility of making its neighbourhood was kept clean and in repair.
The merchants made up the poorest of the calpolli.
Merchants paid taxes on their profits.
Members of the farmer calpolli might be involved in agriculture, fishing, or hunting.
Members of the farmer calpolli paid part of their taxes in what they grew, fished, hunted.
Members of the farmer calpolli often provided labour for the city government.
Members of the artisan calpolli were craftsmen.
Members of the artisan calpolli made practical but no luxury goods for people.
Farmer, merchant, and artisan calpolli members traded their goods at the market.

4. What were the three most common ways of showing to which social class a person belonged?

5. Explain why these ways were important in the Aztec worldview.

6. How could a person move up in social class?
7. Write N if the sentence tells about education of nobles, C if it tells about education of commoners, and B if it tells about both.

_____ Up until age three, children were pampered.

_____ All instruction was oral.

_____ From age three on, children were expected to be hardworking and obedient.

_____ The school was located in the neighbourhood where the students lived.

_____ Students were taught to read and write.

_____ School prepared them for life as priests, judges, teachers, army generals, scribes, and high government officials.

_____ The curriculum reflected the social status of the children.

_____ Students learned to put the good of society before their individual needs.

_____ Students learned how to read and write glyphs.

_____ Some Aztec women became doctors, midwives, priestesses, and matchmakers.

_____ Boys were trained as warriors to defend the Aztec state.

_____ School started at age 15.

_____ The school was called a telpochcalli.

_____ Students learned about history, religion, and citizenship duties.

_____ Students learned practical skills about a trade and keeping a home from their parents.

_____ The Aztecs thought it was important for girls to get an education.

_____ Students learned music and dancing.

_____ Boys spent much of their time at school doing physical labour.

_____ The school was called the calmecac.
8. What were the five most important virtues of the ideal Aztec citizen?
   a. ____________________________  b. ____________________________
   c. ____________________________  d. ____________________________
   e. ____________________________

9. What in the Aztec worldview made it important for people to know just by looking what social class you belonged to?
   __________________________________________________________
   __________________________________________________________

10. What in the Aztec worldview make it important for there to be laws and a system for enforcing the laws?
    __________________________________________________________
    __________________________________________________________

11. Put a check mark (√) beside those sentences that are true about slaves.
    ______ Slaves were necessary in Aztec society.
    ______ If a noble beat slave so severely that he or she died, the noble had to be executed.
    ______ If a noble sold at the market escaped and was able to run to the emperor’s palace immediately, the slave would be free.
    ______ The Aztecs believed it was shameful to be a slave.
    ______ Slavery was not a permanent station in life.
    ______ Slaves could not own property.
    ______ Children born to slaves were free.

12. Why was the social structure of the Aztecs so rigid?
    __________________________________________________________
    __________________________________________________________
Social Studies Grade 8 Worldviews Chapter 8
Review
Chapter 8
For the Good of the People
Review

1. What privileges did the emperor enjoy?
   - lived in luxury
   - obeyed without question
   - lived in large palace with beautiful garden and private zoo
   - was carried through the streets

2. The emperor had many responsibilities. Write R if the sentence tells about his responsibility has a religious leader, M if it has to do with his responsibility as a military leader, and G if it has to do with his responsibility as head of the government.

   G  work for the good of the empire
   R  interpret the will of the gods through omens
   M  be a military strategist
   R  conduct religious ceremonies
   M  be able to lead warriors on the battlefield
   G  make the final decision after input from advisors
   G  ensure that officials are carrying out their responsibilities
   G  ensure that people’s basic needs are satisfied
   M  be as skilled soldier

3. Answer true or false about these sentences about calpolli.

   T  They were units of social organization of the Aztecs.
   T  People of the same extended family belonged to a calpolli.
   T  The type of work people did could also be the basis of membership in a calpolli.
   F  Each calpolli was governed by a captain and a council appointed by one of the members of the nobility.
The calpolli council collected taxes.
The calpolli council assigned its members a house and land.
Members of a calpolli usually lived in different neighbourhoods.
The calpolli council had the responsibility of making its neighbourhood was kept clean and in repair.
The merchants made up the poorest of the calpolli.
Merchants paid taxes on their profits.
Members of the farmer calpolli might be involved in agriculture, fishing, or hunting.
Members of the farmer calpolli paid part of their taxes in what they grew, fished, hunted.
Members of the farmer calpolli often provided labour for the city government.
Members of the artisan calpolli were craftsmen.
Members of the artisan calpolli made practical but no luxury goods for people.
Farmer, merchant, and artisan calpolli members traded their goods at the market.

4. What were the three most common ways of showing to which social class a person belonged?

Clothing (material, patterns), jewellery, house (location, size)

5. Explain why these ways were important in the Aztec worldview.

Important to know exactly where a person fits in.

6. How could a person move up in social class?

Capture four or more people in battle
7. Write **N** if the sentence tells about education of nobles, **C** if it tells about education of commoners, and **B** if it tells about both.

**B** Up until age three, children were pampered.

**C** All instruction was oral.

**B** From age three on, children were expected to be hardworking and obedient.

**B** The school was located in the neighbourhood where the students lived.

**N** Students were taught to read and write.

**N** School prepared them for life as priests, judges, teachers, army generals, scribes, and high government officials.

**B** The curriculum reflected the social status of the children.

**B** Students learned to put the good of society before their individual needs.

**N** Students learned how to read and write glyphs.

**B** Some Aztec women became doctors, midwives, priestesses, and matchmakers.

**B** Boys were trained as warriors to defend the Aztec state.

**B** School started at age 15.

**C** The school was called a telpochcalli.

**C** Students learned about history, religion, and citizenship duties.

**C** Students learned practical skills about a trade and keeping a home from their parents.

**B** The Aztecs thought it was important for girls to get an education.

**C** Students learned music and dancing.

**C** Boys spent much of their time at school doing physical labour.

**N** The school was called the calmemca.
8. What were the five most important virtues of the ideal Aztec citizen?
   a. courage          b. self-sacrifice
   c. modesty          d. obedience
   e. clean living

9. What in the Aztec worldview made it important for people to know just by looking what social class you belonged to?
   - Aztecs valued structure and organization

10. What in the Aztec worldview make it important for there to be laws and a system for enforcing the laws?
    - Aztecs felt it was important for all to conform to expected behaviours

11. Put a check mark (✓) beside those sentences that are true about slaves.

    ✓ Slaves were necessary in Aztec society.

    ___ If a noble beat slave so severely that he or she died, the noble had to be executed.

    ✓ If a noble sold at the market escaped and was able to run to the emperor’s palace immediately, the slave would be free.

    ___ The Aztecs believed it was shameful to be a slave.

    ✓ Slavery was not a permanent station in life.

    ___ Slaves could not own property.

    ✓ Children born to slaves were free.

12. Why was the social structure of the Aztecs so rigid?

    In order to provide order and stability, and maintain power of the authorities.
Lesson 8.6

Concept: Chapter 8: For the Good of the People – Test

Resources/Materials: Chapter 8: For the Good of the People – Test (student copies)

NOTE: There is an Alternate Chapter 8 test in the Worldviews Teacher Resource that teachers may want to consider using. It is found on AM-129, pages 510 – 513.
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
Answer T for true and F for false.

1. Like a king or a queen, the position of emperor was inherited.

2. Besides the emperor there were two main social classes of people.

3. Members of a calpolli could be made up of members of the same family.

4. The nobility had a different type of education than did commoners.

5. In Aztec society, the way you dressed and the house you lived in were important indicators of your social status.

6. In Aztec society, if you were born into a particular social class, you always died as a member of that class.

7. Aztecs were illiterate because they did not have a written language.

8. Military service was compulsory.

9. Aztecs had clear ideas of how a citizen should look and behave.

10. The only purpose for having slaves was to sacrifice them to the gods.

Multiple Choice
Choose the best answer to each question.

11. Which of the following was not a privilege enjoyed by the emperor?
   a. He lived in a palace with magnificent gardens and a zoo
   b. All citizens obeyed him without question.
   c. Servants carried him through the street on a screened platform draped with ocelot skins.
   d. He was not required to perform military service.
Use the information below to answer questions 12 and 13.

A. People heard a strange voice in the night that sounded like a mother wailing for her children.
B. The fifth sun was destroyed by an earthquake.
C. A comet with a fiery tail streaked across the sky.
D. The lake waters surrounding the city turned the colour of blood.

12. According to Aztec legend, three of the above were omens that the fourth would happen. Which of the above would happen because of the others?

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

13. One of the responsibilities of the emperor was to interpret omens. When he did this, which type of responsibility was the emperor fulfilling?

a. commander of the army  
b. head of state  
c. high priest  
d. noble

14. Which of the following was not a responsibility of a calpolli council?

a. elect people to the nobility class  
b. assign land and houses to its members  
c. collect taxes from its members  
d. keep the neighbourhood clean and ensure houses were kept up

15. Which of the following was not a function of the market?

a. provide a place for farmers, merchants, and artisans to sell their goods.  
b. provide a place for people to buy the things they needed  
c. serve as a social centre  
d. serve as a place where slaves could buy their freedom.
Use the information below to answer question 16.

The market had its own police force to keep order, and it also had a court of 20 judges. The police brought suspected thieves before the judges. Vendors who cheated their customers had their goods confiscated and were sold into slavery.

16. Which of the following aspects of the Aztec worldview does the above information most reflect?

a. People must be courageous.
b. It is important to be determined and hardworking.
c. There should be order.
d. A person should put the good of society before him or herself.

Use the following information to answer questions 17 and 18.

The common people will not be allowed to wear cotton clothing, under pain of death, but only garments of maguey [cactus] fibre. No one but the great noblemen and chieftains is to build a house with a second storey, under pain of death.

17. From the above information, you can infer that the Aztecs

a. did not have enough cotton for everyone to use it to making clothing.
b. believed that it was important for people to know easily to which social class a person belonged.
c. did not believe that life was important.
d. believed that maguey was the most durable type of fibre to use.

18. From the above information, you can infer that the reason that nobility could build a house with a second storey is

a. because it would enable them to be physically closer to the gods.
b. it would be cooler sleeping on the second storey.
c. their houses were built on land closer to the city centre.
d. the emperor’s house always had three storeys.
19. The aim of education was to turn children into citizens with “a stone heart and a stone face.” Which virtue of the ideal Aztec citizen does this aim most reflect?

a. courage  
b. self-sacrifice  
c. clean living  
d. modesty  

*Use the information below to answer question 20.*

Revere and greet your elders. Console the poor and the afflicted with good works and words. … Do not mock the old, the sick, the maimed, or one who has sinned. Do not set a bad example, or speak indiscreetly, or interrupt the speech of another.

- Aztec lesson

Treat all your neighbours and everybody with respect regardless of skin colour, religion, or their beliefs. Help your neighbour or anyone who needs help. This makes for a better society.

- Hank Cunningham, Métis Elder

12. According to the information above, which of the following best expresses a way in which the Aztec and Métis values are similar?

a. A multicultural nation is a better nation.  
b. Religion should not influence how we behave.  
c. Don't gossip.  
d. We should treat others with respect; that is, we should treat others the way that we would like to be treated if we were in their place.
Part B

1. Some people think that all students in Alberta should have to attend school until they reach the age of 18. There are reasons for and reasons against this idea. Think about the issue. Then complete the tri-pie chart.

**Issue:**
Part B (continued)

2. What values of Aztec society are similar to those of your society? What values are different? Try to come up with the similarities and two differences.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
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Part A – Answer Sheet

1. _______
2. _______
3. _______
4. _______
5. _______
6. _______
7. _______
8. _______
9. _______
10. _______
11. _______
12. _______
13. _______
14. _______
15. _______
16. _______
17. _______
18. _______
19. _______
20. _______
Part A – Answer Sheet

1. F  
2. T  
3. T  
4. T  
5. T  
6. F  
7. F  
8. T  
9. T  
10. F  
11. d  
12. b  
13. c  
14. a  
15. d  
16. c  
17. b  
18. a  
19. a  
20. d
1. Some people think that all students in Alberta should have to attend school until they reach the age of 18. There are reasons for and reasons against this idea. Think about the issue. Then complete the tri-pie chart.

**Issue:** Should students in Alberta be required to attend school until they are 18 years of age?

**Answers may vary (One statement per section.)**

**Yes**
- In a technological advanced world, students need more formal education.
- There is simply more to know.
- Jobs these days require a higher level of skill.
- It keeps kids off the street.

**Maybe**
- Perhaps not all of a person's schooling needs to be in a classroom. Some can be in the workplace.
- Some cultures in Alberta society have alternate ways to prepare children for adulthood, like the Hutterites. So there should be exceptions.

**No**
- Some students are simply not made for school; they are bored.
- There are still some jobs where you do not need a high level of education.
- Some students need to work to help support the family.
2. What values of Aztec society are similar to those of your society? What values are different? Try to come up with the similarities and two differences. **ANSWERS MAY VARY, WITHIN REASON**

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Put what is good for the group ahead of what is good for the individual</em></td>
<td><em>Aztec had social hierarchy; Hutterites do not.</em></td>
</tr>
<tr>
<td><em>Desire for order. Roles and responsibilities are clearly set out.</em></td>
<td><em>Aztecs believed it was important to dominate others through violent means, if necessary. Hutterites are pacifists.</em></td>
</tr>
</tbody>
</table>