Social Studies
Grade Eight

Worldviews
Part B
Chapter 9

Spain Looks Westward

_Worldview Inquiry_

What elements of a society’s worldview might lead to a desire to create an empire?
Social Studies Grade 8
Chapter 9
Spain Looks Westward

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Lesson 9.1

Concept: Geography and Religion

Resources/Materials: Worldviews, pages 192 – 197
Worksheets #8.9.1a, #8.9.1b, and #8.9.1c (student copies)
Worksheet #8.9.1c (optional, student copies)
Wall Map of the Europe (or of the world)

Introduction: Explain that conflict came between the Aztecs and the Spanish in the 1500s. We have learned something about the history and nature of Aztec culture. Now it is time to learn more about the history and nature of Spanish culture. By doing this, it will help us to understand the actions of both the Aztecs and the Spanish.

Procedure:

1. Explain that at the beginning of the Middle Ages, almost everyone in the Iberian Peninsula was Christian. (Point out on the map.) However, in the 700s, the area was taken over by Muslims.

2. As we have discussed in previous chapters, Muslims were an inclusive society, which means that they welcomed non-Muslims to practise their own religions. Nonetheless, many Christians converted to Islam. Spain and Portugal was a mixture Muslims, Christians, and Jews.

3. Have students turn to textbook, page 194. Have students identify the Iberian Peninsula, and Spain and Portugal. With students note the size of the Islamic Caliphate. Also explain that the Byzantine Empire and Kingdom of Dongola were predominately Christian.

4. Explain that the first section of Chapter 9 is about the role religion played in the Spanish culture and how it affected the Spanish worldview.

5. Have students read textbook, pages 192 – 197.

6. Distribute Worksheets #8.9.1a, #8.9.1b, and #8.9.1c. Go over the directions, if necessary.

7. ALTERNATELY. You might want to have students make point form notes on what they read on pages 194, 196 and 197.

8. OPTIONAL. Have students make a map similar to the one on textbook, page 194, using Worksheet #8.9.1d.

Assignments:

1. Read Worldviews, pages 192 – 197.
2. Do Worksheets #8.9.1a, #8.9.1b, and #8.9.1c.
3. ALTERNATELY. Make point form notes on pages 194, 196, and 197.
4. OPTIONAL. Make a map similar to the one on pages 194 using Worksheet #8.9.1d.
Directions: Use *Worldviews*, pages 192 – 197 to help you with the questions.

1. The relative location of any place is where it is relative to other places. For example, the relative location of Canada is “north of the United States, between the Arctic, Pacific, and Atlantic Oceans.”

   What is the relative location of Spain?

2. From examining the map on pages 194, what do you know about religion in Spain at the beginning of the Middle Ages?

3. What major change occurred in Spain in the year 711?

4. Complete the chart to tell about life in al-Andalus.

<table>
<thead>
<tr>
<th>Aspect of Life</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life and Society</td>
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</tr>
<tr>
<td>Centres of Learning</td>
<td></td>
</tr>
<tr>
<td>Religious Tolerance</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.9.1a
5. Read the information about “Interpreting Historical Maps” on pages 195. Then answer the questions.

a. Who created the map? ____________________________

b. When was it created? ____________________________

c. What do we know about the creator from examining the map? ____________________________

________________________________________

________________________________________

d. What evidence in the map suggests why it was drawn? ____________________________

________________________________________

________________________________________

e. Who would use this map? What would they use it for? ____________________________

________________________________________

________________________________________

f. Are there any symbols, designs, or decorations on the map? What do they mean? ____________________________

________________________________________

________________________________________

g. Are there differences between this map and a modern map of the same area? Have any borders or boundaries changed?

________________________________________

________________________________________

________________________________________

h. What do you think is the historical significance of this map?

________________________________________

________________________________________
6. Examine the photograph at the bottom of page 196. Then answer these questions.

   a. What is shown? ______________________________________________________

   b. Describe the features of the building. What do they suggest about purpose?
       _________________________________________________________________
       _________________________________________________________________
       _________________________________________________________________

   c. Do you think the Alhambra took a long time to create? Why or why not?
       _________________________________________________________________
       _________________________________________________________________
       _________________________________________________________________

   d. Can you guess at the materials uses? What are they?
       _________________________________________________________________
       _________________________________________________________________

   e. What value is the architect trying to express in this Muslim building?
       _________________________________________________________________
       _________________________________________________________________

7. Read the “Link Up” sidebar at the top of page 196.

   a. How might this fact lead to conflict?
       _________________________________________________________________
       _________________________________________________________________

   b. In your opinion, does it always need to lead to conflict? Explain your answer.
       _________________________________________________________________
       _________________________________________________________________
       _________________________________________________________________
       _________________________________________________________________
Directions: Use Worldviews, pages 192 – 197 to help you with the questions.

1. The relative location of any place is where it is relative to other places. For example, the relative location of Canada is "north of the United States, between the Arctic, Pacific, and Atlantic Oceans."

What is the relative location of Spain?

on a peninsula in southwestern Europe which is at the western edge of the Mediterranean Sea, and bordered on the west by the Atlantic Ocean

2. From examining the map on pages 194, what do you know about religion in Spain at the beginning of the Middle Ages?

Muslim

3. What major change occurred in Spain in the year 711?

Muslims invaded Spain

4. Complete the chart to tell about life in al-Andalus.

<table>
<thead>
<tr>
<th>Aspect of Life</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Life and Society</td>
<td>music, art, and architecture reflected Islamic values</td>
</tr>
<tr>
<td>Centres of Learning</td>
<td>learning was greatly valued by Muslims</td>
</tr>
<tr>
<td></td>
<td>several cities in Spain became centres of learning</td>
</tr>
<tr>
<td></td>
<td>Muslim scholars studied and discussed medicine and science</td>
</tr>
<tr>
<td>Religious Tolerance</td>
<td>Muslim Spain was tolerant of religious minorities</td>
</tr>
</tbody>
</table>
5. Read the information about “Interpreting Historical Maps” on pages 195. Then answer the questions.

a. Who created the map? **Dutch map-maker Johannes Blaeu**

b. When was it created? **1662**

c. What do we know about the creator from examining the map? **may have voyaged to the area and spent time inland**

d. What evidence in the map suggests why it was drawn? **ships indicate it was created to guide sailors**

e. Who would use this map? What would they use it for? **sailors**

   * use the map to guide them around the shores and lands of eastern Canada

f. Are there any symbols, designs, or decorations on the map? What do they mean? **cherubs, mythical figures → could mean the details may not be exact**

g. Are there differences between this map and a modern map of the same area? Have any borders or boundaries changed? **some land shapes are different, some land sizes are different**

h. What do you think is the historical significance of this map? **shows early representations of the area and how relatively accurate they were**
6. Examine the photograph at the bottom of page 196. Then answer these questions.

a. What is shown? Alhambra palace

b. Describe the features of the building. What do they suggest about purpose?

  - arches, smooth lines, clean and white
  - suggest peace and calm


c. Do you think the Alhambra took a long time to create? Why or why not?

  It probably took a long time to construct, requiring manipulation and transporting of heavy materials, without use of motorized vehicles/machinery

d. Can you guess at the materials used? What are they?

  marble, mosaic tile, wood, clay roof tiles


e. What value is the architect trying to express in this Muslim building?

  Answers may vary
  - tranquility, humility, thankfulness


7. Read the “Link Up” sidebar at the top of page 196.

a. How might this fact lead to conflict?

  Christians and Muslims both want to convert each other. Both think it is their duty to spread their religion.

b. In your opinion, does it always need to lead to conflict? Explain your answer.

  Answers will vary.
**Lesson 9.2**

**NOTE:** Religious tolerance can be a tricky issue to address. If at all possible, guide this lesson.

**Concept:** Religious Tolerance

**Resources/Materials:** Worldviews, pages 197 – 200  
Worksheets #8.9.2a and #8.9.2b (student copies)

**Introduction:** Explain that in history, there have been many conflicts where differences in religious beliefs have been one of the underlying sources of agitation. As a multicultural country, Canadians have come to the understanding that we must work hard, as a people, to take steps to be tolerant of those who are different, and this includes religion.

Throughout history, there have been many who have touted that we must respect those whose beliefs are different from our own. Is this realistic or is it just a dream?

**Procedure:**

1. Recall that at one time Spain was once mostly Christian. Then in the early Middle Ages, it was taken over by forces who were Muslim. Many Christians became Muslims, but many chose to remain Christians. Jews also lived in Spain at the time. Muslims did build mosques (places of worship) in Spain and many influences from the Arab world affected life in Spain. Christians and Jews paid a special tax.

2. After about 300 years, Christian forces gradually began to reclaim regions of Spain until around 1500 when all of Spain was back in the hands of the Christians. Now Muslims and Jews paid a special tax.

3. Discuss with students whether it is possible for people of different religions to coexist, without discrimination. (For example, taxing people of certain religions would be discriminatory act.) Explain that this peaceful coexistence is a major part of the Canadian Charter of Rights and Freedoms.

4. Have students turn to textbook, page 197. Guide the reading of page 197 (bottom) to 200.

5. Distribute Worksheets #8.9.2a and #8.9.2b. Go over the directions, if necessary.

6. **OPTIONAL.** Do questions #1, #2, and #3 of the Over to You questions on textbook, page 200.

7. **OPTIONAL.** Have students write a personal essay on their view on religious tolerance.

**Assignments:**

2. Do Worksheets #8.9.2a and #8.9.2b.
3. **OPTIONAL.** Do questions #1, #2, and #3 of the Over to You questions, page 200.
4. **OPTIONAL.** Write a person essay, espousing a view on religious tolerance.
Directions: Use Worldviews, page 197 – 200 to help you answer the questions.

1. On the bottom of page 197 and on page 198 you will find the views on religious tolerance of several different people from history. Tell who each was and then match each with his point of view.

Ibn Rushd

Martin Niemoller

Tecumseh

Hans Küng

Hazrat Ali

People of different religions must be willing to get to know each other. They must talk. Then they can coexist peacefully.

Religious minorities must support each other against those who dominate.

Do not discriminate against any religious group. Respect the religious choice of others and expect the same in return.

In your country there might be many who are of the same religion. But it is important that as humans we are all brothers and sisters.

It is important to fight to protect the non-Muslim minorities, and treat them with respect.

2. The following questions are from page 199. Examine the introduction, the timeline, and the map before you answer them.

a. How does the word reconquista reflect the Christian perspective on these events?

__________________________________________________________________________

__________________________________________________________________________

Worksheet #8.9.2a
b. What words might the Muslims use to describe what happened?

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

c. Describe in your own words the advances made by Christian forces during the Reconquista from the first date to the last date.

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

d. Based on the timeline, how does the political organization of Christian Spain change during the Reconquista? What two nations controlled Spain by the end?

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

e. Ferdinand was the king of Aragon and Isabella was queen of Castile. How did their marriage unify Spain?

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

3. Answer each question in a few words.

a. When did the caliphate begin to decline? _____________________________________________________________

b. Why did Al-Andalus become divided? ________________________________________________________________

c. When the Muslims ruled Spain, where was the Christian-controlled area? ________________________________

____________________________________________________________________________________________________________________

d. What effect did the Reconquista have on area controlled by Christians? ________________________________

____________________________________________________________________________________________________________________

8. Why do you think Spain’s location made it desirable?

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________
Directions: Use Worldviews, page 197 – 200 to help you answer the questions.

1. On the bottom of page 197 and on page 198 you will find the views on religious tolerance of several different people from history. Tell who each was and then match each with his point of view.

Ibn Rushd [Muslim philosopher born in Spain]

Martin Niemoller [U-Boat Commander, Lutheran Priest]

Tecumseh [Shawnee Leader]

Hans Küng [President of the Foundation for a Global Ethic]

Hazrat Ali [Caliph and first Shia Imam]

Hans Küng [People of different religions must be willing to get to know each other. They must talk. Then they can coexist peacefully.]

Martin Niemoller [Religious minorities must support each other against those who dominate.]

Tecumseh [Do not discriminate against any religious group. Respect the religious choice of others and expect the same in return.]

Hazrat Ali [In your country there might be many who are of the same religion. But it is important that as humans we are all brothers and sisters.]

Ibn Rushd [It is important to fight to protect the non-Muslim minorities, and treat them with respect.]

2. The following questions are from page 199. Examine the introduction, the timeline, and the map before you answer them.

a. How does the word *reconquista* reflect the Christian perspective on these events?

"Re-conquer" suggests that the balance of power needs to be **corrected** to put the proper powers back on top.
b. What words might the Muslims use to describe what happened?

Unjustified military action against peaceful people


c. Describe in your own words the advances made by Christian forces during the Reconquista from the first date to the last date.

The first victory in the advance of the Christian forces was to capture Toledo. From there they went on to take over Lisbon and Seville. Finally, the captured Seville.

d. Based on the timeline, how does the political organization of Christian Spain change during the Reconquista? What two nations controlled Spain by the end?

- Changed from several small nations into one unified Spain
- Castile and Aragon

e. Ferdinand was the king of Aragon and Isabella was queen of Castile. How did their marriage unify Spain?

By symbolizing a cooperative union between two areas

3. Answer each question in a few words.

a. When did the caliphate begin to decline? early 1000s

b. Why did Al-Andalus become divided? series of ineffective rulers

c. When the Muslims ruled Spain, where was the Christian-controlled area?

narrow strip of land along northern coast

d. What effect did the Reconquista have on area controlled by Christians?

way for the Christian kingdoms to expand their power/influence

8. Why do you think Spain's location made it desirable?

- at junction of Mediterranean and Atlantic → could control ship traffic
- launching point for ships head west across Atlantic
Lesson 9.3

Concept: Creating a Christian Spain

Resources/Materials: Worldviews, pages 201 – 206
                   Worksheets #8.9.3a and #8.9.3b (student copies)

Introduction: Review that Spain went from being Christian to being Muslim and then with the Reconquista, back to being Christian again. These were long processes.

The king and queen of Spain, Ferdinand and Isabella were devout Christians. They aimed to make Spain a Christian country. To do this they felt the Muslims and Jews must either leave Spain altogether or convert to Christianity. King Ferdinand and Queen Isabella decided to take over the Spanish Inquisition from the Catholic Church.

Procedure:

1. During the Spanish Inquisition, non-Christians were put on trial. In effect, it was not legal to be anything but Christian. Non-Christians had three choices: leave Spain, convert to Christianity, or pretend to convert and secretly practise their own religion.

2. Ferdinand and Isabella also felt it was their duty to convert as many people in the world to Christianity as possible. They saw the expeditions to the new world as a chance to do this, so took steps to ensure that priests and missionaries were part of each expedition. With this, the importance of spreading Christianity became part of Spain’s worldview.

3. Since then, in the year 2000 the Pope has made public apologies for its actions against other religions.

4. Have students turn to textbook, page 201. Explain that pages 201 – 206 tell about the steps Spain took to make Spain totally Christian and to spread Christianity to other places.

5. Have students read pages 201 – 206.

6. Then distribute Worksheets #8.9.3a and #8.9.3b. Go over the directions, if necessary.

7. ALTERNATELY. Do questions #1, #2, and #4 of Over to You on textbook, page 206.

8. OPTIONAL. Draw a line down the centre of a sheet of notepaper. On one side write phrases that describe Spain Under Muslim Rule. On the other side write phrases that describe Spain Under Christian Rule.

Assignments:

1. Read Worldviews, pages 201 – 206.
2. Do Worksheets #8.9.3a and #8.9.3b.
3. ALTERNATELY. Do Over to You, questions #1, #2, and #4.
4. OPTIONAL. Compare Spain under Muslim rule and Spain under Christian rule.
Directions: Use *Worldviews*, pages 201 – 206 to help you with the questions.

1. In history, people took certain actions to solve problems. For each problem, tell what action was taken. You may have to use inference to decide on some of them. You will also have to refer back to other pages in Chapter 9.

<table>
<thead>
<tr>
<th>PROBLEMS</th>
<th>STEPS TAKEN TO SOLVE THE PROBLEM</th>
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<tbody>
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<td>Christians wanted to reconquer Spain.</td>
<td></td>
</tr>
<tr>
<td>King Ferdinand of Castille and Queen Isabella of Aragon wanted to unify Spain.</td>
<td></td>
</tr>
<tr>
<td>King Ferdinand and Queen Isabella wanted to make all of Spain Christian.</td>
<td></td>
</tr>
<tr>
<td>Muslims were spreading Islam. Ferdinand and Isabella viewed this as a threat to the unity of Christianity,</td>
<td></td>
</tr>
<tr>
<td>Pope John Paul II realized that not all acts of Christians in earlier centuries were consistent with the spirit of Christianity.</td>
<td></td>
</tr>
</tbody>
</table>
2. As you know, many wars have been, and are fought between religious groups. Match the points of view with the people.

Pope John Paul II       St. Augustine       Jacob Marcus

____________________ War is sometimes necessary to have peace. Remember to be fair. Defeat the enemy without destroying them.

____________________ Be aware that sometimes religion is not the only motive for mistreating religious minorities. Greed can play a role too.

____________________ Sometimes when carrying out our duty to spread the word of God, people do things that are directly opposite to the spirit of God.

3. What was one negative effect of King Ferdinand and Queen Isabella’s decision to expel Muslims and Jews from Spain?

________________________________________________________________________

________________________________________________________________________

4. What was the effect on Indigenous peoples of King Ferdinand’s and Queen Isabella’s view that it was their religious duty to convert as many people as possible to the Catholic faith?

________________________________________________________________________

________________________________________________________________________

5. What are three examples in Canadian history where minority groups may have been treated unfairly?

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________
**Directions:** Use *Worldviews*, pages 201 – 206 to help you with the questions.

1. In history, people took certain actions to solve problems. For each problem, tell what action was taken. You may have to use inference to decide on some of them. You will also have to refer back to other pages in Chapter 9.

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<td>Christians wanted to reconquer Spain.</td>
<td>Christian crusaders came from across Europe to help the Spanish Christian forces win territory from the Muslims</td>
</tr>
<tr>
<td>King Ferdinand of Castille and Queen Isabella of Aragon wanted to unify Spain.</td>
<td>They married</td>
</tr>
<tr>
<td>King Ferdinand and Queen Isabella wanted to make all of Spain Christian.</td>
<td>Expelled Jews and Muslims insisted those who remained convert to Christianity. This was known as the Spanish Inquisition</td>
</tr>
<tr>
<td>Muslims were spreading Islam. Ferdinand and Isabella viewed this as a threat to the unity of Christianity.</td>
<td>Ferdinand and Isabella believed they had a religious duty to convert as many as possible to Catholic faith</td>
</tr>
<tr>
<td>Pope John Paul II realized that not all acts of Christians in earlier centuries were consistent with the spirit of Christianity.</td>
<td>Pope John Paul II sought forgiveness on behalf of Roman Catholics for the forced conversion of Indigenous peoples</td>
</tr>
</tbody>
</table>
2. As you know, many wars have been, and are fought between religious groups. Match the points of view with the people.

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3. What was one negative effect of King Ferdinand and Queen Isabella’s decision to expel Muslims and Jews from Spain?

__________________________________________________

4. What was the effect on Indigenous peoples of King Ferdinand’s and Queen Isabella’s view that it was their religious duty to convert as many people as possible to the Catholic faith?

Spanish Jews and Muslims had formed a large part of the educated middle class. The loss of their skills made it difficult for Spain to maintain its economic growth.

5. What are three examples in Canadian history where minority groups may have been treated unfairly?

a. First Nations peoples' traditional lands taken away/forced to move
b. Acadians expelled by British government
c. Japanese Canadians forcibly removed during WWII
Lesson 9.4

Concept: Gold and Glory

Resources/Materials: Worldviews, pages 207 – 212
Worksheets #8.9.4a and #8.9.4b (student copies)

Introduction: Review that Spain geographic location made it a desirable location that connected the Mediterranean Sea with the Atlantic and onto the Americas. Review also that the desire to spread Christianity was a key factor in King Ferdinand’s and Queen Isabella’s desire to fund expeditions to the New World.

Explain that the final section of Chapter 9 is about two other important reasons why Spain wanted to further its explorations: gold and glory.

Procedure:

1. Review/explain that European countries seemed to be involved with conflicts of one type or another. These wars happened over tens, if not hundreds of years. Wars cost a lot of money. In the late 1400s and early 1500s, Spain was running short of money. Its war with the Muslims had lasted 400 years. When Columbus reported finding gold in the New World, the monarchy was excited and decided to fund more expeditions.

2. Discuss with students how being admired for doing something always feels good. The Spanish monarchs and sailors hired by them loved the glory they got from spreading the news about their explorations to the new world. Other countries and sailors were jealous, which made the glory even more rewarding.

3. Have students turn to textbook, page 207. Guide as much of pages 207 – 212 as you have the time for. Then direct students to read the rest independently.

4. Distribute Worksheets #8.9.4a and #8.9.4b. Go over the directions, if necessary.

5. ALTERNATELY. Have students do Over to You, on or more of questions #1, #2, #3, and #4 on textbook, page 212.

6. OPTIONAL. Have students write four short paragraphs, telling the extent to which geography, religion, glory, and money affect their activities.

Assignments:

1. Read Worldviews, pages 207 – 212.
2. Do Worksheets #8.9.4a and #8.9.4b.
3. ALTERNATELY. Do one or more of Over to You, questions #1, #2, #3, and #4, page 212.
4. OPTIONAL. Write a paragraph each telling the extent to which geography, religion, glory, and money affect your activities.
Directions: Use Worldviews, pages 207 – 212 to help you with the questions.

1. Finish the sentences with words that make sense.
   a. Towards the end of the 1400s Spain’s gold reserves were running low because _______

   b. King Ferdinand and Queen Isabella hoped that Columbus’s mission might _______

   c. When Columbus arrived in the Americas, he found only _______

   d. In his letter to King Ferdinand and Queen Isabella, Columbus told them _______

   e. The king and queen decided to fund a major expedition because _______

   f. For the next hundred years, Spain’s desire for trade and income _______

   g. By the end of the Reconquista the hidalgos had fallen on hard times because _______

   h. The hidalgos did not allow themselves to take on work that a craftsman or farmer would do because _______

   i. In order to get themselves out of their situation, many hidalgos _______

   j. Other hidalgos decided to _______
2. Read the section entitled “The Black Legend of the Conquistadors” on page 210. Then complete the following:

**Issue:**

__________________________________________________________________________________________

**Reaction of European Countries:**

__________________________________________________________________________________________

**The Motivation Behind this Reaction:**

__________________________________________________________________________________________

**Spain’s Response:**

__________________________________________________________________________________________

3. What does it mean to do something for the glory?

__________________________________________________________________________________________

__________________________________________________________________________________________

4. How did the chivalrous behaviour of knights like El Cid have on the worldview of the Spanish?

__________________________________________________________________________________________

__________________________________________________________________________________________

5. What was the code of chivalry?

__________________________________________________________________________________________

__________________________________________________________________________________________

6. What role do you think the desire for glory had in Spain’s activities in the New World?

__________________________________________________________________________________________

__________________________________________________________________________________________
Directions: Use *Worldviews*, pages 207 – 212 to help you with the questions.

1. Finish the sentences with words that make sense.
   
a. Towards the end of the 1400s Spain’s gold reserves were running low because _____.
   
   it had financed along war to drive out the Muslims.
   
b. King Ferdinand and Queen Isabella hoped that Columbus’s mission might ________
   
   bring back gold to support the Spanish economy
   
c. When Columbus arrived in the Americas, he found only a small amount ________
   
   of gold on the island of Hispaniola
   
d. In his letter to King Ferdinand and Queen Isabella, Columbus told them there ________
   
   were magnificent rivers, most of which bear gold
   
e. The king and queen decided to fund a major expedition because _____
   
   they were excited about getting gold from the Americas
   
f. For the next hundred years, Spain’s desire for trade and income would drive ________
   
   its exploration of the American continents
   
g. By the end of the Reconquista the hidalgos had fallen on hard times because ________
   
   they had never owned land and there was a shortage of good farmland in Spain
   
h. The hidalgos did not allow themselves to take on work that a craftsman or farmer
   
   would do because they believed it was demeaning to them
   
i. In order to get themselves out of their situation, many hidalgos ________
   
   went to the Americas to seek their fortunes
   
j. Other hidalgos decided to ________
   
   become involved in business and commerce
2. Read the section entitled “The Black Legend of the Conquistadors” on page 210. Then complete the following:

**Issue:** Many feel that Spanish conquistadors in the Americas mistreated Indigenous peoples cruelly.

**Reaction of European Countries:** They launched a propaganda campaign against Spain’s expansionism and imperialism.

**The Motivation Behind this Reaction:** wanted people to support their own colonies around the world.

**Spain’s Response:** Felt their whole society was being condemned for the actions of a few.

3. What does it mean to do something for the glory?

want to be admired for your deeds.

4. How did the chivalrous behaviour of knights like El Cid have on the worldview of the Spanish?

inspired others to follow the knightly ideal of winning fame on the battlefield.

5. What was the *code of chivalry*?

List of qualities that governed the behaviour of all Christian soldiers, including military success, loyalty, fairness, and faith in God.

6. What role do you think the desire for glory had in Spain’s activities in the New World?

many wanted to conquer Indigenous people in the name of God.
Lesson 9.5 (optional)

Concept: Chapter 9: Spain Looks Westward – Review

Resources/Materials: Worldviews, page 213
Chapter 9: Spain Looks Westward – Review Sheets (student copies)

Introduction: Explain that Chapter 9 dealt with the reasons that Spain was so interested in exploring the New World. There were four main reasons: its geographic location, religion, glory, and gold.

Procedure:

1. If you have the time, briefly go over the main ideas covered in Chapter 9:
   Geography
   • Spain’s location connected the Mediterranean states with the Atlantic, including Europe, the Middle East, and northern Africa
   • Spain was a jumping off point for ships heading west across the Atlantic
   Religion
   • During the Reconquista, Spain became Christian.
   • King Ferdinand and Queen Isabella felt it was their duty to make Spain wholly Christian and to spread Christianity to other parts of the world, including the Americas
   Gold
   • The Reconquista had drained Spain’s treasury of gold; it desperately need to find a new source of gold
   • Columbus falsely gave the Spanish monarchs the impression that he had found a lot of gold.
   Glory
   • Knights fighting in the Reconquista came to be admired for their chivalrous behaviours.
   • A desire for this type of glory motivated adventurers and hidalgos to seek glory by joining expeditions to the Americas.

2. Have students do the Explore the Ideas questions on textbook, page 213.

3. ALTERNATELY. Have students do the Chapter 9: Spain Looks Westward – Review Sheets.

4. Check the questions in class, if possible.

Assignments:

1. Do the Explore the Ideas questions on page 213.
2. ALTERNATELY. Do the Chapter 9: Spain Looks Westward – Review Sheets.
During the Age of Exploration, four factors affected the Spanish worldview: geography, religion, desire for glory, and desire for gold.

A. Geography

1. How did Spain’s location affect its religious history?

2. How did Spain’s location affect it as a trading nation?

B. Religion

3. Write three statements that summarize Spain’s religious history from the beginning of the Middle ages to the late 1400s.
   a. 
   b. 
   c. 

4. Under Muslim rule, Spain was called _________________________________.

5. Correct each of the following statements about life in Al-Andalus.
   
   Muslim rules and rich merchants did away with the arts.
   
   Muslim artists often destroyed works of art using designs and written script.
Learning was not valued as a way of understanding the universe and to aid in living an ethical life.

Cities in Al-Andalus became insignificant centres of learning. Muslim scholars studied and discussed medicine and science.

Muslim and Jewish scholars translated the books and essays of the ancient Romans.

Muslim Spain was a society that was relatively intolerant of religious minorities.

6. Complete the chart about the *Reconquista*.

<table>
<thead>
<tr>
<th>What was it?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How long did it last?</td>
<td></td>
</tr>
<tr>
<td>How did it change the way that Spain was organized politically?</td>
<td></td>
</tr>
<tr>
<td>What effect did the marriage of Ferdinand and Isabella have?</td>
<td></td>
</tr>
<tr>
<td>Where did the Reconquista begin?</td>
<td></td>
</tr>
</tbody>
</table>
7. Match the sentence beginnings with their endings.

a. put believers of religious ideas other than Catholicism on trial.
b. as a threat to the unity of Catholicism.
c. making it difficult for Spain to maintain economic growth.
d. they were so devoted to their religion.
e. brought missionaries with them on their voyages and expeditions.
f. take over the Spanish Inquisition.
g. support Columbus’s plan.
h. converting to Christianity.
i. convert as many people as possible to the Catholic faith, both within Spain and beyond its borders.

The Pope gave King Ferdinand and Queen Isabella the special title of Catholic Monarchs because _____

The first step King Ferdinand and Queen Isabella took to unite Spain under one religion was to _____.

During the Spanish Inquisition, church officials _____.

Muslims and Jews were given the choice of being exiled or _____.

The expulsion of the Jews and Muslims resulted in _____.

King Ferdinand and Queen Isabella viewed the spread of Islam throughout the Middle East _____.

King Ferdinand and Queen Isabella came to believe they had a religious duty to _____.

It was one of the reasons the Catholic Monarchs decided to _____.

Starting with Columbus, all the Spanish explorers and conquistadors _____.

C. Desire for Gold

Answer the questions in a phrase or short sentence.

8. Why was having gold important to countries like Spain? ____________________________

9. Why were Spain’s gold reserves low? ____________________________
10. What were King Ferdinand’s and Queen Isabella’s hopes for Columbus’s explorations?

11. Why did Columbus exaggerate the amount of gold he found in Hispaniola?

12. In what two ways could Spanish nobles support themselves?

13. In what two ways did the hidalgos attempt to improve their situation?

D. Desire for Glory

14. Put a check mark (✓) beside the sentences that are true.

_____ Spanish people came to admire the chivalrous acts of knights during the Reconquista.

_____ Many people were fascinated by the idea of receiving praise for the brave deeds they did.

_____ El Cid was a Spanish knight who fought in the war to drive the Muslims from Spain.

_____ The code of chivalry was supposed to govern the behaviour of Muslim soldiers.

_____ The code of chivalry included having military success, being loyal, fairness, and faith in God.

_____ The desire for glory motivated Spaniards to take on the challenges of travelling and settling in the Americas.

_____ Spaniards felt they were being good Christians when they used violence to conquer the Indigenous people in the Americas and convert them to Christianity.
During the Age of Exploration, four factors affected the Spanish worldview: geography, religion, desire for glory, and desire for gold.

A. Geography

1. How did Spain’s location affect its religious history?
   - to the south is predominantly Muslim
   - to the north is predominantly Christian
   - Spain alternated between the two

2. How did Spain’s location affect it as a trading nation?
   - close to other European countries and to North African countries
   - on major bodies of water

B. Religion

3. Write three statements that summarize Spain’s religious history from the beginning of the Middle Ages to the late 1400s.
   a. Spain was Christian in the 600s
   b. In 711 it started to be taken over by Muslims
   c. In the early 1100s Christians began to drive Muslims out

4. Under Muslim rule, Spain was called al-Andalus.

5. Correct each of the following statements about life in Al-Andalus.
   - Muslim rules and rich merchants supported the arts.
   - Muslim artists often created works of art using designs and written script.
Learning was not valued as a way of understanding the universe and to aid in living an ethical life.

Cities in Al-Andalus became important centres of learning. Muslim scholars studied and discussed medicine and science. Muslim and Jewish scholars translated the books and essays of the ancient Greeks and Romans. Muslim Spain was a society that was relatively tolerant of religious minorities.

6. Complete the chart about the *Reconquista*.

<table>
<thead>
<tr>
<th>What was it?</th>
<th>the taking back of Spain by the Christians</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long did it last?</td>
<td>over 400 years</td>
</tr>
<tr>
<td>How did it change the way that Spain was organized politically?</td>
<td>changed Spain from several independent states into one unified states</td>
</tr>
<tr>
<td>What effect did the marriage of Ferdinand and Isabella have?</td>
<td>alliance between Aragon and Castile</td>
</tr>
<tr>
<td>Where did the Reconquista begin?</td>
<td>northern Spain</td>
</tr>
</tbody>
</table>
7. Match the sentence beginnings with their endings.

- a. put believers of religious ideas other than Catholicism on trial.
- b. as a threat to the unity of Catholicism.
- c. making it difficult for Spain to maintain economic growth.
- d. they were so devoted to their religion.
- e. brought missionaries with them on their voyages and expeditions.
- f. take over the Spanish Inquisition.
- g. support Columbus’s plan.
- h. converting to Christianity.
- i. convert as many people as possible to the Catholic faith, both within Spain and beyond its borders.

The Pope gave King Ferdinand and Queen Isabella the special title of Catholic Monarchs because __d__

The first step King Ferdinand and Queen Isabella took to unite Spain under one religion was to __f__

During the Spanish Inquisition, church officials __a__.

Muslims and Jews were given the choice of being exiled or __h__.

The expulsion of the Jews and Muslims resulted in __c__.

King Ferdinand and Queen Isabella viewed the spread of Islam throughout the Middle East __b__.

King Ferdinand and Queen Isabella came to believe they had a religious duty to __i__

It was one of the reasons the Catholic Monarchs decided to __g__.

Starting with Columbus, all the Spanish explorers and conquistadors __e__.

---

C. Desire for Gold

Answer the questions in a phrase or short sentence.

8. Why was having gold important to countries like Spain? __funded wars, could buy the natural resource it lacked__

9. Why were Spain’s gold reserves low? __Christians in Spain had been funding a long war against the Muslims__
10. What were King Ferdinand’s and Queen Isabella’s hopes for Columbus’s explorations? 
   - he would bring back gold 

11. Why did Columbus exaggerate the amount of gold he found in Hispaniola? 
   - wanted to be praised; wanted to be sent on another expedition 

12. In what two ways could Spanish nobles support themselves? war and land 

13. In what two ways did the hidalgos attempt to improve their situation? become involved in business and commerce, go to America 

D. Desire for Glory 

14. Put a check mark (✓) beside the sentences that are true. 
   - ✓ Spanish people came to admire the chivalrous acts of knights during the Reconquista. 
   - ✓ Many people were fascinated by the idea of receiving praise for the brave deeds they did. 
   - ✓ El Cid was a Spanish knight who fought in the war to drive the Muslims from Spain. 
   - - The code of chivalry was supposed to govern the behaviour of Muslim soldiers. 
   - ✓ The code of chivalry included having military success, being loyal, fairness, and faith in God. 
   - ✓ The desire for glory motivated Spaniards to take on the challenges of travelling and settling in the Americas. 
   - ✓ Spaniards felt they were being good Christians when they used violence to conquer the Indigenous people in the Americas and convert them to Christianity.
Lesson 9.6

Concept: Chapter 9: Spain Looks Westward – Test

Resources/Materials: Chapter 9: Spain Looks Westward – Test (student copies)

NOTE: Alternately, teachers may want to consider using the Chapter 9 Test available in the Worldviews Teacher Resource. It is AM-132, pages 519 – 522.
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. Before the 600s, Spain was ruled by Christians.

2. At one time, all of southern Europe was ruled by Muslims.

3. The Muslim name for Spain was al-Alcatraz.

4. Both Muslim and Christian rulers taxed minority religious groups.

5. Both Muslims and Christians believed that it was their sacred duty to spread their religion.

6. While the rest of Europe was feudalistic, Spain under the Muslims was engaged in creative arts and had several centres of learning.

7. In medieval and Renaissance times, it was not unusual for kings and queens to marry so that they could create alliances.

8. Muslims did not tolerate religious minorities when they controlled Spain.

9. The main reason that Spain sponsored expeditions to the new world was it hoped the explorers would bring back gold.

10. El Cid was a Muslim knight who became a Spanish hero.
Multiple Choice
Choose the best answer to each question.

11. Which of the following was the greatest influence on Spain’s religious history?
   
a. its location between Europe and Africa
   b. the fact that it was made up of several small states
   c. its closeness to Rome
   d. the fact that it shared the Iberian Peninsula with Portugal

12. Which of the following is true when comparing the Muslim takeover of Spain with the Reconquista?
   
a. The Muslim takeover did not involve violence, whereas the Reconquista was very violent.
   b. The Reconquista took place only in southern Spain, while the Muslim takeover took place only in northern Spain.
   c. The Reconquista took much longer than the Muslim takeover.
   d. The Reconquista did not have the support of the Pope.

*Use the following information to answer question 13.*

- The need to find more gold.
- Christians believed it was their duty to spread Christianity.
- Many Spaniards wanted to be recognized for going to a new land and conquering the Indigenous peoples.
- Spain wanted to expand its empire.
- Spain wanted to show other countries how powerful and wealthy it was.

13. Which of the following would be the best heading for the list above?
   
a. The Catholic Monarchs
   b. Why Spain Wanted to Conquer the Americas
   c. The Muslim Influence
   d. Expansionism

14. Which of the following is not true about Spain under Muslim control?
   
a. Music, art, and architecture reflected Islamic values.
   b. Learning was greatly valued.
   c. Muslim Spain was relatively tolerant of religious minorities.
   d. Muslim scholars were forbidden to meet to exchange ideas.
15. Which statement best tells how the above are alike?

a. They are reasons why Spain wanted to expand its empire.
b. They are reasons why Spain’s economic situation was of great concern.
c. They tell about religious uncertainty in Spain’s history.
d. They all influenced the development of Spain worldview.

16. The Reconquista ended when

a. Christian forces captured Granada.
b. Seville fell to the Christians.
c. El Cid was killed in battle.
d. Ferdinand and Isabella married.

17. What was the purpose of the Spanish Inquisition?

a. Unite Spain under one religion by expelling religious minorities from Spain
b. Preach tolerance of religious minorities
c. Improve the economic prosperity of Spain
d. Make Spain the main centre for learning in the Mediterranean

18. Which of the following was a major reason why Spaniards wanted to go to the Americas?

a. They wanted to find out how others lived, and learn from them.
b. They wanted recognition for conquering other people in the name of honour, courage, and Christianity.
c. They wanted to demonstrate to Muslims that different peoples can live side by side peacefully.
d. They went looking for slaves.
19. Which of the following is not a similarity between the Aztecs and the Spaniards?

a. They wanted to expand their empires.
b. They used violence against others peoples.
c. Religion was at the heart of many of their actions.
d. They had similar types of technology.

Use the following information to answer question 20.

<table>
<thead>
<tr>
<th>COLUMBUS’S VOYAGES TO THE AMERICAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Voyage:</strong> October 1492</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>His Fleet</strong></td>
</tr>
<tr>
<td><strong>His Company</strong></td>
</tr>
<tr>
<td><strong>His Instructions</strong></td>
</tr>
</tbody>
</table>

20. From the above information, you can infer that Spanish king and queen

a. were disappointed in Columbus’s first voyage.
b. wanted to set up missions in the Americas and convert the Indigenous peoples to Christianity.
c. were hopeful that Columbus would find gold and bring it home to Spain.
d. wanted to ensure that other European countries did not try to expand their empires.
Part B

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

1. In the year 2000 Pope John Paul II called upon Roman Catholics to recognize “the times in history when Christians departed from the spirit of Christ and His Gospel.”

Tell about one of these times in history. It can, but does not have to be, a time in Spanish history.

2. Explain how Spain’s geographic location influenced the Spanish worldview.

3. Think about the economic situation of Spain following the Reconquista. How role did the economic situation play in Spain’s desire to explore the Americas?

4. Explain how the behaviour of Spanish knights during the wars with the Muslims affect the Spanish worldview?
Chapter 9
Spain Looks Westward
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. ________
Social Studies Grade 8 Worldviews Chapter 9
Test
Chapter 9
Spain Looks Westward
Test

Part A – Answer Sheet

1. T
2. F
3. F
4. T
5. T
6. T
7. T
8. F
9. T
10. F
11. a
12. c
13. b
14. d
15. d
16. a
17. a
18. b
19. d
20. b
Part B

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

1. In the year 2000 Pope John Paul II called upon Roman Catholics to recognize “the times in history when Christians departed from the spirit of Christ and His Gospel.”

Tell about one of these times in history. It can, but does not have to be, a time in Spanish history. *Answers may vary.*

Students could describe, for example
- The Crusades
- The Spanish Inquisition
- Forced conversion of Indigenous peoples
- Enslavement and massacre of Indigenous peoples in Central and South America

2. Explain how Spain’s geographic location influenced the Spanish worldview.
- Located between Mediterranean and Atlantic – meeting of Christian and Muslim regions
- Western Europe on Atlantic coast – point from which ships could sail to the Americas

3. Think about the economic situation of Spain following the Reconquista. How role did the economic situation play in Spain’s desire to explore the Americas?
- After lengthy Reconquista, Spain’s economic situation was poor, both because of the cost of war and because Spain expelled the Jews and Muslims, both who were well-educated and contributed to the economic well-being of the country.
- Spain hoped that exploration of the Americas would lead to discovery of gold and silver deposits, which would help them out of their economic slump.

4. Explain how the behaviour of Spanish knights during the wars with the Muslims affect the Spanish worldview?
- Spanish knights performed chivalrous acts in the name of Spain and in the name of Christianity.
- They were heroes. Their qualities of military success, loyalty, fairness, and faith in God became ideals for all.
- People hoped for the chance to prove they had these qualities by travelling to the Americas and conquering the Indigenous peoples, if necessary, by force.
Chapter 10

A Deadly Meeting

Worldview Inquiry

How might differences in worldview contribute to the dominance of one culture over another?
Contents

Lesson 10.1 Cortés, the Conquistador 2
Lesson 10.2 More about Hernán Cortés 3
Lesson 10.3 An Unequal Fight 4
Lesson 10.4 The Spanish and Aztec Strategies 5
Lesson 10.5 Chapter 10: A Deadly Meeting - Review 6
Lesson 10.6 Chapter 10: A Deadly Meeting – Test 7
Lesson 10.1

Concept: Cortés, the Conquistador

Resources/Materials: Worldviews, pages 214 – 219
    Worksheets 8.10.1a, #8.10.1b, and #8.10.1c (student copies)
    Wall Map of North America

Introduction: Recall that Spain’s primary goal for sending expeditions to the new world was to find
gold and silver to help get its economy back into a stronger position. A close second was the desire to
spread Christianity to a greater number of people.

Many of the people that wanted to go on the expeditions wanted to same glory that knights who
fought in the Reconquista got from the people. A young man by the name of Hernán Cortés was one of
them.

Procedure:

1. On the map of North America, locate the island of Hispaniola. Explain that this is the island
    where Columbus first landed in 1492. Today it is divided into two countries: Haiti and the
    Dominican Republic. Explain that after Columbus’s voyages, Spain sent others to establish
    settlements all over the Caribbean islands. Use the map to also demonstrate that these islands
    were settled first because they were the closest to Spain.

2. Explain that Hernán Cortés was just a nineteen-year-old when he decided to go to New Spain. He
    went for the glory. His family was wealthy. Cortés became a conquistador, which is the Spanish
    name for conqueror.

3. Have students turn to textbook, page 214. Explain that as events unfolded, there would be conflict
    between Moctezuma, the Aztec emperor and Cortés.

4. Have students read to find out more about the type of person Cortés was on pages 214 – 219.

5. Distribute Worksheets #8.10.1a, #8.10.1b, and #8.10.1c. Go over the directions, if necessary.

6. OPTIONAL. Was Hernán Cortés a hero or an invader? Write a paragraph where you state your
    opinion.

Assignments:

2. Do Worksheets #8.10.1a, #8.10.1b, and #8.10.1c.
3. OPTIONAL. In a paragraph tell whether you feel Hernán Cortés was a hero or an invader.
Directions: Use *Worldviews*, pages 214 – 219 to help you with the questions.

1. Read the account of how Moctezuma decided to deal with the strangers from Spain on page 214. What evidence is there that he had the following character traits?
   
a. thorough
   

   b. intelligent
   

   c. decisive
   

   d. cunning
   

2. From what you read about Hernán Cortés, what evidence is there that he had the following character traits?
   
a. adventurous
   

   b. restless
   

   c. arrogant
   

   d. fearless
   

   e. greedy
3. Use the map on page 217. Make a timeline showing when each of Spain's settlements in the Caribbean were established, beginning with Santo Domingo and ending with Veracruz.

4. Calculate the following distances (km).
   a. San Juan to Veracruz __________________________
   b. Santo Domingo to San Cristóbal __________________________
   c. Tenochtitlan to Veracruz __________________________

5. The Aztecs were aware of, but had little to do with the Indigenous peoples of Hispaniola. Why do you suppose this is? __________________________

6. The Aztecs had very few allies in areas such as Zacatec and Yucatan. Why do you suppose this is? __________________________
7. The conquistadors used a particular strategy when conquering the Indigenous groups in the Americas. What were the four steps in this strategy?

THE CONQUISTADORS' FORMULA

8. Christoph Weiditz and Diego Rivera had two different points of view about Hernán Cortés. Briefly explain what you think they were.

Weiditz

Riviera

8. How do the actions of Roméo Dallaire in Rwanda reflect Canada's worldview?
Directions: Use Worldviews, pages 214 – 219 to help you with the questions.

1. Read the account of how Moctezuma decided to deal with the strangers from Spain on page 214. What evidence is there that he had the following character traits?
   Answers may vary
   a. thorough sent investigators out to report on the strangers

   b. intelligent knew that the strangers’ presence was significant

   c. decisive after considering all information he decided to welcome
      the visitors

   d. cunning sensed strangers were technically advanced, so Aztecs
      could not fight them with weapons and hope to be successful

2. From what you read about Hernán Cortés, what evidence is there that he had the following character traits?
   Answers may vary.
   a. adventurous anxious to what the new world was all about;
      captivating by stories brought back by others

   b. restless did not want to stay in Spain; wanted to get out
      on his own

   c. arrogant did not want to till the land like a peasant

   d. fearless not afraid of the uncertainty that lay before him

   e. greedy wanted to get rich by finding gold
3. Use the map on page 217. Make a timeline showing when each of Spain's settlements in the Caribbean were established, beginning with Santo Domingo and ending with Veracruz.

![Timeline of Spain's Settlement of the Caribbean]

4. Calculate the following distances (km).
   a. San Juan to Veracruz 3250 km
   b. Santo Domingo to San Cristóbal 1400 km
   c. Tenochtitlan to Veracruz 300 km

5. The Aztecs were aware of, but had little to do with the Indigenous peoples of Hispaniola. Why do you suppose this is?
   distance; separated by sea

6. The Aztecs had very few allies in areas such as Zacatec and Yucatan. Why do you suppose this is?
   had previous conflicts with them
7. The conquistadors used a particular strategy when conquering the Indigenous groups in the Americas. What were the four steps in this strategy?

THE CONQUISTADORS’ FORMULA

- Set out from a recent colony
- Invite leader to meeting to exchange gifts
- Seize leader and threaten to kill him unless followers obeyed their orders
- Leader of expedition would become governor
  Second in command would organize next expedition
  Indigenous people enslaved

- Meet peacefully with the Indigenous people to discover which group in the area was most powerful
- If Spanish had to fight, they would do so on open ground

8. Christoph Weiditz and Diego Rivera had two different points of view about Hernán Cortés. Briefly explain what you thing they were.

**Weiditz**
Cortés is a Spanish hero who showed courage and brought riches to Spain

**Rivera**
Cortés was a greedy bully who cared little for anyone but himself and his own glory

8. How do the actions of Roméo Dallaire in Rwanda reflect Canada’s worldview?

 Canadians believe that all life has value and that all people should be treated with humanity
Lesson 10.2

Concept: More about Hernán Cortés

Resources/Materials: Worldviews, pages 220 – 222
                     Worksheets #8.10.2a and #8.10.2b (student copies)

Introduction: Review that we now know more about Moctezuma and more about Cortés. The Aztecs
              and Spanish were alike in that they were aggressive and saw fit to conquer others. Both Moctezuma and
              Cortés were fearless. Today’s lesson tells more about events leading up to their meeting.

Procedure:

1. Explain that history is always a series of events that lead to other events that lead to still other
   events. That is, it is a series of cause and effect relationships.

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

3. Then have students read pages 221 and 222 independently. Direct them to think about the events
   covered in Chapter 10 so far and how they connect to what they read on these pages.

4. Distribute Worksheets #8.10.2a and #8.10.2b. Go over the directions, if necessary.

5. OPTIONAL. Have students do one or more of questions #1, #2, and #3 of Over to You on
   textbook, page 222.

Assignments:

1. Read Worldviews, pages 220 – 222.
2. Do Worksheets #8.10.2a and #8.10.2b.
3. OPTIONAL. Do one or more of questions #1, #2, and #3 of Over to You, page 222.
**More About Hernán Cortés**

**Directions:** Use *Worldviews*, pages 214 – 222 to help you with the questions.

1. Complete each of the cause and effect charts.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Major Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moctezuma had heard reports of mysterious strangers in nearby territories.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hernán Cortés</strong> had heard about the gold that Columbus brought back from the Caribbean islands.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>While in Cuba Cortés learned that there was a civilization that was stronger, more advanced, and wealthier than any group the Spanish had yet encountered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cause</td>
<td>Effect</td>
<td>Major Results</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Velázquez was worried that Cortés would get all the glory for his discoveries and not recognize his authority over all the new lands Cortés might conquer.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Major Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cortés established a town, La Villa Rica de la Veracruz on the coast of Mexico, and declared an independent government.</td>
<td></td>
</tr>
</tbody>
</table>

2. You have already learned that Cortés was adventurous, arrogant, restless, and fearless. From what you read on pages 221 and 222, what are two other character traits he has? What evidence is there that he has those traits?

a. 

b. 

Worksheet #8.10.2b
**More About Hernán Cortés**

**Directions:** Use *Worldviews*, pages 214 – 222 to help you with the questions.

1. Complete each of the cause and effect charts.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Major Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moctezuma had heard reports of mysterious strangers in nearby territories.</td>
<td>· sent investigators to learn more about the strangers</td>
<td>· decided to offer the strangers gifts instead of fighting them as was the usual choice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Major Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hernán Cortés had heard about the gold that Columbus brought back from the Caribbean islands.</td>
<td>· Cortés decided to go to the Caribbean</td>
<td>· joined an expedition to conquer Cuba, which was successful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Major Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>While in Cuba Cortés learned that there was a civilization that was stronger, more advanced, and wealthier than any group the Spanish had yet encountered.</td>
<td>· convinced Governor Velázquez to sponsor an expedition to the Yucatan</td>
<td>· Cortés was successful and scoured Cuba for soldiers, ships, sailors, slaves, and horses</td>
</tr>
<tr>
<td>Cause</td>
<td>Effect</td>
<td>Major Results</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Velázquez was worried that Cortés would get all the glory for his discoveries and not recognize his authority over all the new lands Cortés might conquer.</td>
<td>Velázquez tried to cancel the expedition</td>
<td>Cortés ignored the governor and continued</td>
</tr>
<tr>
<td><strong>Cause</strong></td>
<td><strong>Effect</strong></td>
<td><strong>Major Results</strong></td>
</tr>
<tr>
<td>Cortés wanted to be responsible directly to King Carlos I rather than Velázquez.</td>
<td>Cortés established a town, La Villa Rica de la Veracruz on the coast of Mexico, and declared an independent government.</td>
<td><em>sent one ship back to Spain with the treasure he had collected so far.</em>&lt;br&gt;<em>sunk the other ships so those loyal to Velázquez could not defect.</em></td>
</tr>
</tbody>
</table>

2. You have already learned that Cortés was adventurous, arrogant, restless, and fearless. From what you read on pages 221 and 222, what are two other character traits he has? What evidence is there that he has those traits?

   a. **ruthless** - did what he had to do to get what he wanted no matter who it affected

   b. **clever** - knew how to keep everyone beside him (i.e. not defecting)<br>p. **determined** - did not allow Velázquez to deter him
Lesson 10.3

Concept: An Unequal Fight

Resources/Materials: Worldviews, pages 223 – 228
Worksheets #8.10.3a and #8.10.3b (student copies)

Introduction: Review that the scene was now set for a meeting of the Spanish and the Aztecs. Each was used to acquiring new lands through war. Both were used to using military strategies that made them successful. Both were well-organized and fearless.

Explain that in the end, the Spanish would win the war against the Aztecs. There were several reasons for this. **One strategy that Cortés used was intimidation.** Discuss the meaning of the word and how it might be used to undermine the confidence of an enemy.

Procedure:

1. Explain that the Aztecs were overpowered by the Spanish for two main reasons. The Spanish had better weapons and much of the Aztec population was killed by diseases brought by the Spanish.

2. Have students turn to textbook, page 223. Guide as much of the main text on pages 223 – 228. Then have the students go back and read the sidebars and graphics.

3. Distribute Worksheets #8.10.3a and #8.10.3b. Go over the directions, if necessary.

4. OPTIONAL. Do questions #1 and #4 of *Over to You*, on textbook, page 228.

5. OPTIONAL. Have students research and write a report on smallpox.

Assignments:

2. Do *Worksheets* #8.10.3a and #8.10.3b.
3. OPTIONAL. Do questions #1 and #4 of *Over to You*, textbook, page 228.
4. OPTIONAL. Research and write a report on smallpox.
Directions: Use Worldviews, pages 223 – 228 to help you with the questions.

The Role of Technology

1. Briefly describe how three ways that the Spaniards’ more advanced weaponry gave them a distinct advantage over the Aztecs.

   - Access to Better Weapons
   - Weapons Unknown to the Aztecs
   - The Horse

THE TECHNOLOGICAL SUPERIORITY OF THE SPANISH
2. Explain how Cortés used intimidation to try to gain a military advantage over the Aztecs.

What is effective? How do you know?

3. People have differing points of view about the dropping of bombs on two Japanese cities during World War II. Tell about two of these points of view.

William Leahy

Colonel Paul Tibbets

The Role of Disease

4. Complete the cause and effect chart to show the role disease played in the Spanish defeat of the Aztecs.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Major Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Worldviews, pages 223 – 228 to help you with the questions.

The Role of Technology

1. Briefly describe how three ways that the Spaniards’ more advanced weaponry gave them a distinct advantage over the Aztecs.

   Access to Better Weapons
   The Spanish equivalents for any weapon the Aztecs had were superior → more deadly

   Weapons Unknown to the Aztecs
   Spanish had firearms, which the Aztecs had never before known about
   Cortés fired cannons to intimidate Aztec ambassadors

   The Horse
   Indigenous peoples had never before seen a horse. Soldiers hold reins with one hand and handle a weapon with the other
2. Explain how Cortés used intimidation to try to gain a military advantage over the Aztecs.

    fired cannons to show their power to the Aztec ambassadors.

What is effective? How do you know?

Yes. The ambassadors ordered their painters to record them so Moctezuma could see.

3. People have differing points of view about the dropping of bombs on two Japanese cities during World War II. Tell about two of these points of view.

   William Leahy
   The use of the atomic bombs was unnecessary because Japan was already defeated and ready to surrender.
   It was barbaric to use them.

   Colonel Paul Tibbets
   Our job in war is to win. Dropping the bombs made us win decisively and ended the war.

The Role of Disease

4. Complete the cause and effect chart to show the role disease played in the Spanish defeat of the Aztecs.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Major Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish brought smallpox to Mexico</td>
<td>Spanish were not as affected because they had built up some immunity to it. Aztec had no immunity to smallpox so many died</td>
<td>The smallpox epidemic was so severe that it was a major reason why the Spanish were able to defeat the Aztecs</td>
</tr>
</tbody>
</table>
Lesson 10.4

Concept: The Spanish and Aztec Strategies

Resources/Materials: Worldviews, pages 229 – 231
Worksheets #8.10.4a, #8.10.4b, #8.10.4c, and #8.10.4d (student copies)

Introduction: Discuss if it would make a difference if you defending your own territory compared to if you were trying to take over someone else’s territory.
Discuss also what it means when your actions come back to haunt you. Recall that the Aztecs had been used to using military action to expand its empire and take advantage of neighbouring peoples. The fact came back to haunt them during the Spanish-Aztec war.

Procedure:

1. Explain that the final section of Chapter 10 is divided into three sections:
   - The Spanish strategy
   - The Aztec strategy
   - The battle for Tenochtitlan

2. Have students turn to textbook, page 229. With students discuss the meaning of the word invasion and then discuss the guiding question in the top right hand corner of the page.

3. Direct students to read the entire section independently; that is, pages 229 – 234.

4. Distribute Worksheets #8.10.4a, #8.10.4b, #8.10.4c, and #8.10.4d. Explain that students should read the questions for each section and then use the appropriate pages in the text to help them formulate their responses.

5. ALTERNATELY. Do the Over to You questions, page 234.

Assignments:

1. Read Worldviews, pages 229 – 234.
2. Do Worksheets #8.10.4a, #8.10.4b, #8.10.4c, and #8.10.4d.
3. ALTERNATELY. Do the Over to You questions, page 234.
Directions: Use Worldviews, pages 229 – 234 to help you with the questions.

1. According to Ronald Wright, what five things did the Aztecs and Spanish have in common?
   a. 
   b. 
   c. 
   d. 
   e. 

2. In the end how did the Aztecs “flower wars” work against them in their conflict with the Spanish?

Spanish Strategy (pages 229 and 230)

3. The Spanish tried to get as many Indigenous people to become their allies against the Aztecs. They got these allies by befriending them or defeating them. Complete the chart about these allies.

<table>
<thead>
<tr>
<th>SPAIN’S ALLIES AGAINST THE AZTECS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of ally</td>
</tr>
<tr>
<td>Tabascans</td>
</tr>
</tbody>
</table>

Worksheet #8.10.4a
### SPAIN’S ALLIES AGAINST THE AZTECS

<table>
<thead>
<tr>
<th>Name of ally</th>
<th>How they became an ally</th>
<th>How they helped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totonacs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tlaxcalans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholulans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Aztec Strategy (page 231)

4. Complete the chart to explain the Aztec strategy.

<table>
<thead>
<tr>
<th>What Moctezuma had to decide</th>
<th>Moctezuma’s decision</th>
<th>What Moctezuma’s speech reveals about his attitude toward Cortés</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Why do you think Moctezuma made this decision?

________________________________________________________________________

________________________________________________________________________
The Battle for Tenochtitlan (pages 232 – 234)

5. Number the sentences in the order the events occurred.

_____ Cortés and his forces were taken to live in the palace of Moctezuma’s late father.
_____ The Spanish stole valuables from the city.
_____ All the wealth and the desire to lead the Aztec society caused Cortés to attack.
_____ The Spaniards were amazed and impressed at the riches that lay in Tenochtitlan.
_____ The Spanish forced Moctezuma to make himself a subject under Spanish rule.
_____ The Aztecs showed the Spaniards the glories of Tenochtitlan.
_____ The Spanish took Moctezuma under house arrest.

6. Number the sentences in the order the events occurred.

_____ Pedro de Alvarado gave the Aztecs permission to hold a festival. During the festival Alvarado order his troops to massacre all of the dancers. The city was in an uproar.
_____ Cortés left Tenochtitlan with some soldiers to deal with the threat.
_____ Spain had sent Governor Velázquez to arrest Cortés.
_____ Cortés defeated Velázquez’s force and convinced them to join him in his fight against the Aztecs.
_____ In its place, Corté would lay the foundations for another Spanish colony in the Americas.
_____ Cortés forced Moctezuma to speak to his people to try to calm them down. Moctezuma’s people were angry and threw stones at him. Moctezuma died.
_____ When Cortés returned six months later the smallpox epidemic had killed of 25 percent of the Aztec population.
_____ The Spanish wrecked the city as they captured it. The Aztec empire ceased to exist.
_____ The Aztecs attacked the Spanish and their allies, killing many of them, and driving the rest out of Tenochtitlan.
7. How did these elements of the Spanish worldview affect their success against the Aztecs?

knowledge

values

8. How did these elements of the Aztec worldview affect their success against the Spanish?

knowledge

values

9. Many think of Cortés as a hero; others think of him as a villain. What qualities and actions made him a hero; which ones made him a villain?

<table>
<thead>
<tr>
<th>Qualities/Actions That Made Cortés a Hero</th>
<th>Qualities/Actions That Made Cortés a Villain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Worldviews, pages 229 – 234 to help you with the questions.

1. According to Ronald Wright, what five things did the Aztecs and Spanish have in common?
   a. warlike
   b. mercantile
   c. greedy
   d. quick to resort to force
   e. believed they had a divine mission to rule the world

2. In the end how did the Aztecs “flower wars” work against them in their conflict with the Spanish?
   the peoples who had to pay tribute and who became slaves
   became enemies of the Aztec. These peoples helped the Spanish
   against the Aztecs

   Spanish Strategy (pages 229 and 230)

3. The Spanish tried to get as many Indigenous people to become their allies against the Aztecs. They got these allies by befriending them or defeating them. Complete the chart about these allies.

   **SPAIN’S ALLIES AGAINST THE AZTECS**

<table>
<thead>
<tr>
<th>Name of ally</th>
<th>How they became an ally</th>
<th>How they helped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tabascans</td>
<td>Cortés defeated them; they gave Spaniards gifts of food, clothing, gold, slaves</td>
<td>One gift was a slave named Malinche who acted as an intermediary between the Aztecs and Spaniards. She became Cortés’s advisor and spy</td>
</tr>
</tbody>
</table>

Worksheet #8.10.4a
### SPAIN’S ALLIES AGAINST THE AZTECS

<table>
<thead>
<tr>
<th>Name of ally</th>
<th>How they became an ally</th>
<th>How they helped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totonacs</td>
<td>Totonacs complained about the tribute the Aztecs collected</td>
<td>Cortés agreed to give them protection. Totonacs gave Cortés warriors</td>
</tr>
<tr>
<td>Tlaxcalans</td>
<td>Fought the Spanish; Spanish offered to make peace</td>
<td>Offered 1000 soldiers to help the Spanish</td>
</tr>
<tr>
<td>Cholulans</td>
<td>Cholulans were allies of Aztecs. Malinche overheard their plans to attack the Spanish. Spanish conquered Cholulans</td>
<td>Did not help directly, but they were neutralized</td>
</tr>
</tbody>
</table>

### Aztec Strategy (page 231)

4. Complete the chart to explain the Aztec strategy.

<table>
<thead>
<tr>
<th>What Moctezuma had to decide</th>
<th>Moctezuma’s decision</th>
<th>What Moctezuma’s speech reveals about his attitude toward Cortés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether to make the first move or wait for the other side to make the first move</td>
<td>Wait for the Spanish to make their move.</td>
<td>Moctezuma is honouring Cortés as a visiting dignitary, flattering him, and offering him the benefits of the Aztec empire</td>
</tr>
</tbody>
</table>

5. Why do you think Moctezuma made this decision?  
Answers may vary.

Perhaps wants Cortés to let his guard down. By now Moctezuma has knowledge of the Spaniard’s superior technology.
The Battle for Tenochtitlan (pages 232 – 234)

5. Number the sentences in the order the events occurred.

1. Cortés and his forces were taken to live in the palace of Moctezuma’s late father.
2. The Spanish stole valuables from the city.
3. All the wealth and the desire to lead the Aztec society caused Cortés to attack.
4. The Spaniards were amazed and impressed at the riches that lay in Tenochtitlan.
5. The Spanish forced Moctezuma to make himself a subject under Spanish rule.
6. The Aztecs showed the Spaniards the glories of Tenochtitlan.
7. The Spanish took Moctezuma under house arrest.

6. Number the sentences in the order the events occurred.

3. Pedro de Alvarado gave the Aztecs permission to hold a festival. During the festival Alvarado order his troops to massacre all of the dancers. The city was in an uproar.
2. Cortés left Tenochtitlan with some soldiers to deal with the threat.
1. Spain had sent Governor Velázquez to arrest Cortés.
4. Cortés defeated Velázquez’s force and convinced them to join him in his fight against the Aztecs.
9. In its place, Corté would lay the foundations for another Spanish colony in the Americas.
5. Cortés forced Moctezuma to speak to his people to try to calm them down. Moctezuma’s people were angry and threw stones at him. Moctezuma died.
7. When Cortés returned six months later the smallpox epidemic had killed of 25 percent of the Aztec population.
8. The Spanish wrecked the city as they captured it. The Aztec empire ceased to exist.
6. The Aztecs attacked the Spanish and their allies, killing many of them, and driving the rest out of Tenochtitlan.
7. How did these elements of the Spanish worldview affect their success against the Aztecs?

knowledge Their advanced technology and war strategies gave them distinct advantages over the Aztecs.

values Spanish desire for riches, glory, and dominance provided motivation to conquer the Aztecs.

8. How did these elements of the Aztec worldview affect their success against the Spanish?

knowledge Aztecs had less sophisticated technology. The Spanish had technology the Aztecs had never before seen.
In many ways the Spanish beat the Aztecs at their own game.

values Aztecs wanted to dominate and felt it was their right. In dominating their neighbours, they indirectly made their neighbours into allies of the Spanish.

9. Many think of Cortés as a hero; others think of him as a villain. What qualities and actions made him a hero; which ones made him a villain?

Answers may vary.

<table>
<thead>
<tr>
<th>Qualities/Actions That Made Cortés a Hero</th>
<th>Qualities/Actions That Made Cortés a Villain</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the Spanish perspective</td>
<td>pillaged Tenochtitlan</td>
</tr>
<tr>
<td>-good military strategist</td>
<td>-massacred Aztecs</td>
</tr>
<tr>
<td>-courageous</td>
<td>-destroyed a culturally rich society</td>
</tr>
<tr>
<td>-recovered riches from the Aztecs</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 10.5 (optional)

Concept: Chapter 10: A Deadly Meeting – Review

Resources/Materials: Chapter 10: A Deadly Meeting – Review Sheets (student copies)  
Worldviews, page 235

Introduction: Explain that Chapter 10 dealt with Hernán Cortés and how the Spanish worldview motivated him to set out for the Americas. It also showed how the Spanish worldview affected the outcome of a major conflict between the Aztecs and the Spanish and led to the demise of the Aztec civilization.

Procedure:

1. If you have the time, briefly go over the main concepts covered in Chapter 10:  
   Hernán Cortés  
   - Who was Hernán Cortés?  
   - Spain’s activities in the Caribbean  
   - The Conquistadors’ Formula
   
The Role of Technology in the Conflict  
   - Spanish had more sophisticated weapons  
   - Spanish had weapons not previously seen by the Aztecs  
   - Spanish had the horse
   
The Role of Disease

   The Invasion of Tenochtitlan  
   Spanish strategy  
   Aztec strategy  
   Battle for Tenochtitlan

2. Have students do the Explore the Big Ideas questions on textbook, page 235.

3. ALTERNATELY. Distribute the Chapter 10: A Deadly Meeting – Review Sheets. Have students complete them independently.

4. If possible, check the review in class with students.

Assignments:

1. Do the Explore the Big Ideas questions, page 235.
2. ALTERNATELY. Do the Chapter 10: A Deadly Meeting – Review Sheets.
1. Write A if the statement tells about the Aztec worldview and S if it tells about the Spanish worldview. Write AS if it tells about both.

_____ War is an effective way to expand your territory.

_____ There is honour in using violence to overcome your enemies.

_____ People should work to get more of the finer things in life.

_____ God decided that we were the chosen people.

_____ If you cannot get what you want in your own country, the thing to do is to establish trade with a country that does have it.

_____ Being rich is good. Being very rich is even better.

_____ We do things to please God.

_____ We look for signs in the environment that tell us whether or not the gods are pleased.

_____ There is nothing wrong with using force to get what you want.

_____ It is admirable when someone uses their wits to outsmart another person.

_____ Our advanced military technology will help us to overcome our enemies.

_____ It is only natural that some people in society will have a higher rank than others.

2. Think about Hernán Cortés’s activities. To what extent does he abide by the code of chivalry? (See page 212.)

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
3. What were the five steps in the conquistadors' formula for successfully dominating Indigenous groups?

a. 

b. 

c. 

d. 

e. 

4. Match the sentence endings below with their beginnings on the next page.

a. he was worried that Cortés would get all the glory for his discoveries and not recognize his authority over the new lands Cortés might conquer.

b. he wanted to find gold instead.

c. after he heard people taking about the gold that Columbus had brought back from the Caribbean.

d. Cortés sank all the others to make it impossible for any soldiers who were loyal to Velázquez to defect from his expedition and return to Cuba.

e. he joined a successful expedition to Cuba.

f. he had learned about a civilization that was stronger, more advanced, and wealthier than any other group encountered so far.

g. that would make him responsible directly to King Carlos I and not Velázquez.
Cortés decided he wanted to go to the Americas ______

Once in Hispaniola, Cortés turned down the governor's offer of a large farm because ______

Cortés first learned about how the Spanish conquered Indigenous people when ______

Cortés wanted Governor Velázquez to finance an expedition to the Yucatan because ______

Velázquez tried to stop Cortés's expedition because ______

Once in the Yucatan, Cortés established a town called La Villa Rica de la Veracruz and declared an independent government because ______

Except for one ship, which he sent back to Spain, ______

5. What three technological factors made the battle between the Spaniards and Aztecs unequal?
   a. ____________________________________________________________
   b. ____________________________________________________________
   c. ____________________________________________________________

6. What role did disease play in the war between the Aztecs and the Spanish?
   ____________________________________________________________
   ____________________________________________________________

7. Put a check mark (✓) beside the sentences that are true.
   _____ Both the Aztecs and the Spanish were used to having power and took advantage of that power.
   _____ The Aztec practice of collecting tribute ended up working in their favour in the war with the Spanish.
   _____ One of Cortés's strategies was to make the Indigenous groups into his allies by befriending or conquering them.
   _____ Cortés was usually not successful in making allies out of the Indigenous groups he encountered.
Moctezuma decided he would wait to see what the Spanish did before he acted.

Moctezuma’s strategy was to treat the Spanish kindly and generously so that they would let their guard down.

When Spanish soldiers saw all the riches in Tenochtitlan, it made them stop and appreciate the culture and the fine buildings, works of art, and other treasures.

Greed was one of the things that motivated the Spanish to conquer the Aztecs.

The Spanish took Moctezuma under house arrest and forced him to become a subject of Portuguese rule.

Because Governor Velázquez had sent troops to arrest Cortés, Cortés had to leave Tenochtitlan to deal with the threat.

In his absence Pedro de Alvarado gave the Aztecs permission to hold a festival, but then had his troops massacre all the dancers.

When Cortés returned, he found the city in an uproar, and forced Moctezuma to try to calm the people down.

The citizens of Tenochtitlan rebelled against Moctezuma and started throwing stones at Cortés.

The Aztecs attacked the Spanish and their allies and drove them out of Tenochtitlan.

Cortés returned six years later with a larger force and defeated the Aztecs.

A quarter of the Aztecs had died from a smallpox epidemic.

The Spanish left the city of Tenochtitlan in ruins and stole most of the valuable items.

After the Spanish defeated the Aztecs at Tenochtitlan, only a quarter of the Aztec population was still alive.

The fall of Tenochtitlan led to the complete collapse of the Aztec empire.
1. Write **A** if the statement tells about the Aztec worldview and **S** if it tells about the Spanish worldview. Write **AS** if it tells about both.

**AS**  War is an effective way to expand your territory.

**AS**  There is honour in using violence to overcome your enemies.

**AS**  People should work to get more of the finer things in life.

**A**   God decided that we were the chosen people.

**AS**  If you cannot get what you want in your own country, the thing to do is to establish trade with a country that does have it.

**AS**  Being rich is good. Being very rich is even better.

**S**   We do things to please God.

**A**   We look for signs in the environment that tell us whether or not the gods are pleased.

**AS**  There is nothing wrong with using force to get what you want.

**AS**  It is admirable when someone uses their wits to outsmart another person.

**S**   Our advanced military technology will help us to overcome our enemies.

**AS**  It is only natural that some people in society will have a higher rank than others.

2. Think about Hernán Cortés’s activities. To what extent does he abide by the code of chivalry? (See page 212.)

   military success - very successful

   loyalty - was loyal to King Carlos I

   fairness - was not generous to the Aztecs

   - was generous to others only to make them allies against Aztecs

   faith in God - not evident
3. What were the five steps in the conquistadors’ formula for successfully dominating Indigenous groups?
   
a. An expedition would start out from a recent colony.

b. Meet peaceably with Indigenous people in order to determine who was most powerful.

c. Invite person who was most powerful to exchange gifts, seize him, and threaten to kill him unless his followers obey their orders.

d. If they had to fight, Spanish would try to do so on open ground, as their weaponry was superior.

e. Leader of expedition would become governor of the new colony. Second in command would lead next expedition. Indigenous people enslaved.

4. Match the sentence endings below with their beginnings on the next page.

   a. he was worried that Cortés would get all the glory for his discoveries and not recognize his authority over the new lands Cortés might conquer.

   b. he wanted to find gold instead.

   c. after he heard people taking about the gold that Columbus had brought back from the Caribbean.

   d. Cortés sank all the others to make it impossible for any soldiers who were loyal to Velázquez to defect from his expedition and return to Cuba.

   e. he joined a successful expedition to Cuba.

   f. he had learned about a civilization that was stronger, more advanced, and wealthier than any other group encountered so far.

   g. that would make him responsible directly to King Carlos I and not Velázquez.
Cortés decided he wanted to go to the Americas. 

Once in Hispaniola, Cortés turned down the governor's offer of a large farm because. 

Cortés first learned about how the Spanish conquered Indigenous people when. 

Cortés wanted Governor Velázquez to finance an expedition to the Yucatan because. 

Velázquez tried to stop Cortés's expedition because. 

Once in the Yucatan, Cortés established a town called La Villa Rica de la Veracruz and declared an independent government because. 

Except for one ship, which he sent back to Spain. 

5. What three technological factors made the battle between the Spaniards and Aztecs unequal? 
   a. technologically superior weapons 
   b. weapons previously unknown to the Aztecs; i.e. firearms 
   c. horse 

6. What role did disease play in the war between the Aztecs and the Spanish? 
   Many Aztecs weakened or killed by smallpox because they had no immunity to it. 

7. Put a check mark (✓) beside the sentences that are true. 
   ✓ Both the Aztecs and the Spanish were used to having power and took advantage of that power. 
   ___ The Aztec practice of collecting tribute ended up working in their favour in the war with the Spanish. 
   ✓ One of Cortés’s strategies was to make the Indigenous groups into his allies by befriending or conquering them. 
   ___ Cortés was usually not successful in making allies out of the Indigenous groups he encountered.
Moctezuma decided he would wait to see what the Spanish did before he acted.

Moctezuma’s strategy was to treat the Spanish kindly and generously so that they would let their guard down.

When Spanish soldiers saw all the riches in Tenochtitlan, it made them stop and appreciate the culture and the fine buildings, works, of art, and other treasures.

Greed was one of the things that motivated the Spanish to conquer the Aztecs.

The Spanish took Moctezuma under house arrest forced him to become a subject of Portuguese rule.

Because Governor Velázquez had sent troops to arrest Cortés, Cortés had to leave Tenochtitlan to deal with the threat.

In his absence Pedro de Alvarado gave the Aztecs permission to hold a festival, but then had his troops massacre all the dancers.

When Cortés returned, he found the city in an uproar, and forced Moctezuma to try to calm the people down.

The citizens of Tenochtitlan rebelled against Moctezuma and started throwing stones at Cortés.

The Aztecs attacked the Spanish and their allies and drove them out of Tenochtitlan.

Cortés returned six years later with a larger force and defeated the Aztecs.

A quarter of the Aztecs had died from a smallpox epidemic.

The Spanish left the city of Tenochtitlan in ruins and stole most of the valuable items.

After the Spanish defeated the Aztecs at Tenochtitlan, only a quarter of the Aztec population was still alive.

The fall of Tenochtitlan led to the complete collapse of the Aztec empire.
Lesson 10.6

Concept: Chapter 10: A Deadly Meeting – Test

Resources/Materials: Chapter 10: A Deadly Meeting – Test (student copies)

NOTE: Alternately, teachers may want to have students do the Chapter 10 test, which is available in the Worldviews Teacher Resource on AM-135, pages 528 – 531.
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 Spanish worldview influenced Cortés’s decision to travel to the Americas.

2. Cortés learned how the conquistadors’ formula worked first hand when he was part of an expedition to conquer Cuba.

3. Moctezuma did not know of the presence of the Spanish in the area until they arrived in the Valley of Mexico.

4. In their war, the Aztecs and Spanish had approximately the same number of soldiers.

5. More Aztecs than Spaniards died of smallpox because the Spaniards had built up more of an immunity to the disease than the Aztecs.

6. Having power and taking advantage of power were parts of both the Spanish and Aztec worldviews.

7. Moctezuma’s strategy was to invite the Spanish to meet peacefully, shower them with gifts, and tour them around Tenochtitlan so that the Spanish would let their guard down.

8. The Aztecs did not win a single battle against the Spanish.

9. After the Spanish destroyed the aqueduct that transported water into Tenochtitlan, they ended up rebuilding it.

10. The defeat of the Aztec at Tenochtitlan led to the collapse of the Aztec empire.
Multiple Choice
Choose the best answer to each question.

11. What is the best meaning for the Spanish term *conquistador*?
   a. leader
   b. brave one
   c. conqueror
   d. adventurer

12. Which of the following motivated Cortés least about going to the Americas?
   a. a desire for glory
   b. a desire to find gold
   c. a desire for power
   d. a desire to honour his family

*Use the information below to answer question 13.*

<table>
<thead>
<tr>
<th>Conquistadors’ Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

13. Cortés’s first meeting with Moctezuma would be which step in the conquistadors’ formula?
   a. 1
   b. 2
   c. 3
   d. 4

14. Cortés’s decision to establish the town of La Villa Rica de la Veracruz and declare an independent government was done so that
   a. he would be responsible to King Carlos I and not to Velázquez.
   b. he would have a place to call home once the war was over.
   c. he could prove to his family that he was a worthy Spanish citizen.
   d. he would have a place to imprison the Aztec leader away from Tenochtitlan.
Use the following information to answer question 15.

<table>
<thead>
<tr>
<th>Aztec Weapon</th>
<th>Spanish Weapon</th>
</tr>
</thead>
<tbody>
<tr>
<td>war club</td>
<td>sword</td>
</tr>
<tr>
<td>wooden spear</td>
<td>halberd</td>
</tr>
<tr>
<td>atlatl</td>
<td>crossbow</td>
</tr>
</tbody>
</table>

15. The main purpose of a chart like the one above would be point out how

a. similar Aztec and Spanish weapons were.
b. superior Aztec weapons were.
c. superior Spanish weapons were.
d. the threat of violence can lead to peace.

Use the following information to answer question 16.

Cortés made a point of showing off muskets and cannons in the presence of the Aztec ambassadors. This drawing shows Aztec ambassadors leaping into the sea as a Spaniard fires his musket.

The Aztecs ambassadors brought sketchers with them to record their meeting with the Spanish to take back with them to show Moctezuma.

16. Cortés demonstrated how the muskets and cannons worked to the Aztec ambassadors because

a. he wanted to intimidate the Aztecs.
b. he was proud of Spanish technology.
c. he wanted to determine if they knew how to use them.
d. he wanted to show his soldiers that he was the boss.
17. Which of the following characteristics did the Aztecs and Spanish not share?

a. They were both warlike.
b. They were both greedy.
c. They both believed they were meant to rule the world.
d. They both believed they were God’s chosen people.

Use the information to answer question 18.

This is a contemporary portrait of Malinche. After Cortés had defeated the Tabascans, they gave him gifts of food, clothing, gold, and slaves. One of the slaves was a young woman named Malinche. She acted as a link between Moctezuma and him.

18. From the information above, you can infer that

a. Malinche acted as a spy for Cortés.
b. Malinche was proud to be Tabascan.
c. Malinche was a slave because she was not a normal human being.
d. Malinche was not a Christian.

19. Which element of the Aztec worldview most influenced their defeat?

a. values
b. society
c. knowledge
d. time

20. The Spanish looted gold from the palaces and homes and melted it down

a. because they did not approve of the jewellery that was made from it.
b. because they wanted it to be a gift for Velázquez.
c. because of greed.
d. when Moctezuma presented it to the soldiers as gifts.
Part B

1. Complete the following chart.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
<th>Major Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The Aztec empire ceased to exist.</td>
</tr>
</tbody>
</table>

2. To what extent did the **code of chivalry** guide Cortés's activities?

<table>
<thead>
<tr>
<th>Quality</th>
<th>Extent to Which it Guided Cortés's Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>military success</td>
<td></td>
</tr>
<tr>
<td>loyalty</td>
<td></td>
</tr>
<tr>
<td>fairness</td>
<td></td>
</tr>
<tr>
<td>faith in God</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 10
A Deadly Meeting
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. _______
Part A – Answer Sheet

1. T
2. T
3. F
4. F
5. T
6. T
7. T
8. F
9. T
10. T
11. C
12. d
13. C
14. a
15. C
16. a
17. d
18. a
19. C
20. C
1. Complete the following chart. *Answers may vary.*

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
<th>Major Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spanish had superior weaponry.</td>
<td>• Spanish made allies of Aztecs’ neighbours.</td>
<td>The Aztec empire ceased to exist.</td>
</tr>
<tr>
<td>• Spanish had new weapons.</td>
<td>• Spanish conquered Tenochtitlan.</td>
<td></td>
</tr>
<tr>
<td>• Spanish had horses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spanish brought diseases to Mexico; Aztecs were not immune.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spanish use the conquistadors’ formula.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Aztecs had made enemies of neighbouring people.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. To what extent did the **code of chivalry** guide Cortés’s activities? *Answers may vary.*

<table>
<thead>
<tr>
<th>Quality</th>
<th>Extent to Which it Guided Cortés’s Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>military success</td>
<td>Cortés was quick to learn military strategy and apply it to conquer Tenochtitlan and the rest of the Aztec empire.</td>
</tr>
<tr>
<td>loyalty</td>
<td>Cortés was loyal to King Carlos I. He wanted the glory that would come with praise from the king. Cortés may have been motivated more by greed than loyalty.</td>
</tr>
<tr>
<td>fairness</td>
<td>Cortés was manipulative. He was generous to some of the groups he defeated only because he wanted them as allies. He was cruel to the Aztecs.</td>
</tr>
<tr>
<td>faith in God</td>
<td>Under Cortés’s watch, Malinche converted to Christianity. Chapter 10 did not mention any other references to his faith in God.</td>
</tr>
</tbody>
</table>
Chapter 11

Worldviews in Conflict

Worldview Inquiry

How does cultural contact between two societies affect their identity and worldview?
Contents

Lesson 11.1  Changing a Worldview: Religion  2
Lesson 11.2  Changing a Worldview: Economy  3
Lesson 11.3  Setting up a Colony  4
Lesson 11.4  The Independence Movement  5
Lesson 11.5  Mexican Culture Today  6
Lesson 11.6  Chapter 11: Worldviews in Conflict – Review  7
Lesson 11.7  Chapter 11: Worldviews in Conflict – Test  8
Lesson 11.1

Concept: Changing a Worldview: Religion

Resources/Materials: Worldviews, pages 236 – 241
Worksheet #8.11.1a and #8.11.1b (student copies)

Introduction: Explain that when one civilization conquers another, as the Spanish conquered the Aztecs, three different things can happen.

- The conquering civilization expects the people of the conquered civilization to assimilate. This was the case for the British and Canada’s Indigenous peoples.
- The conquering people allow the people of the conquered civilization to maintain their culture. This has happened to different groups who invaded China.
- A new culture is formed with elements from both cultures.

Explain that in Chapter 11 students will find out about the Aztec culture after Spain’s invasion.

Procedure:

1. Explain that after Cortés conquered the Aztecs, he was somewhat of a hero. Cortés was certainly pleased with himself. He took steps to try to ensure that Spain did not simply abandon Tenochtitlan. He sent riches back to Spain and he asked Spain to send priests and missionaries to preach to the Aztecs. Religion was an important part of the Spanish worldview, but it was also an important part of the Aztec worldview.

2. Discuss how the Aztecs’ worldview changed.

3. Have students turn to textbook, page 236. Explain that today’s lesson is about the events that followed the Spanish conquest of the Aztecs, and in particular, with regard to religion. Guide the reading of pages 236 and 237.

4. Distribute Worksheets #8.11.1a and #8.11.1b. For each section, students are to read the section; then do the questions.

5. OPTIONAL. Once they conquered the Aztecs, Spain had three choices: to assimilate the Aztecs into Spanish society; allow the Aztecs to keep their culture; create a new culture with elements of both Aztec and Spanish culture. For each choice have students make a list of the pros and cons.

Assignments:

2. Do Worksheets #8.11.1a and #8.11.1b.
3. OPTIONAL. For each of the following choices, list the pros and cons:
   - Force the Aztecs to assimilate into Spanish culture.
   - Allow Aztecs to keep their culture.
   - Create a new culture with elements of both Aztec and Spanish culture.
Directions: For each section, read the pages in *Worldviews*. Then answer the questions for that section.

Pages 236 and 237

1. From which perspective is the text on the historical marker written?

2. What does the information on this page suggest about Mexico’s society today?

Page 238 and 239 (top)

3. What is a *catastrophe*?

4. Examine the Skill Power exercise. Decide which option makes the most sense to you. Tell why.

<table>
<thead>
<tr>
<th>Option:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons:</td>
</tr>
</tbody>
</table>

Worksheet #8.11.1a
5. Complete the cause and effect charts.

**Cause**
- Aztecs felt that the gods had abandoned them.
- Cortés asked the king to send priests and missionaries to New Spain.

**Effect**
- Cortés expressed respect and thanks to the priests.

6. What do you think was the reason for each of the following?

<table>
<thead>
<tr>
<th>What Was Done</th>
<th>Why I Think It Was Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Franciscan priests destroyed the Aztec temples and burned all the Aztec</td>
<td></td>
</tr>
<tr>
<td>codices they could find.</td>
<td></td>
</tr>
<tr>
<td>A featherwork design was put on the cover of a chalice.</td>
<td></td>
</tr>
<tr>
<td>Sweden returned the totem pole to the Haisla people in 2006.</td>
<td></td>
</tr>
</tbody>
</table>

7. After the Spanish conquest, what effect did religion have on the Aztec worldview?
Directions: For each section, read the pages in Worldviews. Then answer the questions for that section.

Pages 236 and 237

1. From which perspective is the text on the historical marker written?
   - people of Aztec ancestry (or Indigenous ancestry)

2. What does the information on this page suggest about Mexico’s society today?
   - Mexicans do not identify with Spain

Page 238 and 239 (top)

3. What is a catastrophe?
   - disaster

4. Examine the Skill Power exercise. Decide which option makes the most sense to you. Tell why. Answers may vary, but most will probably choose...

| Option: They forced the Aztecs to convert to the Catholic religion and used them as workers in mines and farms. |
| Reasons: |
| - Spanish were driven by their greed for gold, so they will have little regard for the rights or needs of the Aztecs. |
| - Spanish will most likely not be willing to do anything for the Aztecs that will cost them money or interfere with their plans. |
| - The Spanish feel their culture is superior so they are unlikely to assimilate, giving up their religion, language, traditions, etc. |
5. Complete the cause and effect charts.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aztecs felt that the gods had abandoned them.</td>
<td>Aztecs suffered defeat</td>
</tr>
<tr>
<td>Cortés asked the king to send priests and missionaries to New Spain.</td>
<td>Three years later Franciscan priests came to Mexico</td>
</tr>
<tr>
<td>Cortés was happy to finally see the priests had appeared</td>
<td>Cortés expressed respect and thanks to the priests.</td>
</tr>
</tbody>
</table>

6. What do you think was the reason for each of the following? Answers may vary

<table>
<thead>
<tr>
<th>What Was Done</th>
<th>Why I Think It Was Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Franciscan priests destroyed the Aztec temples and burned all the Aztec codices they could find.</td>
<td>- They thought the Aztec religion was barbaric.</td>
</tr>
<tr>
<td></td>
<td>- Wanted to force Aztecs to abandon their traditional beliefs.</td>
</tr>
<tr>
<td>A featherwork design was put on the cover of a chalice.</td>
<td>- Provide Aztecs with a spiritual link to the past.</td>
</tr>
<tr>
<td></td>
<td>- Some Aztecs were not entirely convinced about Christianity.</td>
</tr>
<tr>
<td>Sweden returned the totem pole to the Haisla people in 2006.</td>
<td>- Sweden realized it was an integral part of the identity of the Haisla.</td>
</tr>
</tbody>
</table>

7. After the Spanish conquest, what effect did religion have on the Aztec worldview? Answers may vary.

  * Aztecs questioned the powers of their gods and wondered if the Christian god might be more powerful.
Lesson 11.2

Concept: Changing a Worldview: Economy

Resources/Materials: Worldviews, pages 242 – 245
Worksheets #8.11.2a, #8.11.2b, and #8.11.2c (student copies)

Introduction: Review that the Spanish thought it was their duty to convert the Aztecs to Christianity. They were successful, for the most part. Some aspects of Aztec beliefs did creep into the way Aztecs practised Catholicism, however.

Recall that in imperialism, a country uses the people and natural resources of a colony to boost the economy of the mother country. Explain that Spain wanted to use New Spain in this way. To do this, it had to force the Aztecs to abandon their old ways.

Procedure:

1. Recall that one of the elements of the code of chivalry was to treat defeated opponents well. In today’s lesson, students will find out the extent to which this happened.

2. Have students turn to textbook, page 242. Guide the reading of this page, if you can. Explain that in today’s lesson students will find out about the new economic system the Spanish put in place and how it affected the Aztecs. Then it compares the Spanish system with some of the systems used in Canadian history.

3. Have students read pages 242 – 245.

4. Distribute Worksheets #8.11.2a, #8.11.2b, and #8.11.2c.

5. ALTERNATELY. Do the Over to You questions on textbook, page 245.

Assignments:

1. Read Worldviews, pages 242 – 245.
2. Do Worksheets #8.11.2a, #8.11.2b, and #8.11.2c.
3. ALTERNATELY. Do the Over to You questions, page 245.
Directions: Use Worldviews, pages 242 – 245 to help you answer the questions.

1. Complete the “ladder” below to explain the encomienda system.

2. Complete the chart to compare the economic system in Mexico under Aztec rule and under Spanish rule.

|                      | Aztec System | Encomienda
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basis of the Economy (how the system worked)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who benefited and how?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who was harmed and how?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Read the section on the Dominion Lands Act on page 244. Then complete the chart.

<table>
<thead>
<tr>
<th>THE DOMINION LANDS ACT, 1872</th>
</tr>
</thead>
<tbody>
<tr>
<td>How It Worked:</td>
</tr>
<tr>
<td>Who benefited and how?</td>
</tr>
<tr>
<td>Who was harmed and how?</td>
</tr>
<tr>
<td>Why you think the Métis were treated differently than immigrant homesteaders.</td>
</tr>
</tbody>
</table>

4. You have studied the seigneurial system used in Québec when it was a French colony. From what you know about the seigneurial system, complete the chart. (If you may have to refer to an encyclopaedia to refresh your memory.)

<table>
<thead>
<tr>
<th>THE SEIGNEURIAL SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>How It Worked:</td>
</tr>
<tr>
<td>Who Benefited Most and How?</td>
</tr>
<tr>
<td>Who Benefited Least and Why?</td>
</tr>
</tbody>
</table>
5. Read about the “Making a Comparison Organizer”. (You can only use the “Try It – On Screen! section if you have access to a computer with a Power Point program on it.)

**QUESTION:** WHO HAD THE ADVANTAGE IN THE WAR BETWEEN THE SPANISH AND THE AZTECS?

<table>
<thead>
<tr>
<th></th>
<th>Spanish</th>
<th>Aztec</th>
<th>Who had the advantage?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Views</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.11.2c
Directions: Use Worldviews, pages 242 – 245 to help you answer the questions.

1. Complete the “ladder” below to explain the ecomienda system.

   - The Spanish Crown
     - Takes 20% of all gold and other valuables found in New Spain
   - Governor or Viceroy
     - Collects taxes that support himself, the colonial government, and the Spanish Crown
   - Spanish Conquistadores and Settlers
     - Given ecomiendas with Aztec workers. After paying taxes, they keep the remaining profit
   - The Aztec People
     - Do all the actual work on the farms and in the mines, in return for little more than basic necessities.

2. Complete the chart to compare the economic system in Mexico under Aztec rule and under Spanish rule.

<table>
<thead>
<tr>
<th></th>
<th>Aztec System</th>
<th>Ecomienda System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basis of the Economy</td>
<td>farming, trade, war tribute</td>
<td>Aztecs did the physical work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Profits taken by Spanish</td>
</tr>
<tr>
<td>Who benefited and how?</td>
<td>Aztecs became wealthy</td>
<td>Spanish became wealthy to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>varying degrees.</td>
</tr>
<tr>
<td>Who was harmed and how?</td>
<td>Groups they conquered had to</td>
<td>Aztecs received only what was</td>
</tr>
<tr>
<td></td>
<td>pay tribute</td>
<td>necessary to keep them alive.</td>
</tr>
</tbody>
</table>

Worksheet #8.11.2a
3. Read the section on the Dominion Lands Act on page 244. Then complete the chart.

<table>
<thead>
<tr>
<th>THE DOMINION LANDS ACT, 1872</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How It Worked:</strong></td>
</tr>
<tr>
<td>Settlers bought land (65 hectares) for $10. Paid a registration fee, had to build a house, and start farming the land three years.</td>
</tr>
<tr>
<td><strong>Who benefited and how?</strong></td>
</tr>
<tr>
<td>Settlers benefited → got land for very low price</td>
</tr>
<tr>
<td><strong>Who was harmed and how?</strong></td>
</tr>
<tr>
<td>Métis not treated the same as immigrant homesteaders; often had to rely on hand tools → forced to give up</td>
</tr>
<tr>
<td><strong>Why you think the Métis were treated differently than immigrant homesteaders.</strong></td>
</tr>
<tr>
<td>Government did not recognize the rights of the Métis; and did not have any regard for Métis culture or society</td>
</tr>
<tr>
<td>Government did not consider Métis to be as desirable as immigrant</td>
</tr>
</tbody>
</table>

4. You have studied the seigneurial system used in Québec when it was a French colony. From what you know about the seigneurial system, complete the chart. (If you may have to refer to an encyclopaedia to refresh your memory.)

<table>
<thead>
<tr>
<th>THE SEIGNEURIAL SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How It Worked:</strong></td>
</tr>
<tr>
<td>A noble called a seigneur was granted a large parcel of land. He subdivided it and allowed a peasant, called a habitant to farm it. Each habitant has to give the seigneur a share of his crop and work on roads/buildings in exchange</td>
</tr>
<tr>
<td><strong>Who Benefited Most and How?</strong></td>
</tr>
<tr>
<td>Seigneur → got proceeds from the habitants. He sold it and became relatively wealthy.</td>
</tr>
<tr>
<td><strong>Who Benefited Least and Why?</strong></td>
</tr>
<tr>
<td>Habitants → had to work hard physically for little reward</td>
</tr>
</tbody>
</table>
5. Read about the “Making a Comparison Organizer”. (You can only use the “Try It – On Screen! section if you have access to a computer with a Power Point program on it.)


<table>
<thead>
<tr>
<th>Spanish</th>
<th>Aztec</th>
<th>Who had the advantage?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Views</td>
<td>One God, Christian faith, with pope as spiritual leader. Wanted to spread their beliefs</td>
<td>Many gods requiring human sacrifice, with emperor as spiritual leader on Earth. Not motivated to convert others to their religion</td>
<td>Spanish</td>
</tr>
<tr>
<td>Economic Motivation</td>
<td>Needed to find new sources of wealth for their homeland to finance expansion and exploration. Also sought personal wealth and power</td>
<td>Traded with neighbouring societies, willing to trade with the Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td>Leadership</td>
<td>Cortés, leader of the expedition, was directed by the king of Spain</td>
<td>Moctezuma, emperor of the Aztecs, was advised by a council of advisors and priests</td>
<td>Aztecs (may have a slight advantage)</td>
</tr>
<tr>
<td>Geography</td>
<td>Spanish arrived in what they described as the “New World.” They knew nothing about it</td>
<td>The geography was their home</td>
<td>Aztecs</td>
</tr>
</tbody>
</table>
Lesson 11.3

Concept: Setting up a Colony

Resources/Materials: Worldviews, pages 246 – 249
Worksheets #8.11.3a and #8.11.3b (student copies)
Worksheet #8.11.3c (optional, student copies)

Introduction: Explain that Spain’s idea was to use imperialism to the fullest, taking advantage of the natural resources in New Spain and using the Aztecs and other groups as low-cost or free labour. The Spanish had the most to gain and the Aztecs the most to lose.

However, as it turns out, the Spanish had to change their thinking to adapt to the situation. Of course, like so many events in history, politics played a big part. The next section of Chapter 11 tells about some of the many changes that occurred.

Procedure:

1. Recall that one of Cortés’s motivations for going to the Americas was to get rich from the gold he would find. He used the prospect of finding gold to motivate the soldiers and sailors who accompanied him on expeditions.

2. Remind students that in spite of all his ambitions, Cortés must still be loyal to the king and, in spite of personal feelings, the king’s word is final. However, Cortés did not always see things this way.

3. Have students turn to textbook, page 246. If possible, guide the reading of page to help relate the situation in New Spain with an event from Canadian history.

4. Then have students read pages 246 – 249 (top)

5. Distribute Worksheets #8.11.3a and #8.11.3b. Go over the directions, if necessary.

6. OPTIONAL. If you like, have students make a circle graph representing the ethnic make-up of present-day Mexico in their notebooks or on Worksheet #8.11.3c.

Assignments:

1. Read Worldviews, pages 246 – 249.
2. Do Worksheets #8.11.3a and #8.11.3b.
3. OPTIONAL. Make a circle graph showing the ethnic make-up of present-day Mexico in notebooks or on Worksheet #8.11.3c.
Directions: Use *Worldviews*, pages 246 – 249 to help you with the questions.

1. Think about the different French speaking groups in Canada today. Then for each group write one sentence that you think would express its worldview when it comes to French minorities in Canada.

<table>
<thead>
<tr>
<th>Group</th>
<th>What You Think Is Its Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Québecois</td>
<td></td>
</tr>
<tr>
<td>Acadians</td>
<td></td>
</tr>
<tr>
<td>Alberta Francophones</td>
<td></td>
</tr>
<tr>
<td>Anglophones</td>
<td></td>
</tr>
</tbody>
</table>

2. Finish each sentence with words that make sense.

   a. Cortés’s men threatened to rebel because ________________________________

   ________________________________

   ________________________________

   ________________________________

   ________________________________

   b. Cortés wrote to Spain because ________________________________

   ________________________________

   ________________________________

   ________________________________

   ________________________________

   c. Cortés’s goal was to ________________________________

   ________________________________

   ________________________________

   ________________________________

   ________________________________

   d. Cortés needed his fighting men to ________________________________

   ________________________________

   ________________________________

   ________________________________

   ________________________________
3. Cortés put two policies in place to solve his problem. What were they?
   a. 
   b. 

4. On page 248 you learned that King Carlos I wanted to ban the encomienda system in New Spain. However, Cortés wanted to keep it. Examine the reasons that each put forth for his opinion. Then complete the chart. (You may not have enough information to fill all the boxes.)

<table>
<thead>
<tr>
<th></th>
<th>King Carlos I</th>
<th>Cortés</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opinion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Affect on Indigenous People</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Affect on Spanish People</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. What two things did Cortés achieve by giving his soldiers land grants and getting them to marry?
   a. 
   b. 

6. What effect do you think Cortés’s policies have had on the worldviews held by Mexicans today?
   
   
   

Worksheet #8.11.3b
Directions: Use the information at the top of Worldviews, page 249 to construct your own pie chart representing the ethnic make up of Mexico in 2006. Then make up two questions that can be answered from examining the chart. Write the answers. Make up one easier and one trickier question.

(title)

Easier Question:  Answer:

Trickier Question:  Answer:
Directions: Use Worldviews, pages 246 – 249 to help you with the questions.

1. Think about the different French speaking groups in Canada today. Then for each group write one sentence that you think would express its worldview when it comes to French minorities in Canada. Answers will vary.

<table>
<thead>
<tr>
<th>Group</th>
<th>What You Think Is Its Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Québécois</td>
<td>We are proud of our culture and will work to maintain it</td>
</tr>
<tr>
<td>Acadians</td>
<td>Our ancestors were expelled once; yet some survived</td>
</tr>
<tr>
<td>Alberta Francophones</td>
<td>We are a tiny minority so we must stick together.</td>
</tr>
<tr>
<td>Anglophones</td>
<td>We respect minority language rights</td>
</tr>
</tbody>
</table>

2. Finish each sentence with words that make sense.
   a. Cortés’s men threatened to rebel because they had been fighting for years with no pay and felt they deserved more than just being allowed to take what they could in battle.
   b. Cortés wrote to Spain because he felt his men deserved more payment.
   c. Cortés’s goal was to stay in Mexico and make it a colony of Spain.
   d. Cortés needed his fighting men to help him in his mission.
3. Cortés put two policies in place to solve his problem. What were they?
   
a. Put the encomienda system in place

b. Expect every Spaniard to bring his wife from Spain or marry an Indigenous woman

4. On page 248 you learned that King Carlos I wanted to ban the encomienda system in New Spain. However, Cortés wanted to keep it. Examine the reasons that each put forth for his opinion. Then complete the chart. (You may not have enough information to fill all the boxes.)

<table>
<thead>
<tr>
<th></th>
<th>King Carlos I</th>
<th>Cortés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion</td>
<td>Encomiendas are bad for the Indigenous peoples.</td>
<td>Encomiendas are necessary for the success of New Spain</td>
</tr>
<tr>
<td>Affect on</td>
<td>Indigenous people would be treated with more respect. They would be easier to</td>
<td>Indigenous people would continue their roles in the encomiendas, but</td>
</tr>
<tr>
<td>Indigenous People</td>
<td>convert to Christianity</td>
<td>would not be treated as slaves</td>
</tr>
<tr>
<td>Affect on</td>
<td>Spanish would no longer have access to free labour</td>
<td>Spanish settlers could continue making a living</td>
</tr>
<tr>
<td>Spanish People</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. What two things did Cortés achieve by giving his soldiers land grants and getting them to marry?
   
a. established ongoing line of Spanish ethnicity in Mexico

b. gave them reason to stay in Mexico
   
established mixed-race people, the Mestizo.

6. What effect do you think Cortés’s policies have had on the worldviews held by Mexicans today?
Directions: Use the information at the top of *Worldviews*, page 249 to construct your own pie chart representing the ethnic make up of Mexico in 2006. Then make up two questions that can be answered from examining the chart. Write the answers. Make up one easier and one trickier question.

**Ethnic Minorities in Mexico, 2006**

- Mestizos: 60%
- Indigenous Peoples: 30%
- European Descent: 9%
- Other: 1%

Answers will vary.

<table>
<thead>
<tr>
<th>Easier Question:</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trickier Question:</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 11.4

Concept: The Independence Movement

Resources/Materials: Worldviews, pages 249 – 251
   Worksheets #8.11.4a and #8.11.4b (student copies)

Introduction: Explain that today, Mexico is a country independent of Spain. The struggle for independence was long and often very difficult. This lesson is about the reasons why the people of Mexico wanted to gain independence.

   Discuss Cortés as a character. What was he like? Conclude that he is ambitious, goal-oriented, clever, decisive, and seeks glory. Explain that these qualities are what helped him to establish New Spain quite quickly. As governor, he had a plan and was eager to see it work. Unfortunately, some of these qualities may have worked against him.

Procedure:

1. Review that Cortés’s worldview was very much influenced by Spain’s worldview. Part of this worldview was that the colonies exist to help the mother country economically, and this included using the Indigenous people and sending back tribute to Spain.

2. Discuss how settlers in New Spain might feel about having to send back tribute to Spain, especially when they worked hard and received little in return.

3. Have students turn to textbook, page 249. Direct them to read pages 249 – 251 independently.

4. Distribute Worksheets #8.11.4a and #8.11.4b. Go over the directions, if necessary.

Assignments:

1. Read Worldviews, pages 249 – 251.
2. Do Worksheets #8.11.4a and #8.11.4b.
**Directions:** Use *Worldviews*, pages 249 - 251 to help you answer the questions.

1. Take an educated guess. King Carlos I took the governorship away from Cortés and in his place appointed Don Antonio de Mendoza. Mendoza limited Cortés’s power and kept him away from Mexico City. What do you think are the points of view of the three men involved?

<table>
<thead>
<tr>
<th>King Carlos I</th>
<th>Hernán Cortés</th>
<th>Don Antonio de Mendoza</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the cause and effect chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Major Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain wanted resources from its colonies to ensure that its economy continued to be strong and Spain would continue to be the most powerful country in Europe.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Many different groups and individuals were affected by Spain’s expectation that New Spain send almost of the resources it produced back to Spain. From what you read what are their perspectives on the situation? (You may have to make an educated guess in some cases.)

3. **Indigenous Peoples**

   **SENDING TRIBUTE TO SPAIN**

   **The Mestizos**

   **The Creoles**

   **Hernán Cortés**

4. What is the governor general of Canada?  

   ____________________________________________

   ____________________________________________

5. What are the official duties of the governor general?  

   ____________________________________________

   ____________________________________________
Directions: Use Worldviews, pages 249 - 251 to help you answer the questions.

1. Take an educated guess. King Carlos I took the governorship away from Cortés and in his place appointed Don Antonio de Mendoza. Mendoza limited Cortés’s power and kept him away from Mexico City. What do you think are the points of view of the three men involved? Answers may vary

King Carlos I
Cortés is very good—too good. He is ambitious and greedy. He may be looking out for his own interests ahead of mine.

Hernán Cortés
The king’s actions are unfair. I have worked for him and for Spain to establish a colony for Spain.

Don Antonio de Mendoza
I am not sure what is going on, but I will do my best for Spain.

2. Complete the cause and effect chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Major Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain wanted resources from its colonies to ensure that its economy continued to be strong and Spain would continue to be the most powerful country in Europe.</td>
<td>It insisted that a steady flow of tribute flowed from New Spain back to Spain. The Spanish settlers could see that what was good for the king was not necessarily good for them. Spain was wealthy, but the colony was not.</td>
<td>Discontent arose in every class of society in New Spain. In 1821, Mexico gained its independence from Spain.</td>
</tr>
</tbody>
</table>
3. Many different groups and individuals were affected by Spain’s expectation that New Spain send almost of the resources it produced back to Spain. From what you read what are their perspectives on the situation? (You may have to make an educated guess in some cases.)

<table>
<thead>
<tr>
<th>Indigenous Peoples</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are poor.</td>
</tr>
<tr>
<td>Our towns are crumbling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Mestizos</th>
</tr>
</thead>
<tbody>
<tr>
<td>We live in poverty.</td>
</tr>
<tr>
<td>We pay tribute to Spain, but receive nothing in return</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Creoles</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are wealthy, it is true.</td>
</tr>
<tr>
<td>But we are tired to paying taxes that go up continually.</td>
</tr>
<tr>
<td>France and the United States have rebelled and so shall we.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hernán Cortés</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not surprised at all the discontent.</td>
</tr>
</tbody>
</table>

4. What is the governor general of Canada?

representative of the British monarch in Canada.

5. What are the official duties of the governor general?

opening and closing Parliament

serving as Canada’s cultural ambassador around the world
Lesson 11.5

Concept: Mexican Culture Today

Resources/Materials: Worldviews, pages 252 – 255
                  Worksheet #8.11.5a (student copies)
                  Worksheet #8.11.5b (optional, student copies)

Introduction: Recall that Spain wanted to ensure that the Indigenous peoples of New Spain abandoned their old beliefs and converted to Christianity. Recall also that the Indigenous peoples wove some of their old beliefs into Christian practices. This was done with the blessing of the Roman Catholic Church.

Procedure:

1. Explain that the Church was not the only area where Mexican culture reflected the combining of traditions from two cultures. It was reflected in other areas as well.

2. Have students turn to textbook, page 252. Explain that the remainder of the chapter deals with the way in which Mexican culture today has been influenced by Spanish, Indigenous, and Mestizo cultures.

3. Direct students to focus on the “Skill Power” section of page 253. Go over this assignment with them. Then have them plan and write paragraphs comparing and contrasting the factors that led the different groups in Mexican society to get involved in the struggle for independence from Spain. (If you like, you can have students organize their ideas using Worksheet #8.11.5b.)

4. Have students read pages 252 – 255.

5. Distribute Worksheet #8.11.5a. Go over the directions, if necessary.

6. OPTIONAL. If you like, have students do questions #2, #3, and #4 of Over to You on textbook, page 255.

Assignments:

1. Read Worldviews, pages 252 – 255.
2. Do Worksheet #8.11.5a.
3. Write paragraphs comparing and contrasting the reasons why various groups wanted to become involved in Mexico becoming independent from Spain. (Worksheet #8.11.5b can be used by students to organize their ideas.)

4. OPTIONAL. Do questions #2, #3, and #4 of Over to You, page 255.
Directions: Use *Worldviews*, pages 252 – 255 to help you with the questions.

1. Briefly tell how each of the following parts of modern Mexican culture has been influenced by its Aztec past.

<table>
<thead>
<tr>
<th>Aspect of Modern Mexican Culture</th>
<th>How It Has Been Influenced by the Aztec Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>religion</td>
<td></td>
</tr>
<tr>
<td>art</td>
<td></td>
</tr>
<tr>
<td>literature</td>
<td></td>
</tr>
</tbody>
</table>

2. Briefly explain how events in Mexico’s history have influenced present-day Mexico’s worldview.

<table>
<thead>
<tr>
<th>Element</th>
<th>Influence on Mexico’s Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economy</td>
<td></td>
</tr>
<tr>
<td>Values</td>
<td></td>
</tr>
<tr>
<td>Society</td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indigenous Peoples</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Who they were</td>
<td></td>
</tr>
<tr>
<td>Reasons for joining the independence movement</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Worldviews*, pages 252 – 255 to help you with the questions.

1. Briefly tell how each of the following parts of modern Mexican culture has been influenced by its Aztec past.

<table>
<thead>
<tr>
<th>Aspect of Modern Mexican Culture</th>
<th>How It Has Been Influenced by the Aztec Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>religion</td>
<td>• houses have altars instead of shrines today</td>
</tr>
<tr>
<td></td>
<td>• people honour the dead as did the Aztecs</td>
</tr>
<tr>
<td>art</td>
<td>• artwork shows multicultural nature of Mexico</td>
</tr>
<tr>
<td></td>
<td>• aspects of Aztec belief system can be seen</td>
</tr>
<tr>
<td></td>
<td>• Mexican folk art and sculptures reflect Aztec heritage</td>
</tr>
<tr>
<td>literature</td>
<td>• many writers look to Aztec culture for inspiration</td>
</tr>
<tr>
<td></td>
<td>• imagery used often comes from symbols from Aztec culture, such as the calendar stone</td>
</tr>
</tbody>
</table>

2. Briefly explain how events in Mexico’s history have influenced present-day Mexico’s worldview.

<table>
<thead>
<tr>
<th>Element</th>
<th>Influence on Mexico’s Worldview</th>
</tr>
</thead>
</table>
| Economy   | Encomienda system → Indigenous people still the poorest  
Spanish people still the wealthiest |
| Values    | Many value their Aztec ancestry  
People proud of independence from Spain |
| Society   | Indigenous people are lowest class  
People of Spanish ancestry form the elite  
(Because of Encomienda system) |
<p>| Beliefs   | Catholicism is predominant religion, with infusions of Aztec religious traditions |</p>
<table>
<thead>
<tr>
<th>Who they were</th>
<th>Indigenous Peoples</th>
<th>Mestizos</th>
<th>Creoles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>original inhabitants of Central America</td>
<td>people of mixed European and Indigenous ancestry</td>
<td>descendants of Spanish settlers in Mexico</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons for joining the independence movement</th>
<th>Indigenous Peoples</th>
<th>Mestizos</th>
<th>Creoles</th>
</tr>
</thead>
<tbody>
<tr>
<td>saw that great riches were leaving New Spain to support king of Spain</td>
<td></td>
<td>saw that great riches were leaving New Spain to support king of Spain</td>
<td>saw that great riches were leaving New Spain to support king of Spain</td>
</tr>
<tr>
<td>Spain was not providing proper support to schools, housing, roads</td>
<td></td>
<td>Spain was not providing proper support to schools, housing, roads</td>
<td>Spain was not providing proper support to schools, housing, roads</td>
</tr>
<tr>
<td>heavily taxed by the governing officials</td>
<td></td>
<td>felt Spain was exploiting Mexico</td>
<td>We're the most privileged class but resented paying rising taxes</td>
</tr>
<tr>
<td>cities being destroyed</td>
<td></td>
<td></td>
<td>We're inspired by independence movements in France and the United States</td>
</tr>
</tbody>
</table>
Lesson 11.6 (optional)

Concept: Chapter 11: Worldviews in Conflict – Review

Resources/Materials: Worldviews, page 256
Chapter 11: Worldviews in Conflict – Review Sheets (student copies)

Introduction: Explain that modern day Mexican culture is really a blend of several cultures. This has resulted in a worldview that has been influenced by them.

Procedure:

1. If you have the time, go over the main concept of Chapter 11.
   - A new religion
   - new economy
   - Cortés sets up a new colony
   - Cortés is replaced by a viceroy
   - Discontent from minorities in New Spain
   - The worldview of present-day Mexico

2. Have students do one or more of the Explore the Big Ideas questions on textbook, page 256.

3. ALTERNATELY. Have students do the Chapter 11: Worldviews in Conflict – Review Sheets.

4. Check the questions as a class, if possible.

Assignments:

1. Do the Explore the Big Ideas questions, page 256.
2. ALTERNATELY. Do the Chapter 11: Worldviews in Conflict – Review Sheets.
1. Complete the chart about the worldviews of before and after 1521.

<table>
<thead>
<tr>
<th>Element of Worldview</th>
<th>Aztecs Before 1521</th>
<th>Spain Before 1521</th>
<th>Mexico After 1521</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Values</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Explain why the Spanish conquest was a catastrophe for the Aztecs.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. What did Cortés try to spread Christianity to the Indigenous peoples of New Spain?

________________________________________________________________________
4. Put a check mark (✓) beside the sentences that are true about the changes that occurred after the Spanish conquest of Mexico.

_____ Catholic priests and missionaries were sent from Spain to convert Indigenous peoples to Christianity.

_____ The Franciscans destroyed Aztec places of worship and codices recording Aztec information.

_____ Some Aztecs pretended to adopt the Christian faith but secretly practised some parts of traditional Aztec religion.

_____ The Mexicans placed some of their traditional Aztec symbols and practises into Catholic ceremonies and rituals.

_____ The encomienda system reorganized the social and economic hierarchy.

_____ In the encomienda system, the Indigenous peoples did all the actual work while the Spanish lived off their work.

_____ When comparing the seigneurial system of New France and the encomienda system of New Spain, the seigneurs position would be equivalent to that of the Aztecs.

_____ Cortés and his soldiers were unhappy that almost all of the gold, silver, and other resources had to be shipped back to Spain, leaving little or none for them.

_____ In order to make the colony of New Spain prosper, Cortés insisted that his settlers bring their wives from Spain or marry an Indigenous woman.

_____ The Métis in Canada would be equivalent to the Creole in New Spain.

_____ King Carlos I of Spain unexpectedly replaced Cortés as governor of New Spain with a viceroy named Don Antonio de Mendoza.

_____ The Indigenous peoples, Spanish settlers, Mestizos, and Creoles were all upset because almost all the riches of New Spain were shipped to Spain, while little was being spent on roads, public buildings, schools, and bridges in New Spain.

_____ Modern Mexico's culture is a fusion of Indigenous, Mestizo, and Spanish traditions.

_____ The Creoles were inspired by revolutions in France and the United States.

_____ Today, Cortés is considered to be one of Mexico's national heroes.

_____ In Modern Mexico, few are proud of its Aztec history.
1. Complete the chart about the worldviews of before and after 1521.

<table>
<thead>
<tr>
<th>Element of Worldview</th>
<th>Aztecs Before 1521</th>
<th>Spain Before 1521</th>
<th>Mexico After 1521</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economy</td>
<td>based on farming, trade, war, and tribute</td>
<td>based on farming, trade, war, and tribute</td>
<td>based on encomienda system</td>
</tr>
<tr>
<td>Values</td>
<td>greed</td>
<td>greed</td>
<td>not everyone is equal</td>
</tr>
<tr>
<td></td>
<td>courage</td>
<td>courage</td>
<td>people should have</td>
</tr>
<tr>
<td></td>
<td>group more important</td>
<td>glory</td>
<td>more say in their own</td>
</tr>
<tr>
<td></td>
<td>than individual</td>
<td>chivalry</td>
<td>affairs</td>
</tr>
<tr>
<td>Society</td>
<td>classes well-defined</td>
<td>classes also fairly well-defined</td>
<td>definite social hierarchy</td>
</tr>
<tr>
<td></td>
<td>nobles/commoners</td>
<td>nobles/commoners</td>
<td>king → governor →</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>conquistadors and settlers → Aztecs</td>
</tr>
<tr>
<td>Beliefs</td>
<td>many different gods</td>
<td>important to spread Christianity</td>
<td>Christianity is dominant religion</td>
</tr>
<tr>
<td></td>
<td>must try to please</td>
<td>Christianity</td>
<td>It is okay to bring aspects of Aztec culture into Catholic faith</td>
</tr>
<tr>
<td></td>
<td>gods</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aztec were chosen people</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Explain why the Spanish conquest was a catastrophe for the Aztecs.

The Aztec civilization came to an end

3. What did Cortés to try to spread Christianity to the Indigenous peoples of New Spain?

Thought it was his duty as a Christian and as a Spaniard
4. Put a check mark (✓) beside the sentences that are true about the changes that occurred after the Spanish conquest of Mexico.

✓ Catholic priests and missionaries were sent from Spain to convert Indigenous peoples to Christianity.

✓ The Franciscans destroyed Aztec places of worship and codices recording Aztec information.

✓ Some Aztecs pretended to adopt the Christian faith but secretly practised some parts of traditional Aztec religion.

✓ The Mexicans placed some of their traditional Aztec symbols and practices into Catholic ceremonies and rituals.

✓ The encomienda system reorganized the social and economic hierarchy.

✓ In the encomienda system, the Indigenous peoples did all the actual work while the Spanish lived off their work.

When comparing the seigneurial system of New France and the encomienda system of New Spain, the seigneurs position would be equivalent to that of the Aztecs.

✓ Cortés and his soldiers were unhappy that almost all of the gold, silver, and other resources had to be shipped back to Spain, leaving little or none for them.

✓ In order to make the colony of New Spain prosper, Cortés insisted that his settlers bring their wives from Spain or marry an Indigenous woman.

✓ The Métis in Canada would be equivalent to the Creole in New Spain.

✓ King Carlos I of Spain unexpectedly replaced Cortés as governor of New Spain with a viceroy named Don Antonio de Mendoza.

✓ The Indigenous peoples, Spanish settlers, Mestizos, and Creoles were all upset because almost all of the riches of New Spain were shipped to Spain, while little was being spent on roads, public buildings, schools, and bridges in New Spain.

✓ Modern Mexico's culture is a fusion of Indigenous, Mestizo, and Spanish traditions.

✓ The Creoles were inspired by revolutions in France and the United States.

Today, Cortés is considered to be one of Mexico's national heroes.

In Modern Mexico, few are proud of its Aztec history.
Lesson 11.7

Concept: Chapter 11: Worldviews in Conflict – Test

Resources/Materials: Chapter 11: Worldviews in Conflict – Test (student copies)

NOTE: Alternately, teachers may choose to do the test in the Worldviews Teacher Resource for Chapter 11. It is found on AM-138, pages 536 – 539.
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 Spanish king sent priests and missionaries to New Spain immediately following Cortés’s conquest of Tenochtitlan.
   T

2. The Franciscans gradually converted many of the surviving Aztecs to the Catholic faith.
   F

3. After the conquest of the Aztecs, Spain allowed the Aztec nobles to keep much of the wealthy they had gathered over the years.
   T

4. In the encomienda system, the Aztecs were treated as slaves.
   F

5. One of the ways that Cortés planned to keep the colony of New Spain growing and thriving was to insist that his soldiers marry Indigenous women or bring their wives from Spain and become settlers.
   T

6. With the exception of the Creoles, the people of New Spain were unhappy with the amount of resources being shipped to Spain as taxes and tribute.
   T

7. Cortés stepped down as governor of New Spain because he decided he wanted a quieter life.
   F

8. The history of Mexico after the conquest was not influenced by events in other parts of the world.
   F

9. Mexican culture today is really a fusion of Spanish, Mestizo, and Indigenous traditions.
   T

10. Much of Aztec history survives today through the writings of present-day authors.
    T
Multiple Choice
Choose the best answer to each question.

Use the information below to answer questions 1 and 2.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The place where the slavery began.</td>
</tr>
<tr>
<td>2</td>
<td>Here the Emperor was made a prisoner in the afternoon of 13 August 1521</td>
</tr>
<tr>
<td>3</td>
<td>We are crushed to the ground: we lie in ruins.</td>
</tr>
<tr>
<td>4</td>
<td>The temples and gods of pre-Columbian Mexico are a pile of ruins, but the spirit that breathed life into that world has not disappeared.</td>
</tr>
</tbody>
</table>

1. Which of the following best tells what the statements above have in common?
   a. They all tell about the positive aspects of the Spanish conquest.
   b. They all tell about how the Spanish conquest affected the Indigenous people.
   c. They explain the economic outcomes of the Spanish conquest.
   d. They refer to how the Spanish conquest affected the Aztec religion.

2. Of the statements above, which most infers that Aztec civilization is a part of present-day Mexico’s culture?
   a. 1
   b. 2
   c. 3
   d. 4

3. Which of the following most reflects an aspect of the Spanish worldview in the years following the defeat of the Aztecs?
   a. Franciscan priests were sent to Mexico to teach the Indigenous peoples about Catholicism.
   b. Aztec nobles were able to hide some of the codices.
   c. King Carlos I wanted to dismantle the encomienda system.
   d. Cortés instructed his soldiers to marry Indigenous women.

4. Which of the following Mexican minority groups is most like Canada’s Métis?
   a. Indigenous peoples
   b. Creoles
   c. Mestizos
   d. new immigrants
Use the information below to answer question 5.

This image shows a featherwork design for the cover of a chalice in New Spain. Featherwork was common on Aztec shields.

5. From the above you can infer that

a. to the Aztecs, feathers were sacred.
b. feathers were a part of all Aztec art.
c. chalices played a part in Aztec religion.
d. even though most Aztecs converted to Christianity, their Aztec heritage remained important to them.

6. For whom did the introduction of the encomienda system in New Spain represent the biggest societal change?

a. The Spanish Crown
b. The Governor
c. The Spanish Conquistadors
d. The Aztec People
Use the following information to answer questions 7 and 8.

“We took the children of the caciques [Aztec chiefs] into our schools, where we taught them to read, write, and to chant. The children of the poorer natives were brought together in the courtyard and instructed in the Christian faith. After our teaching, one or two brethren took the pupils to some neighbouring temple, and by working at it for a few days, they levelled it to the ground. In this way they demolished, in a short time, all the Aztec temples, great and small, so that not a vestige [trace] of them remained.”

7. The above passage was most likely written by
   a. King Carlos I.
   b. a Catholic priest.
   c. an Aztec nobleman.
   d. the Indigenous wife of a Spanish soldier.

8. The Aztec temples were most likely destroyed because
   a. they were more beautiful than Catholic churches and cathedrals.
   b. it helped to keep the children occupied and out of mischief.
   c. their locations would not be suitable when a new Spanish-style city would be built.
   d. the Spanish thought they interfered with the spreading of Christianity.

9. Which of the following is a reason why all minority groups of New Spain were unhappy with Spain?
   a. They felt that Spain was treating the Indigenous people unfairly.
   b. They wanted Cortés to be put back in his position as governor.
   c. They wanted the Spanish monarch to come to New Spain on an official visit.
   d. They felt that too many of the colonies resources were being shipped to Spain.

10. Which of the following best describes the Mexican culture today?
    a. Modern Mexico’s culture is a fusion of Indigenous, Mestizo, and Spanish traditions.
    b. The Day of the Dead is celebrated on November 2 every year.
    c. Spanish is the official language of Mexico.
    d. The Indigenous peoples who still live high up in the mountains practise many of their traditions.
Part B

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

1. A great deal of what we know of the Aztec civilization does not come from primary sources.
   a. Why do you think this is?
   b. How does this affect the accuracy of books written about Aztec culture?

2. How was the Spanish worldview reflected in the economic system established by Cortés in New Spain?

3. How did the Aztec worldview about religion change after the Aztec were conquered by the Spanish?

4. Explain how the work of many present day Mexican artists and writers reflect Mexico’s diverse cultural history.
Part A – Answer Sheet

1. ________  

2. ________  

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11. ________  

12. ________  

13. ________  

14. ________  

15. ________  

16. ________  

17. ________  

18. ________  

19. ________  

20. ________
Part A – Answer Sheet

1. F
2. T
3. F
4. T
5. T
6. F
7. F
8. F
9. T
10. T
11. b
12. d
13. a
14. c
15. d
16. d
17. b
18. d
19. d
20. a
1. A great deal of what we know of the Aztec civilization does not come from primary sources.
   
a. Why do you think this is?
   - In their attempts to “civilize” the Aztecs, the Spanish demolished most of the Aztecs cities and destroyed artifacts, such as codices that would have given archaeologists and historians information about Aztec history and culture.

b. How does this affect the accuracy of books written about Aztec culture?
   - Much of what is known is based on the primary sources that were not destroyed. However, much of it is based on secondary sources, which are more subject to bias. This can result in some inaccuracies.

2. How was the Spanish worldview reflected in the economic system established by Cortés in New Spain?
   - Spain’s worldview was such that it took pride in the extent to which it explored and expanded its empire. In addition, it felt it was justified in using the resources found in its new territories to help its economy. The encomienda system was structured to benefit the home country most and the territory least.

3. How did the Aztec worldview about religion change after the Aztec were conquered by the Spanish?
   - The Aztecs had believed that their gods would look after them if they interpreted their omens correctly, behaved appropriately, and offered human sacrifices. After their defeat, they felt the gods had let them down. Because of this and because of the efforts of Catholic priests and missionaries, many Aztecs converted to Christianity, although some held on to some of the traditional Aztec beliefs.

4. Explain how the work of many present day Mexican artists and writers reflect Mexico’s diverse cultural history.
   - Many Mexican artists try, to different degrees, to include symbols, ideas, and people from different cultural traditions in their works. Writers try to offer commentary about the value of Aztec and Mestizo traditions and culture in the formation of the present-day Mexican identity.
Lesson 11.8

Concept: Unit 2: Culminating Activity

Resources/Materials: Worldviews, page 257
LM-14 and LM-15 (optional, student copies)

Introduction: Explain that Unit 2 was a study in how conflict between two different cultures could result in a new culture which has aspects of both those cultures. In the culminating activity for Unit 2 students will be thinking back to the various events and factors involved.

Procedure:

1. Have students turn to textbook, page 256. Go over the activity together.

2. Not that on Step Three, the directions tell students to add a fourth column. This is an error. It should tell students to add a third column.

3. If you like, you can have students use LM-14 and LM-15 to help them organize their ideas. These are available in the Worldviews Teacher Resource.

4. The activity as described, asks students to create a visual presentation. This does not necessarily mean electronic or digital.

5. NOTE: If teachers would like students to do Unit 2 Test, there is one available in Worldviews Teacher Resource on AM-163, pages 617 – 626.

Assignment:

Create a visual presentation showing the top five influences from Spain and the Aztecs evident in present-day Mexico.
Unit 2: Worldviews in Conflict Test

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

*Use the following information to answer question 1.*

- Several mountain ranges dividing up the country
- Extensive coastlines
- Central plateau
- More than one climatic zone

1. All of the above describe
   
a. the geography of Mexico, but not Spain.
b. the geography of Spain, but not Mexico.
c. both the geography of Mexico and the geography of Spain.
d. neither the geography of Mexico nor the geography of Spain.

2. The main reason that the Aztec moved from their home in the deserts of the north to the Valley of Mexico was
   
a. political.
b. economic.
c. social.
d. religious.

3. Which of the following is not a list of geographic features of the Valley of Mexico?
   
a. plateau, shallow lakes, mountains
b. several ecological zones, marshes, mountains
c. saline lakes, deserts, plateau
d. mountains, marshes, plateau
4. Which of the following is the common bond among the things in the boxes?

   a. They are ways that the Aztec changed the environment to suit their needs.
   b. They are structures that the Spanish constructed in their conquest of the Aztec.
   c. They were part of the military strategy of the Aztec.
   d. They are associated with the boats the Aztec used to go across the lakes from Tenochtitlan to the mainland.

5. Which of the following would fit with the other things above?

   a. pyramid-shaped temple
   b. long-distance traders
   c. lake barrier
   d. featherwork

6. Which of the following is true about Christian and Muslim rule of Spain?

   a. Under Christian rule, Spain was tolerant of other religions.
   b. Under Muslim rule, Spain was tolerant of other religions.
   c. Under both Christian and Muslim rule, Spain was tolerant of other religions.
   d. Under both Christian and Muslim rule, Spain was intolerant of other religions.

7. Which of the following is true about the Reconquista?

   a. It covered the span of about one century.
   b. It describes a time span of approximately five months.
   c. It covered the span of about seven centuries.
   d. It is ongoing today.
8. Which of the following is not true about the Spanish Inquisition?

   a. It was carried out with the blessing of the Roman Catholic Church.
   b. The Moors began the process, but the Spanish monarchs completed it.
   c. It was carried out during the reign of Queen Isabella and King Ferdinand.
   d. It was carried out to make all of Spain Christian.

9. The belief that the leaders of society led by divine guidance

   a. was part of both the Aztec and Spanish worldview.
   b. was part of the Aztec, but not the Spanish worldview.
   c. was part of the Spanish, but not the Aztec worldview.
   d. was not part of the Aztec or Spanish worldview.

*Use the following information to answer question 10.*

| Statement 1: The Spanish adopted many of the ideas put forth by the humanists of the Italian Renaissance. But in the late 15th and 16th centuries, the influence of the Moors was still very evident in Spanish culture. |
| Statement 2: The Aztec culture developed as a combination of several different cultures. The civilization that had the greatest impact on Aztec society was that of the Toltecs, whom the Aztecs admired for their architecture, arts, and craftsmanship. |

10. From the above, you can conclude that

   a. only the Spanish were influenced by other cultures.
   b. only the Aztec were influenced by other cultures.
   c. neither the Spanish nor the Aztec were influenced by other cultures.
   d. both the Spanish and Aztec were influenced by other cultures.

11. Which of the following is a difference between Aztec and Spanish cultures?

   a. Religion was an important part of Aztec society, but not of Spanish society.
   b. Military service was important in Spanish society, but not in Aztec society.
   c. The Aztec had a hierarchical social system, whereas the Spanish did not.
   d. The Aztec put the needs of the group ahead of the needs of the individual, whereas it was the reverse for the Spanish.
12. At the time the Aztec and Spanish first met, the Aztec and Spanish worldviews were both based on the belief that

a. there should be tolerance for cultural differences.
b. a society must expand by conquest of other groups encountered.
c. a group that has been conquered should be assimilated.
d. a group that has been conquered should be allowed to keep its culture.

13. Which of the following geometric shapes best describe the Aztec and Spanish social structures during the Age of Exploration?

a.  

b.  

c.  

d.  

14. Which of the following was not associated with both the Aztec and the Spanish and their desire to expand their empires?

a. wanted access to the resources of the new territory
b. wanted to assimilate the people they conquered
c. have some control over the people in a new territory
d. use of military force
Following are three quotes from Christopher Columbus’s journal.

*God would show me the place where gold is born.*

*Our Lord, in whose hands are all things, be my help. Our Lord, direct me that I may find gold.*

*May God in mercy help me find this gold – that is, the mine from which it is extracted – for here [in Haiti] there are many who claim to know of it.*

When Columbus reported back to the Spanish monarchs, he told them he had found evidence that there was much gold. In reality, he had only found a little.

15. From the above information, you can infer that

a. Isabella and Ferdinand were to sponsor Columbus on another expedition to the New World.
b. One of the main reasons that Isabella and Ferdinand had sponsored Columbus’s expedition was because they knew he would find gold.
c. Columbus was a poor expedition leader.
d. Columbus hoped Isabella and Ferdinand would sponsor him on another expedition to the New World.

16. The religions of the Spanish and Aztec had stories about how the universe was created. These stories served to

a. unite the people in society.
b. motivate workers to be more productive.
c. be kinder and more respectful to one another.
d. be kinder and more respectful to the people they conquered.

17. Which of the following is not correct about the political system of the Aztec?

a. The emperor was elected by a council of nobles.
b. The emperor was a religious as well as a political leader.
c. The emperor was a military as well as a political leader.
d. In order to become emperor, a man had to be born into one of the upper social classes.
Use the information below to answer question 18.

<table>
<thead>
<tr>
<th>EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aztec Society</td>
</tr>
<tr>
<td>• Free for all girls and boys</td>
</tr>
<tr>
<td>• Almost all went to school</td>
</tr>
<tr>
<td>• Taught religious rituals</td>
</tr>
<tr>
<td>• Taught literacy, singing, dancing, and music</td>
</tr>
<tr>
<td>• Children of nobles trained to be officers in the army, learned how to govern, and be leaders</td>
</tr>
<tr>
<td>• Children of commoners taught occupational skills, good citizenship, history, and how to be warriors</td>
</tr>
<tr>
<td>• Only some children went to school</td>
</tr>
<tr>
<td>• Schools mostly run by Roman Catholic Church</td>
</tr>
<tr>
<td>• Involved religious studies</td>
</tr>
<tr>
<td>• Children of nobles usually taught at home and could go onto university</td>
</tr>
<tr>
<td>• Girls learned homemaking skills as well as art, music, and poetry</td>
</tr>
<tr>
<td>• Schooling for children of commoners involved learning work-related skills</td>
</tr>
<tr>
<td>• Some guilds had schools to train youngsters in specific crafts and trades</td>
</tr>
</tbody>
</table>

18. From the above information, you can conclude that
   a. both the Aztec and the Spanish felt education was the key to improving quality of life.
   b. developing an appreciation for the arts was considered important in both cultures.
   c. only the wealthy could afford to send their children to school in both cultures.
   d. in both cultures education was designed to prepare students for their roles when they became adults.

19. In the Aztec civilization, long-distance traders
   a. were always former slaves.
   b. used pack animals to carry merchandise bought from across the empire.
   c. often acted as spies, that reported back to the emperor.
   d. were the first in Meso-America to used wheeled carts.

20. Which of the following is not true about the economic system of the Aztec?
   a. Farmers paid no taxes.
   b. Tribute from territories ensured a steady flow of goods for the Aztec.
   c. Farming was the backbone of the Aztec economy.
   d. Goods not used for tribute or taxes were bought and sold in markets.
Use the following information to answer question 21.

- The largest and grandest buildings in Tenochtitlan were temples.
- Aztec sculptors used stone to make sculptures of gods.
- Aztec medicine was a blend of magic, religion, and medicine.
- Festivals were held to celebrate the gods.
- During official state ceremonies, officials, rulers, warriors, and all statues of gods were covered with feather ornaments.
- Each month on the Aztec calendar was named for a god.

21. From the above information, you can conclude that
   a. the Aztec were not concerned with beauty.
   b. Aztec culture reflected the important they placed on religion.
   c. Aztec culture reflected their social classes.
   d. the Aztec did not mine gold or silver.

22. Which of the following was not part of the Spanish political system?
   a. monarch
   b. Roman Catholic Church
   c. parliament
   d. voters

23. Which of the following was a major reason that the Spanish economy was weak during the 15th century?
   a. The Reconquista had used up almost all of Spain’s reserves of precious metals.
   b. The nobility had lost interest in exporting and importing.
   c. The Spanish monarchs were not interested in creating more wealth for the country.
   d. Too few farmers raised sheep for wool that could be used in the manufacture of wool products.
24. In which line is there an incorrect statement about Spanish culture?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>The Spanish believed there is only one God, who is always present in their lives, and that there is an afterlife in either heaven or hell.</td>
</tr>
<tr>
<td>b</td>
<td>Spanish nobles owned land and took a share of the crops and livestock that the peasants raised.</td>
</tr>
<tr>
<td>c</td>
<td>Spanish paintings reflected influences of both the Moors and northern Europe.</td>
</tr>
<tr>
<td>d</td>
<td>All buildings left by the Moors were torn down and replaced with buildings designed by Renaissance architects.</td>
</tr>
</tbody>
</table>

25. The Spanish Inquisition and the Aztec practice of human sacrifice both reflect worldviews that

a. a rigid social class system is necessary for a society to exist peacefully.
b. violence is sometimes a necessary part of practising religion.
c. bravery is an important character trait.
d. people should feel free to choose their own religion.

26. Which of the following most influenced how the Aztec viewed the Spanish before they actually met?

a. religious beliefs
b. Spanish military strength
c. enemies of the Aztec
d. the Spanish presence in the Caribbean

27. Which of the following tells about a difference in worldview between the Aztec and the Spanish when it comes to war?

a. The Aztec felt war should not be used to expand the empire, while the Spanish did.
b. The Aztec believed taking captives was the most important part of being a soldier, while the Spanish believed that killing enemy soldiers was the goal.
c. The Aztec believed that following a war, the defeated people should adopt Aztec ways. The Spanish believed the defeated people should be allowed to maintain their cultures.
d. The Aztec believed that captured soldiers could be sold as slaves, while the Spanish did not believe in slavery.
Use the following information to answer question 28.

The Code of Chivalry
- Military success
- Loyalty
- Fairness
- Faith in God

28. When the conquistadors defeated the Aztec, they then destroyed the city of Tenochtitlan and enslaved the people. Which part of the Code of Chivalry was least demonstrated by this action?
   
a. military success  
b. loyalty  
c. fairness  
d. faith in God

29. The conquest and destruction of the Aztec Empire by a relatively small number of Spanish adventurers was most directly a result of the

   a. superior wealth and resources of the conquistadors.  
b. inferior fighting skills of the Aztec warriors.  
c. ability of the conquistadors to take advantage of Aztec disunity.  
d. willingness of the Aztec leaders to surrender to the Spanish invaders.

30. The military advantage that proved the most useful to the Spanish conquistadors in the conquest of the Aztec could best be described as

   a. having larger and more powerful naval vessels.  
b. having a more efficient communication system.  
c. using better tactics and advanced planning.  
d. having superior steel armour and firearms.
# Unit 2: Worldviews in Conflict

**Test**

**Answer Sheet**

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</table>
Unit 2: Worldviews in Conflict
Test

Answer Sheet

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

Japan

From Isolation to Adaptation
Chapter 12

Shaping a Unique Worldview

Worldview Inquiry

In what ways does physical geography contribute to shaping a worldview?
# Social Studies Grade 8

## Chapter 12

**Shaping a Unique Worldview**

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<td>Nature Shaping a Worldview</td>
<td>5</td>
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<td>Lesson 12.4</td>
<td>A Self-Sufficient Country</td>
<td>6</td>
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</tr>
<tr>
<td>Lesson 12.6</td>
<td>Chapter 12: Shaping a Unique Worldview – Test</td>
<td>8</td>
</tr>
</tbody>
</table>
Lesson 12.1

Concept: Introduction to Japan

Resources/Materials: Worldviews, pages 258 – 261
Worksheets #8.12.1a, #8.12.1b, and #8.12.1c (student copies)
Wall Map of the World
Wall Map of Asia

Introduction: Discuss with students the population of their community. Then ask them to consider what it would be like if a hundred times more people lived in the community. Conclude that life would be very different: houses would be smaller, always people coming and going, less chance of getting to know everyone in the whole community really well, etc.

Explain that in Canada, on average, for every square km of land, there are 3.5 people. In Japan that number is approximately 100 times greater. Because the islands of Japan were basically formed from volcanic activity, it is very mountainous. In fact more than 80% of land is mountainous. That means all those people are squeezed into a very small land area, almost all along the coastal areas.

Explain that Japan is a land of contrasts. The Japanese are very advanced when it comes to some things: electronics, automobiles, and building construction; yet they are very traditional in many other ways: mannerisms, superstitions, and morals. This is similar to Hutterites who use the latest technology in their business operations, yet are very traditional in other ways. **Japan’s history has a lot to do with this contrast. This is the focus of Unit 3: From Isolation to Adaptation.**

Procedure:

1. Locate Japan on the map of the world. With students describe its relative location. Then on the map of Asia, establish Japan’s neighbouring countries.

2. Have students turn to textbook, page 258. Explain that the pictures all represent some aspect of Japan’s worldview and how historical events have caused it to evolve. With students read the captions.

3. Then have students turn to textbook, page 260. **Guide the reading of pages 260 and 261.** Discuss that in these modern times, no one really believes the creation story described, but it did affect Japan’s worldview centuries ago.

4. Distribute Worksheets #8.12.1a, #8.12.1b, and #8.12.1c. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #8.12.1a, #8.12.1b, and #8.12.1c.
Directions: Use *Worldviews*, pages 258 – 261 and an atlas to help you with the questions.

1. Examine the pictures on pages 258 and the top of page 259. Each has elements of traditional Japanese culture as well as western culture. Complete the chart.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Aspects That Are Traditionally Japanese</th>
<th>Aspects That Are Western</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lady in pink dress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two teen-aged girls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black ship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. On page 259, the bottom left-hand picture is of a textile pattern created by an Ainu artist. The Ainu are Japan’s Indigenous people. Who are the Indigenous people that live closest to you?

________________________________________________________________________

________________________________________________________________________

3. The country of Japan is an archipelago. What is an archipelago?

________________________________________________________________________

________________________________________________________________________

4. Describe the relative location of Japan.

________________________________________________________________________

________________________________________________________________________
5. Japanese culture is filled with many myths and legends that originated thousands of years ago. Why do you think that myths and legends are such a big part of so many old cultures like Japan?

6. The Japanese believed that their country is favoured and protected by the gods. How did the attempted Mongol invasions lead people to believe this?

7. On the map of Japan (Worksheet #8.12.1c) label the following:

<table>
<thead>
<tr>
<th>Islands</th>
<th>Bodies of Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hokkaido</td>
<td>Pacific Ocean</td>
</tr>
<tr>
<td>Honshu</td>
<td>Sea of Japan</td>
</tr>
<tr>
<td>Kyushu</td>
<td>East China Sea</td>
</tr>
<tr>
<td>Shikoku</td>
<td>Korea Strait</td>
</tr>
<tr>
<td>Countries</td>
<td>Cities</td>
</tr>
<tr>
<td>South Korea</td>
<td>Tokyo</td>
</tr>
<tr>
<td>North Korea</td>
<td>Osaka</td>
</tr>
<tr>
<td>China</td>
<td>Hiroshima</td>
</tr>
<tr>
<td>Russia</td>
<td>Nagasaki</td>
</tr>
<tr>
<td></td>
<td>Sendai</td>
</tr>
<tr>
<td></td>
<td>Sapporo</td>
</tr>
<tr>
<td></td>
<td>Nagano</td>
</tr>
<tr>
<td></td>
<td>Kyoto</td>
</tr>
</tbody>
</table>

8. Use the scale on the map of Japan on page 259. Determine the approximate distances between

   Tokyo and Osaka ________________________________

   The shortest distance between South Korea and Japan ________________________________

   The northern tip of Hokkaido to the southern tip of Kyushu __________________________
Directions: Use Worldviews, pages 258 – 261 and an atlas to help you with the questions.

1. Examine the pictures on pages 258 and the top of page 259. Each has elements of traditional Japanese culture as well as western culture. Complete the chart.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Aspects That Are Traditionally Japanese</th>
<th>Aspects That Are Western</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lady in pink dress</td>
<td>writing, caricature</td>
<td>clothing</td>
</tr>
<tr>
<td>Two teen-aged girls</td>
<td>dress of girl on right</td>
<td>hair color of girl on left</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dress of girl on left</td>
</tr>
<tr>
<td></td>
<td></td>
<td>painted toenails of girl</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on right</td>
</tr>
<tr>
<td>Black ship</td>
<td>writing</td>
<td>ship, flags, writing on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ship</td>
</tr>
</tbody>
</table>

2. On page 259, the bottom left-hand picture is of a textile pattern created by an Ainu artist. The Ainu are Japan’s Indigenous people. Who are the Indigenous people that live closest to you? Answers will vary

________________________________________________________________________

________________________________________________________________________

3. The country of Japan is an archipelago. What is an archipelago?

group or chain of islands

________________________________________________________________________

4. Describe the relative location of Japan.

east of South Korea, North Korea, China, and Russia
between Sea of Japan and Pacific Ocean
5. Japanese culture is filled with many myths and legends that originated thousands of years ago. Why do you think that myths and legends are such a big part of so many old cultures like Japan?

\[ \text{most were a way to explain phenomena which were otherwise inexplicable - \text{did not have the knowledge we do today}} \]

6. The Japanese believed that their country is favoured and protected by the gods. How did the attempted Mongol invasions lead people to believe this?

\[ \text{both times storms caused the attempted invasion to fail} \]
\[ \text{interpreted this as divine intervention} \]

7. On the map of Japan (Worksheet #8.12.1c) label the following:

<table>
<thead>
<tr>
<th>Islands</th>
<th>Bodies of Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hokkaido</td>
<td>Pacific Ocean</td>
</tr>
<tr>
<td>Honshu</td>
<td>Sea of Japan</td>
</tr>
<tr>
<td>Kyushu</td>
<td>East China Sea</td>
</tr>
<tr>
<td>Shikoku</td>
<td>Korea Strait</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Countries</th>
<th>Cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Korea</td>
<td>Tokyo</td>
</tr>
<tr>
<td>North Korea</td>
<td>Osaka</td>
</tr>
<tr>
<td>China</td>
<td>Hiroshima</td>
</tr>
<tr>
<td>Russia</td>
<td>Nagasaki</td>
</tr>
<tr>
<td></td>
<td>Sendai</td>
</tr>
<tr>
<td></td>
<td>Sapporo</td>
</tr>
<tr>
<td></td>
<td>Nagano</td>
</tr>
<tr>
<td></td>
<td>Kyoto</td>
</tr>
</tbody>
</table>

8. Use the scale on the map of Japan on page 259. Determine the approximate distances between

- Tokyo and Osaka \[ 390 \text{ km} \]
- The shortest distance between South Korea and Japan \[ 180 \text{ km} \]
- The northern tip of Hokkaido to the southern tip of Kyushu \[ 1830 \text{ km} \]
Lesson 12.2

Concept: Japan’s Identity

Resources/Materials: Worldviews, pages 262 – 267
Worksheets #8.12.2a, #8.12.2b, #8.12.2c, and #8.12.2d (student copies)
globe

Introduction: Recall from the last lesson that myths and legends are an important part of Japan’s identity. (Depending on your class, it might be important to point out that like in most cultures, intellectually, people know they are not true, but they still have great emotional appeal and thus are part of a culture’s identity.)

Explain that Japan is known as “the land of the rising sun”. Using the globe, show students how the Japan is immediately west of the International Dateline. Explain that Japan is 16 hours ahead of Alberta (15 hours during daylight savings time). Discuss how the “sun first rises in Japan” because of its location. Explain that a Japanese myth explain the motto a different way, which students will read about.

Procedure:

1. Have students turn to textbook, page 262. Note the Japanese flag. The large red circle represents the rising sun. Explain that Japanese people think it is important to find simplicity in complex things. Discuss how the flag represents that idea.

2. Tell students they will be reading several pages and answering questions on what they read. With students quickly flip through pages 262 –267, noting the heading and other things of note to give them idea of what they will be reading about. If at all possible, guide the reading of pages 262 and 263. They may be difficult for many students to comprehend.

3. Distribute Worksheets #8.12.2a, #8.12.2b, #8.12.2c, and #8.12.2d. Go over the directions, if necessary.

4. OPTIONAL. Have students do one or more of the Over to You questions on textbook, page 267.

Assignments:

2. Do Worksheets #8.12.2a, #8.12.2b, #8.12.2c, and #8.12.2d.
3. OPTIONAL. Do one or more of the Over to You questions, page 267.
Directions: Use Worldviews, pages 262 – 267 to help you with the questions. Read the pages indicated; then answer the questions.

Pages 262 – 265 (top)

1. Examine the picture of the flag of Japan. How is its design and overall appearance different from the Alberta’s crest?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. According to Japanese legend, who was Amaterasu?

________________________________________________________________________

3. What does Amaterasu’s coming out of the cave represent?

________________________________________________________________________
________________________________________________________________________

4. In what ways is the emperor of Japan similar to the Pope of the Catholic Church and the emperor of the Aztecs?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. The position of emperor of Japan is inherited. Is this more similar to being the emperor of the Aztecs or being Canada’s queen? Tell why.

________________________________________________________________________
________________________________________________________________________
Examine the maps on pages 263 and 264. Then answer these questions.

a. Cartographers (mapmakers) often put their own countries at the centre of the maps they make. Do these maps prove or disprove this statement? Tell how you know.

b. Look at the map of Japan on page 263. Why do you think the land shapes are so different from what you would see on a modern-day map of the same areas?

c. Compare the shapes of the continents and oceans on a globe with their shapes on the Mercator map. Which is more accurate? Tell why.

d. What are the advantages and disadvantages of using a Mercator map?

<table>
<thead>
<tr>
<th>Advantage(s)</th>
<th>Disadvantage(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Complete the chart with these geographical facts about Japan? You may have to look back in Chapter 12 to find some answers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Area:</td>
<td></td>
</tr>
<tr>
<td>Population (today):</td>
<td></td>
</tr>
<tr>
<td>Population (1600):</td>
<td></td>
</tr>
<tr>
<td>Portion of Land Suitable for Agriculture or Settlement:</td>
<td></td>
</tr>
<tr>
<td>Where Most People Live:</td>
<td></td>
</tr>
</tbody>
</table>

8. Swimming pools are part of most schools in Japan. Why do you think this is?

________________________________________________________________________

________________________________________________________________________

Pages 265 – 267

9. What is it that makes Japan geographically isolated from its nearest neighbours?

________________________________________________________________________

________________________________________________________________________

10. Today, Japan is not nearly as isolated as it once was. What has changed?

________________________________________________________________________

________________________________________________________________________


________________________________________________________________________

________________________________________________________________________
12. Throughout history and in modern times, cultures have taken and included elements from other cultures into their own. Complete the chart by thinking of elements each country or culture has taken from another. The first one is done as an example.

<table>
<thead>
<tr>
<th>Country/Culture</th>
<th>Taken From</th>
<th>Element Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>China</td>
<td>system of writing</td>
</tr>
<tr>
<td>Renaissance Europe</td>
<td>Asia</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td>Western Countries</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>Japan</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>United States</td>
<td></td>
</tr>
<tr>
<td>Hutterites</td>
<td>Western Cultures</td>
<td></td>
</tr>
</tbody>
</table>

13. Canadians have taken ideas and elements from countries and cultures all over the world. How does this affect Canada’s identity?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
The Land of the Rising Sun

Directions: Use *Worldviews*, pages 262 – 267 to help you with the questions. Read the pages indicated; then answer the questions.

Pages 262 – 265 (top)

1. Examine the picture of the flag of Japan. How is its design and overall appearance different from the Alberta’s crest?

   Japan flag: simpler - reflects Japan unity
   Alberta crest: Alberta’s crest reflects both history (cross) and geography

2. According to Japanese legend, who was Amaterasu?

   daughter of creators of Japanese islands - i was sun goddess

3. What does Amaterasu’s coming out of the cave represent?

   bringing back light and hope to Japanese people

4. In what ways is the emperor of Japan similar to the Pope of the Catholic Church and the emperor of the Aztecs?

   representative of gods (God) on Earth
   guided by divine power

5. The position of emperor of Japan is inherited. Is this more similar to being the emperor of the Aztecs or being Canada’s queen? Tell why.

   Canada’s queen, Queen inherits her title
   Aztec emperor chosen by a council of nobles
6. Examine the maps on pages 263 and 264. Then answer these questions.

a. Cartographers (mapmakers) often put their own countries at the centre of the maps they make. Do these maps prove or disprove this statement? Tell how you know

Prove. Map on p. 263 made by Japanese cartographer has Japan at centre. Mercator was Flemish and his map has __________ at centre

b. Look at the map of Japan on page 263. Why do you think the land shapes are so different from what you would see on a modern-day map of the same areas?

Maps of this era were made from scant bits of knowledge and rumour. Technology was not sophisticated enough for cartographers to make more accurate maps.

c. Compare the shapes of the continents and oceans on a globe with their shapes on the Mercator map. Which is more accurate? Tell why.

Globe is more accurate. Mercator projection → accurate near equator, but land masses becoming increasingly stretched, side-to-side as you near the poles.

d. What are the advantages and disadvantages of using a Mercator map?

<table>
<thead>
<tr>
<th>Advantage(s)</th>
<th>Disadvantage(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>could represent earth on a flat surface</td>
<td>land, water bodies shapes distorted</td>
</tr>
<tr>
<td>allowed navigators to plot a straight line between two points without changing compass direction</td>
<td></td>
</tr>
</tbody>
</table>
7. Complete the chart with these geographical facts about Japan? You may have to look back in Chapter 12 to find some answers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area:</strong></td>
<td>380 000 km²</td>
</tr>
<tr>
<td><strong>Population (today):</strong></td>
<td>127 000 000</td>
</tr>
<tr>
<td><strong>Population (1600):</strong></td>
<td>12 000 000</td>
</tr>
<tr>
<td><strong>Portion of Land Suitable for Agriculture or Settlement:</strong></td>
<td>18%</td>
</tr>
<tr>
<td><strong>Where Most People Live:</strong></td>
<td>along coast</td>
</tr>
</tbody>
</table>

8. Swimming pools are part of most schools in Japan. Why do you think this is?

- island country; everyone close to water -> must know how to live and survive near water

Pages 265 – 267

9. What is it that makes Japan geographically isolated from its nearest neighbours?

- separated by water
- ocean between Japan and Asia mainland is rough

10. Today, Japan is not nearly as isolated as it once was. What has changed?

- improved technology with respect to communication and transportation


Japan borrowed Chinese writing symbols to represent Japanese language
12. Throughout history and in modern times, cultures have taken and included elements from other cultures into their own. Complete the chart by thinking of elements each country or culture has taken from another. The first one is done as an example. 

<table>
<thead>
<tr>
<th>Country/Culture</th>
<th>Taken From</th>
<th>Element Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>China</td>
<td>system of writing</td>
</tr>
<tr>
<td>Renaissance Europe</td>
<td>Asia</td>
<td>luxury goods (silk, tea, spices, pearls)</td>
</tr>
<tr>
<td>Japan</td>
<td>Western Countries</td>
<td>dress technology</td>
</tr>
<tr>
<td>Canada</td>
<td>Japan</td>
<td>food electronics</td>
</tr>
<tr>
<td>Canada</td>
<td>United States</td>
<td>many things (literature, TV, movies, clothing)</td>
</tr>
<tr>
<td>Hutterites</td>
<td>Western Cultures</td>
<td>machinery housing style</td>
</tr>
</tbody>
</table>

Answers may vary

13. Canadians have taken ideas and elements from countries and cultures all over the world. How does this affect Canada’s identity?

- Canada now has only a few things that are distinctly Canadian.
- Canada’s identity is an attitude of tolerance and acceptance for diversity.
Lesson 12.3

Concept: Nature Shaping a Worldview

Resources/Materials: Worldviews, pages 268 – 273
                 Worksheets #8.12.3a, #8.12.3b, and #8.12.3c (student copies)

Introduction: Albertans think of themselves as resourceful and able to deal with all kinds forces of nature. We are often puzzled as to why some people don’t have more initiative and seem to wait for others to help them out of a troublesome situation. What is it about the geography of Alberta that has led to this particular worldview? (severe, unpredictable weather/climate; long distances between locations – Alberta pioneers had to be relatively self-sufficient. Sudden blizzards and relative isolation developed a mentality of independence, initiative, etc.) This also explains that the Alberta worldview can be quite different from the worldview of Atlantic Canadians or southern Ontarians.

   Explain that Japan’s worldview reflects its geographic features in the same way.

Procedure:

1. Review that Japan has a high population density. Most people live in extremely crowded urban areas. In most cases, country living in Japan is unlike that in Alberta. In Japan farms are very small. The garden at a Hutterite colony might be the size of a family’s entire farm. In modern times, farmers often have city jobs.

2. Discuss how the high population density in Japan might affect their appreciation of nature. (Nature is almost revered.)

3. Explain that the next section of Chapter 12 has to do with how nature has influenced Japan’s worldview.

4. Have students turn to textbook, page 268. Explain that this section deals with a few examples of the beauty of nature, but also the way that power of nature has a way of making people humble. Have students read textbook, pages 268 – 273.

5. Distribute Worksheets #8.12.3a, #8.12.3b, and #8.12.3c. Go over the directions, if necessary.

6. OPTIONAL. Have students discuss and then write a paragraph or two about how geography shapes their worldview.

7. OPTIONAL. Have students do one or more of the Over to You questions on textbook, page 273.

Assignments:

2. Do Worksheets #8.12.3a, #8.12.3b, and #8.12.3c.
3. OPTIONAL. Write a paragraph about how the worldview of your community is affected by geography.
4. OPTIONAL. Do one or more of the Over to You questions, page 273.
Directions: Use Worldviews, pages 268 – 273 to help you with the questions.

1. Show how many aspects of nature has the affected customs, beliefs, and values of the Japanese by completing the chart.

<table>
<thead>
<tr>
<th>Aspect of Nature</th>
<th>How It Has Affected Customs, Traditions, Beliefs, and Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are distinct and predictable seasons.</td>
<td></td>
</tr>
<tr>
<td>Cherry blossoms appear every March.</td>
<td></td>
</tr>
<tr>
<td>The Ainu regard things like fire, water, wind, thunder, animals, and plants as</td>
<td></td>
</tr>
<tr>
<td>gods.</td>
<td></td>
</tr>
<tr>
<td>The love of nature is the most important aspect of Shinto.</td>
<td></td>
</tr>
</tbody>
</table>

2. Indigenous groups in Japan and Canada have similar perspectives when it comes to nature. Tell about them.

<table>
<thead>
<tr>
<th>Ainu of Japan</th>
<th>Dene of Canada</th>
</tr>
</thead>
</table>
3. Throughout its history, Japan has regularly experienced natural disasters. What are some of these natural disasters?

4. How has this affected Japan’s worldview?

5. In March 2011 the northwestern coast of Japan was hit with a 40.5 m tsunami. It caused billions of dollars in damage. The death toll was approximately 19,500.

a. In the days immediately following the tsunami, the Japanese started to evaluate the damage and formulated a rebuilding plan. Everyone, including those who lost family and friends, their homes, and their jobs, felt it was his or her responsibility to contribute to the rebuilding of the area. How did Japan’s history contribute to this way of thinking?

b. How do you think the response might be different if a similar tsunami had hit a location where natural disasters are uncommon?
6. Why is it that in many older cultures, like Japanese, myths are created to explain natural disasters?

7. What evidence is there that many legends might have their root in fact and not just imagination?

8. Examine the timeline showing disasters that have occurred in Japan in the past 400 years. Most scientists agree that had the tsunami of March 2011 occurred a hundred years ago, the death toll would have been higher than for any other natural disaster in the country's history. Why do you think they feel this way?
Directions: Use Worldviews, pages 268 – 273 to help you with the questions.

1. Show how many aspects of nature has the affected customs, beliefs, and values of the Japanese by completing the chart.

<table>
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<tr>
<th>Aspect of Nature</th>
<th>How It Has Affected Customs, Traditions, Beliefs, and Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are distinct and predictable seasons.</td>
<td>Celebrations and rituals mark the changes in seasons</td>
</tr>
<tr>
<td>Cherry blossoms appear every March.</td>
<td>People celebrate → plan outings to enjoy cherry blossoms → haikus written</td>
</tr>
<tr>
<td>The Ainu regard things like fire, water, wind, thunder, animals, and plants as gods.</td>
<td>Respect for nature</td>
</tr>
<tr>
<td>The love of nature is the most important aspect of Shinto.</td>
<td>Flower arrangement, garden design based on Shinto ideal of harmony with nature → believe sacred spirits take form of object in nature</td>
</tr>
</tbody>
</table>

2. Indigenous groups in Japan and Canada have similar perspectives when it comes to nature. Tell about them.

**Ainu of Japan**

Culture and language are inspired by nature, as is art

**Dene of Canada**

The environment and land determine how a culture develops
3. Throughout its history, Japan has regularly experienced natural disasters. What are some of these natural disasters?

earthquakes, volcanic eruptions, tsunamis, typhoons

4. How has this affected Japan’s worldview?

· respect power of nature

· people are stoic and understand they must be patient, accept natural disasters as part of life, and rebuild.

5. In March 2011 the northwestern coast of Japan was hit with a 40.5 m tsunami. It caused billions of dollars in damage. The death toll was approximately 19,500.

a. In the days immediately following the tsunami, the Japanese started to evaluate the damage and formulated a rebuilding plan. Everyone, including those who lost family and friends, their homes, and their jobs, felt it was his or her responsibility to contribute to the rebuilding of the area. How did Japan’s history contribute to this way of thinking?

· have history of natural disasters

· have had to rebuild several times

· stricter building codes for buildings, bridges, etc.

b. How do you think the response might be different if a similar tsunami had hit a location where natural disasters are uncommon?

· people stunned; less likely to get organized as quickly

· some people may expect their governments to do everything, and not pitch in themselves
6. Why is it that in many older cultures, like Japanese, myths are created to explain natural disasters?

Scientific knowledge was limited, so created myths to explain them.

7. What evidence is there that many legends might have their root in fact and not just imagination?

First Nations of Pacific Coast have story of giant earthquake a giant-wave 300 years ago. Since then scientists have determined a disaster occurred January 27, 1700. Japan legends also tell about the events.

8. Examine the timeline showing disasters that have occurred in Japan in the past 400 years. Most scientists agree that had the tsunami of March 2011 occurred a hundred years ago, the death toll would have been higher than for any other natural disaster in the country’s history. Why do you think they feel this way?

After each disaster, Japan studies the circumstances. Then adjusts building codes and practices and builds infrastructure to minimize destruction the next time.
Lesson 12.4

Concept: A Self-Sufficient Country

Resources/Materials: Worldviews, pages 274 – 280
Worksheets #8.12.4a, #8.12.4b, #8.12.4c, and #8.12.4d

Introduction: Have students speculate as to how they would survive if a snowstorm hit their community and closed the roads. How long could they survive? (Note that Hutterite colonies could probably last much longer than some communities and certainly longer than individual households.) Explain that today we are much more interdependent than we once were. Improved transportation and communication has made up dependent upon goods from other places to satisfy many of our basic needs. Explain that an island country like Japan had to be self-sufficient, because it could not rely on other places to satisfy the basic needs of its citizens.

Procedure:

1. Explain that one of the outcomes of being isolated was the type of food in the Japanese diet. They had to get all their nutritional requirements from what they could gather, hunt, fish, and grow.

2. Have students speculate about the traditional Japanese diet (lots of seafood, seaweed, rice, soybean products; very little red meat). Explain that rice needs a lot of water at a certain time in the year. The summer monsoons brought the rain that rice needed to grow. Southern Japan is hot and almost tropical. Northern Japan gets wintry, but not as severe as Alberta winters.

3. Explain that the last section of Chapter 12 is about how geography made Japan isolated and how it influenced the food Japanese people eat. It also refers to Japan as having a homogeneous society. This means that everyone is basically the same— with the same values and beliefs. (You might want to discuss how Hutterite society is a homogeneous society.)

4. Have students turn to textbook, page 274. Have students read pages 274 – 279.

5. Distribute Worksheets #8.12.4a, #8.12.4b, #8.12.4c, and #8.12.4d. Go over the directions, if necessary.

6. ALTERNATELY. Have students do the Over the You questions on textbook, page 280.

7. ALTERNATELY. Have students make a chart showing how aspects of Japan’s geography affect particular parts of Japanese lifestyle.

Assignments:

1. Read Worldviews, pages 274 – 279.
2. Do Worksheets #8.12.4a, #8.12.4b, #8.12.4c, and #8.12.4d.
3. ALTERNATELY. Do the Over to You questions, page 280.
4. ALTERNATELY. Make a chart showing how various aspects of Japan’s geography affect its Japanese lifestyle.
Directions: Use *Worldviews*, pages 274 – 279 to help you with the questions.

1. What does it mean to be self-sufficient?

2. Rate your community’s self-sufficiency for each category. (1 is not self-sufficient at all; 5 is very self-sufficient) Take into account any materials and machinery you need.

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<tr>
<th></th>
<th>1</th>
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<th>4</th>
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<tbody>
<tr>
<td>food</td>
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</tr>
<tr>
<td>clothing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>shelter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Explain how Japan was able to satisfy these basic needs from the resources they had.

<table>
<thead>
<tr>
<th>Basic Need</th>
<th>How They Satisfied This Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>food</td>
<td></td>
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<tr>
<td>clothing</td>
<td></td>
</tr>
<tr>
<td>shelter</td>
<td></td>
</tr>
</tbody>
</table>
4. Cite (tell about) aspects of Japanese life and history from pages 275 – 277 that are evidence that rice is one of the symbols of Japan.


6. Examine the terraced mountainside in the photo on page 275. From what you have already learned about the geography of Japan, tell why you thing terracing is done?


7. In the past and even in modern times, Japanese eat very little meat, such as beef, pork, or lamb. From what you know about Japan’s geography, can you explain why?


8. In 2011, the Canadian government decided to do away with the Canadian Wheat Board. What are the advantages and disadvantages of this move?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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</table>
9. Japan is homogeneous society. What does this mean?

10. What do you think might be some advantages and disadvantages of having a homogeneous society?

<table>
<thead>
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<th>Disadvantage(s)</th>
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</thead>
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</tbody>
</table>

11. Read about the city of Hamamatsu. Then answer the questions.

a. Why did the Hamamatsu officials recruit workers of Japanese heritage from Brazil and Peru? Why might they have been willing to settle in Japan?

b. What was the impact of immigration on the city?

c. Examine the line graph of Foreign Nationals Living in Japan, 1980 – 2004. What trend is indicated?
d. What implications do your answers to questions 11a – 11c suggest about the future of Japan as a homogeneous society?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

e. Read question 5 on page 278, then answer the question: What other reasons make it important for Québec to be in charge of immigration to the province?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

12. In what way is the Japanese government’s treatment of the Ainu similar to the Canadian government’s treatment of its Aboriginal population?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

13. On June 11, 2008 Prime Minister Stephen Harper stood up in the House of Commons and issued a formal apology to Canada’s First Nations for forcing First Nations children to attend the Residential Schools. Residential schools were Canada’s way of forcing First Nations to assimilate into a more British way of life.

In your opinion, should the Government of Japan issue a formal apology to the Ainu people for its program of assimilation of the Ainu? Explain your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
A Self-Sufficient Country

Directions: Use Worldviews, pages 274 – 279 to help you with the questions.

1. What does it mean to be self-sufficient?

Not depend on receiving things from other countries.

2. Rate your community’s self-sufficiency for each category. (1 is not self-sufficient at all; 5 is very self-sufficient) Take into account any materials and machinery you need.

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</tr>
</tbody>
</table>

3. Explain how Japan was able to satisfy these basic needs from the resources they had.

<table>
<thead>
<tr>
<th>Basic Need</th>
<th>How They Satisfied This Need</th>
</tr>
</thead>
</table>
| food       | • Soil is rich so can grow vegetables/fruit/grains  
• Closeness to sea ⇒ seafood, seaweed |
| clothing   | • Use cotton, silkworms to make textiles, clothing |
| shelter    | • Wood from forests used to make buildings |
4. Cite (tell about) aspects of Japanese life and history from pages 275 – 277 that are evidence that rice is one of the symbols of Japan.

- today emperor tends a few rice plants
- at one time rice was used as money
- at one time land values determined by how much rice it can produce
- rice presented to Commodore Perry as gift
- rice is used to mean a meal


- most likely wheat — grown extensively
  — used as a staple

6. Examine the terraced mountainside in the photo on page 275. From what you have already learned about the geography of Japan, tell why you thing terracing is done?

- animals need a lot of land for grazing, which Japan does not have
- Japan turned to seafood and soy to get protein

7. In the past and even in modern times, Japanese eat very little meat, such as beef, pork, or lamb. From what you know about Japan’s geography, can you explain why?

- shortage of flat land

8. In 2011, the Canadian government decided to do away with the Canadian Wheat Board. What are the advantages and disadvantages of this move?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>farmers can sell their grain for the highest price</td>
<td>farmers no longer protected against highs/lows of grain prices</td>
</tr>
</tbody>
</table>
9. Japan is homogeneous society. What does this mean?

A group of people similar in nature and character

10. What do you think might be some advantages and disadvantages of having a homogeneous society?

<table>
<thead>
<tr>
<th>Advantage(s)</th>
<th>Disadvantage(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>everyone has same value and belief system so it is easier for people to coexist</td>
<td>lack of diversity means do not always see things from a variety of points of view</td>
</tr>
<tr>
<td></td>
<td>people can be intolerant of difference</td>
</tr>
</tbody>
</table>

11. Read about the city of Hamamatsu. Then answer the questions.

a. Why did the Hamamatsu officials recruit workers of Japanese heritage from Brazil and Peru? Why might they have been willing to settle in Japan?

Thought their Japanese heritage would allow them to fit in easier

may have offered them incentives

want to experience living in ancestral homeland

b. What was the impact of immigration on the city?

The economy has continued to grow, and social diversity is increasing

c. Examine the line graph of Foreign Nationals Living in Japan, 1980 – 2004. What trend is indicated?

Number of foreign nationals continues to rise
d. What implications do your answers to questions 11a – 11c suggest about the future of Japan as a homogeneous society?

Japan will be less homogeneous as time goes on.

---

e. Read question 5 on page 278, then answer the question: What other reasons make it important for Québec to be in charge of immigration to the province? Answers may vary.

people of Québec have strong connections to France historically and linguistically. They may want to ensure to Québécois culture continues by controlling immigration.

12. In what way is the Japanese government’s treatment of the Ainu similar to the Canadian government’s treatment of its Aboriginal population?

both tried to get Indigenous peoples to assimilate

---

13. On June 11, 2008 Prime Minister Stephen Harper stood up in the House of Commons and issued a formal apology to Canada’s First Nations for forcing First Nations children to attend the Residential Schools. Residential schools were Canada’s way of forcing First Nations to assimilate into a more British way of life.

In your opinion, should the Government of Japan issue a formal apology to the Ainu people for its program of assimilation of the Ainu? Explain your answer. Answers may vary.
Lesson 12.5 (optional)

Concept:  Chapter 12: Shaping a Unique Worldview – Review

Resources/Materials:  Worldviews, page 281
                   Chapter 12: Shaping a Unique Worldview – Review Sheets (student copies)

Introduction:  Explain that Chapter 12 was about how beliefs, values, time, and geography influenced Japan’s worldview.

Procedure:

1.  If possible, review briefly the main ideas of Chapter 12:
   - Myths and legends surrounding the origins of the Japanese people
   - Facts about Japan’s geography
   - Symbols of Japan (flag, rice)
   - Japan’s geographic isolation and how it led to self-sufficiency
   - The role of nature in Japanese culture.
   - Homogeneous society.

2.  Have students do questions #1, #2, and #4 of Explore the Big Ideas on textbook, page 281.

3.  ALTERNATELY. Have students do the Chapter 12: Shaping a Unique Worldview – Review Sheets.

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

Assignments:

1.  Do questions #1, #2, and #4 of Explore the Big Ideas, page 281.
2.  ALTERNATELY. Do the Chapter 12: Shaping a Unique Worldview – Review Sheets.
1. For each statement about Japan put a check mark (✓) under the element or elements of Japan’s worldview that is/are affected.

<table>
<thead>
<tr>
<th>Statement</th>
<th>geography</th>
<th>time</th>
<th>beliefs</th>
<th>values</th>
</tr>
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<tbody>
<tr>
<td>According to Japanese mythology, the islands of Japan were created by two divine beings.</td>
<td></td>
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<tr>
<td>Two invasions of Japan by the Mongols failed because of storms at sea. The Japanese believed it was because the gods favoured Japan and its people.</td>
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<td>When the sun goddess Amaterasu emerged from her hiding place in a cave, it brought light and hope back to the Japanese people.</td>
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<td>The emperor of Japan is believed to be the representative of the gods on Earth.</td>
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<td>Long ago Japan was very isolated from the rest of the world because it was surrounded by the sea.</td>
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<tr>
<td>Most of Japan is covered with forested mountains and steep valleys.</td>
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<tr>
<td>Most Japanese live in crowded areas on the country’s coastal areas.</td>
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<tr>
<td>Seafood is a staple food in Japan because of its closeness to the ocean.</td>
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<td>Hundreds of years ago Japan borrowed a writing system from China.</td>
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<td>Because the soil is rich and the climate is warm, some parts of Japan can grow two crops a year.</td>
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<td>Hillsides are terraced to increase the amount of land for farming.</td>
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</table>
2. Put an X beside the sentences that are true.

_____ The Japanese created myths and legends to explain events they could not account for with the knowledge they had.

_____ The myths and legends of the Japanese help to diversify the people.

_____ The symbol on the Japanese flag represents the land of the rising sun.

_____ A Mercator map increasingly distorts the shape of land masses as you move closer to the equator.

_____ Japan’s population density is approximately 100 as great as Canada’s.

_____ One of the reasons that Japan developed a unique cultures is because it is geographically isolated from other countries.

_____ The Japanese appreciation of the beauty of nature is reflected in their arts, literature, and celebrations.

_____ Throughout its history, Japan has had to cope with minor natural disasters.

_____ Most of the protein in the Japanese diet comes from soy and seafood products.

_____ Rice is so important to the Japanese that it is one the country’s symbols.

_____ For the most part, Japan is a heterogeneous society.

_____ For many years, Japan took steps to try to get the Ainu to assimilate into the main Japanese society.

3. Complete the cause and effect charts to show the influences on Japan's identity and worldview.

**Cause**

| There is a myth that Japan was created by two divine beings. |
| The Japanese believed that divine winds caused two attempted invasions by the Mongols to fail. |

**Effect on Identity**

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</table>
The Japanese live in crowded conditions, mostly in the coastal areas.

Japan is geographically isolated from its nearest neighbours Korea, China, and Russia.

Japan is an island country.

Japan has borrowed elements from other Asian cultures and its people look similar to those of other Asian countries.

Most of Japan experiences predictable seasons.

The love of nature is the most important aspect of Shinto.

Severe natural disasters are common and regular.
There is little arable land, but what there is is fertile.

During difficult times, rice was scarce, but managed to keep the population alive.

The sea provides Japan with one of its most important sources of protein.

Japan is a relatively homogeneous society.

The Ainu were culturally different from most Japanese.
1. For each statement about Japan put a check mark (√) under the element or elements of Japan’s worldview that is/are affected.

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</table>
2. Put an X beside the sentences that are true.

   X The Japanese created myths and legends to explain events they could not account for with the knowledge they had.

   _____ The myths and legends of the Japanese help to diversify the people.

   X The symbol on the Japanese flag represents the land of the rising sun.

   _____ A Mercator map increasingly distorts the shape of land masses as you move closer to the equator.

   X Japan’s population density is approximately 100 as great as Canada’s.

   X One of the reasons that Japan developed a unique cultures is because it is geographically isolated from other countries.

   X The Japanese appreciation of the beauty of nature is reflected in their arts, literature, and celebrations.

   _____ Throughout its history, Japan has had to cope with minor natural disasters.

   X Most of the protein in the Japanese diet comes from soy and seafood products.

   X Rice is so important to the Japanese that it is one the country’s symbols.

   _____ For the most part, Japan is a heterogeneous society.

   X For many years, Japan took steps to try to get the Ainu to assimilate into the main Japanese society.

3. Complete the cause and effect charts to show the influences on Japan’s identity and worldview.

   **Cause**

   There is a myth that Japan was created by two divine beings.

   The Japanese believed that divine winds caused two attempted invasions by the Mongols to fail.

   **Effect on Identity**

   • serves to unify the people

   • belief that Japan is favoured and protected by divine powers
The Japanese live in crowded conditions, mostly in the coastal areas.

Japan is geographically isolated from its nearest neighbours Korea, China, and Russia.

Japan is an island country.

Japan has borrowed elements from other Asian cultures and its people look similar to those of other Asian countries.

Most of Japan experiences predictable seasons.

The love of nature is the most important aspect of Shinto.

Severe natural disasters are common and regular.

- necessity to live respectfully and peacefully with others

- need to be self-sufficient

- the sea is an important part of life
  adjusted lifestyle accordingly

- part of the Asian people

- literature and arts celebrate the different seasons
  festivals, celebrations based on seasons

- people find beauty in nature
  artwork, poetry reflects simplicity of nature
  nature respected

- understand power of nature
  people are stoic
There is little arable land, but what there is is fertile.

- must not waste land
- appreciate space
- important to maximize crop yields

During difficult times, rice was scarce, but managed to keep the population alive.

- rice is symbol of country
- rice treated as precious commodity

The sea provide Japan with one of its most important sources of protein.

- respect for the sea
- love for sea

Japan is a relatively homogeneous society.

- see themselves as one type of people with similar morals, behavioural standards, values
- confusion over culturally different people

The Ainu were culturally different from most Japanese.

- conformity is good and people should conform to the norm
Lesson 12.6

Concept: Chapter 12: Shaping a Unique Worldview – Test

Resources/Materials: Chapter 12: Shaping a Unique Worldview – Test (student copies)

NOTE: Instead of the test provided in this lesson plan package, teachers may want to consider having students do the Chapter 12 test from Worldviews Teacher Resource on AM-141 on pages 544 – 547.
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 flag of Japan symbolizes “the land of the rising sun”.

2. Traditionally, all mapmakers place Europe at the centre of their maps.

3. With respect to land area, Japan is smaller than Alberta.

4. The islands of Canada’s north would be considered an archipelago.

5. Respecting and appreciating the beauty of natural landscape is a great source of pride to the Japanese people.

6. Buddhism is the ancient religion of Japan.

7. The frequency of natural disasters in Japan has led to a feeling of doom and gloom in the people.

8. All of Japan shares the same basic climate.

9. One of the reasons that rice is a symbol of Japan is because it is commonly grown and was what kept many alive during difficult times.

10. As time goes by, Japan’s cultural diversity is increasing.
Multiple Choice
Choose the best answer to each question.

Use the information below to answer questions 1 and 2.

Two divine beings, the male Izanagi and the female Izanami, stood on the bridge of heaven and churned the ocean with a spear to make a small island of curdled salt. From that mystical beginning grew a string of islands – Japan.

1. The information above is
   a. a creation story.
   b. a myth borrowed from the Ancient Chinese.
   c. a modern fairy tale.
   d. a story based on scientific fact.

2. Stories such as the one above serve to
   a. match scientifically researched information with the human imagination.
   b. give the people of Japan a sense of unity.
   c. make the people of Japan appreciate their country.
   d. prepare them for earthquakes and monsoons.

Use the information below to answer question 3.

In 1274, Mongol rulers sent a large fleet from Asia that landed on the island of Kyushu, the southern island of Japan. However, a typhoon forced the invaders to retreat. The Mongols tried again in 1281. This time they brought thousands of ships and 100 000 men. A ferocious storm destroyed most of the Mongolian fleet. This invasion too, failed.

3. What effect did the two failed attempts by the Mongols to invade Japan have on Japan’s worldview?
   a. They felt they would always be unsafe.
   b. The Japanese consider the islands as a temporary home.
   c. The Japanese believed that their country is favoured and protected by the gods.
   d. The Japanese felt it was their duty to invade the Mongols’ lands someday.
4. In what way was the emperor of Japan similar to the emperor of the Aztecs and the Pope of the Roman Catholic Church?
   a. They inherited their positions.
   b. They were elected to their positions.
   c. They were considered to be representative of divine beings on Earth.
   d. They were chosen by a council of nobles.

5. Which of the following best describe the geographic features of Japan?
   a. mountainous, tree-covered, close to the sea, large areas of flat land
   b. desert-like in many areas, hilly, poor soil
   c. mountainous, few trees, no lakes
   d. tree-covered valleys and mountains, little flat land, close to the sea

6. Japan adopted and adapted several elements of culture from
   a. Korea.
   b. Russia.
   c. Italy.
   d. China.

7. Which of the following is a disadvantage of Japan’s location?
   a. Because it is a group of islands, it makes it more difficult to trade with other countries.
   b. It is easier to protect itself from enemies.
   c. The people learned to use the resources they had to satisfy their basic needs.
   d. Japan could close itself off from the influences of other countries.

8. Japan’s attitude and behaviour toward the Ainu is most similar to
   a. The Christian’s interaction with Muslims in Spain.
   b. The Canadian government’s treatment of its Aboriginal groups.
   c. Britain’s interaction with Spain.
   d. The Aztecs treatment of commoners.
9. What has been the biggest impact of natural disasters on the Japanese character?

   a. They are hardworking.
   b. They are stoic.
   c. They lack confidence.
   d. They are always needy.

10. What is the most important outcome of Japan being a homogeneous society?

    a. They are a unified family with common values and beliefs.
    b. They have a good understanding of how a multicultural society works.
    c. They have become more tolerant of people who have different customs and values.
    d. They are more welcoming of people from other countries who want to immigrate to Japan.
1. Explain how the Japanese traditionally used their natural resources to satisfy their basic needs by completing the chart.

<table>
<thead>
<tr>
<th>Basic Need</th>
<th>How Japan Traditionally Used Its Natural Resources to Satisfy the Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Shelter</td>
<td></td>
</tr>
</tbody>
</table>

2. In what ways did traditional Japanese culture show a respect and admiration for nature?
3. What are two advantages and two disadvantages of being an island country?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. What are an advantage and a disadvantage of being a homogeneous society?

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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. T
2. F
3. T
4. T
5. T
6. F
7. F
8. F
9. T
10. T
11. a
12. b
13. c
14. c
15. d
16. d
17. a
18. b
19. b
20. a
Part B

1. Explain how the Japanese traditionally used their natural resources to satisfy their basic needs by completing the chart.

<table>
<thead>
<tr>
<th>Basic Need</th>
<th>How Japan Traditionally Used Its Natural Resources to Satisfy the Need</th>
</tr>
</thead>
</table>
| Food       | • rich soil used to grow vegetables, legumes, and fruit  
             | • sea used to catch fish and harvest seaweed  
             | • seafood and soybeans used as sources of protein |
| Clothing   | • cotton grown to make textiles/clothing  
             | • silkworms cultivated to make textiles/clothing |
| Shelter    | • trees from forests used to construct buildings.  
             | • metals separated from ores and used as building material |

2. In what ways did traditional Japanese culture show a respect and admiration for nature?

- Japan has distinct and predictable seasons. Changes in season are marked by celebrations and rituals.
- Cherry blossoms are seen as particularly beautiful, and people celebrate their appearance.
- Japanese writers create poems and other literature about the beauty of nature.
- Shinto, Japan’s ancient and traditional religion, stresses the love for and importance of nature.
- Traditional Japanese arts such as flower arranging and garden design are based on the ideals of harmony with nature.
3. What are **two** advantages and **two** disadvantages of being an island country? *Answers may vary.*

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More safety from neighbours</td>
<td>• May create isolation</td>
</tr>
<tr>
<td>• Sea can be used as transportation</td>
<td>• Exposure to extreme forces of</td>
</tr>
<tr>
<td>• Can use resources from sea</td>
<td>nature like monsoons, tsunamis and typhoons</td>
</tr>
<tr>
<td>• Moderate climate</td>
<td></td>
</tr>
<tr>
<td>• More moisture</td>
<td></td>
</tr>
</tbody>
</table>

4. What are an advantage and a disadvantage of being a homogeneous society? *Answers may vary.*

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Everyone has same values and beliefs</td>
<td>• Less tolerance for those who are different</td>
</tr>
<tr>
<td>• Everyone feels like he or she belongs and is</td>
<td>• Less likely to approach problems</td>
</tr>
<tr>
<td>not out of place</td>
<td>from diverse angles.</td>
</tr>
<tr>
<td>• Communication among the people is relatively</td>
<td></td>
</tr>
<tr>
<td>simple</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 13

Japan Under the Shogun

Worldview Inquiry

How do forms of government and decision-making reflect a society’s worldview?
## Social Studies Grade 8
### Chapter 13
#### Japan Under the Shogun

### Contents

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<td>Lesson 13.2</td>
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<td>Lesson 13.3</td>
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<td>Chapter 13: Japan Under the Shogun – Test</td>
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</tbody>
</table>
Lesson 13.1

Concept: The Shogun

Resources/Materials: Worldviews, pages 282 – 286
Worksheet #8.13.1a (transparency or enlargement)
Worksheets #8.13.1b and #8.13.1c (student copies)

Introduction: Explain that as in Europe, there was a period in Japan’s history that was feudalistic. At that time Japan was divided up into many small territories, and each territory was ruled by someone called a daimyo. Each daimyo built a castle in the territory’s capital city and ruled his territory from the castle. (Put up the transparency of Worksheet #8.13.1a.) The emperor appointed a shogun (shō-goon) or military leader to oversee the country. After that the position of shogun was hereditary. The reign of a particular shogun family is called shogunate. The Tokugawa shogunate began in the early 1600s and was the most powerful of all time. Chapter 13 is all about Japan during the Tokugawa shogunate.

Procedure:

1. Honour. Honour was and continues to be an important part of the Japanese character. When a person does things in an honourable way, he or she does what they are expected to do. The opposite of honour is shame.

2. Have students turn to textbook, page 282. If possible, read and discuss page 282 and 283 with the students.

3. Have students read pages 284 – 186 (top) independently.

4. Distribute Worksheets #8.13.1b and #8.13.1c. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #8.13.1b and #8.13.1c.
Osaka Castle

Each daimyo built a castle in the principal city of his territory. He ruled over his people from the castle. Osaka Castle (pictured above) is built in the style typical of Japan during its feudal period. Castles of this period were of wood construction. Roof tiles were made of clay. The castle grounds were large and surrounded by a moat. The path leading to the castle itself is long and winding to prevent possible attackers from getting to the castle entrance too easily. Today, Osaka Castle is not used as it was in feudal days. It is open to visitors who are interested in seeing a feudal castle and knowing more about life during the feudal period.
Directions: Use Worldviews, pages 282 – 286 to help you with the questions.

1. What is a shogun?

2. What does it mean to become ronin?

3. Read the story on page 283. What dishonourable thing did Asano do?

4. Why did Asano commit suicide?

5. Why did the ronin feel they had lost their honour?

6. What action did the ronin take to avenge their master’s death?

7. Why is it that the 47 ronin are considered great heroes in Japan?
8. What is the present-day name for the city of Edo?

9. Tokugawa Ieyasu did many things to maintain control of Japan. Complete the chart to tell about how maintained this control.

<table>
<thead>
<tr>
<th>ACTIONS THAT CONTROLLED THE DAIMYO</th>
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</table>

<table>
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<tr>
<th>ACTIONS THAT INCREASED THE SHOGUN'S POWER</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIONS THAT DECREASED THE DAIMYO'S POWER</th>
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<tr>
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</tbody>
</table>

10. What evidence is there that, in spite of all the actions by the shogun, there were problems?

__________________________________________
Directions: Use Worldviews, pages 282 – 286 to help you with the questions.

1. What is a shogun? military ruler of Japan during the Edo Period

2. What does it mean to become ronin? samurai warriors without a master

3. Read the story on page 283. What dishonourable thing did Asano do?
   lost his temper and cut Lord Kira’s arm with his sword

4. Why did Asano commit suicide?
   did something dishonourable, so shogun ordered him to commit suicide

5. Why did the ronin feel they had lost their honour?
   they were without a master, so they lost their positions in society

6. What action did the ronin take to avenge their master’s death?
   launched a surprise attack and killed Lord Kira

7. Why is it that the 47 ronin are considered great heroes in Japan?
   They had done the honourable thing - avenge their master’s death and once that was done, kill themselves
8. What is the present-day name for the city of Edo?

Tokyo

9. Tokugawa Ieyasu did many things to maintain control of Japan. Complete the chart to tell about how maintained this control.

**ACTIONS THAT CONTROLLED THE DAIMYO**

- gave loyal lords domains next to the domains of lords whose loyalty was questioned
- required that each daimyo spend alternate years in Edo, and only reside in their territory the other years
- implemented the bakukai system: Daimyo controlled local affairs; shogun controlled affairs pertaining to whole country
- established strict laws controlling many aspects of the lives of the daimyo

**ACTIONS THAT INCREASED THE SHOGUN’S POWER**

- enforced existing law that banned peasants from owning weapons
- established network of secret police
- one-quarter of agricultural lands, mines, cities, and ports owned by shogun

**ACTIONS THAT DECREASED THE DAIMYO’S POWER**

- since peasants could have no weapons, the daimyo could not use them to form armies
- daimyo could not use marriage as a way to form military alliances against the shogun as the shogun had to give permission for marriages
- loyal daimyo given villages to govern

10. What evidence is there that, in spite of all the actions by the shogun, there were problems?

- many peasant disturbances and urban riots over taxes and food shortages
Lesson 13.2

Concept: Feudalism in Japan

Resources/Materials: Worldviews, pages 286 – 294
Worksheet #8.13.2a (transparency or enlargement)
Worksheets #8.13.2b, #8.13.2c, and #8.13.2d (student copies)

Introduction: Explain that the Tokugawa shogunate lasted from 1603 – 1868. It is referred to as the Edo Period. The feudal system in Japan started in 1185 and ended with the Edo Period. Recall that feudal Europe had a hierarchy of social classes. The feudal period in Japan is also characterized by a social hierarchy. A person was born into a social class and stayed there. The rules for each class were well-known and understood.

Procedure:

1. Discuss that even though a Hutterite community is not based on a hierarchy, there are still well-defined and well-understood rules for behaviour. Explain that this helps keep a community organized. In feudal Japan, there were strict rules for each social class. This helped the shogun to keep everything under control.

2. Put up the transparency of Worksheet #8.13.2a, showing the hierarchy of feudal Japan. Discuss.

3. Have students turn to textbook, page 286. With students flip through pages 286 – 294, noting the headings and their correspondence to places on the hierarchy showing on Worksheet #8.13.2a. Tell them to read the appropriate pages as they do the Worksheets.

4. Distribute Worksheets #8.13.2b, #8.13.2c, and #8.13.2d. Go over the directions, if necessary.

5. ALTERNATELY. Have students do the Over to You questions on textbook, page 294.

Assignments:

2. Do Worksheets #8.13.2b, #8.13.2c, and #8.13.2d.
3. ALTERNATELY. Do the Over to You questions, pages 294.
In Feudal Japan there was a two-class system. Each class was further sub-divided. Those who were shunned were generally ignored by the rest of society and had to live apart from the others. They had no status.
Directions: Use Worldviews, pages 286 – 294 to help you with the questions.

1. How was the social structure of feudal Japan rigid?

2. How did rules for dress and behaviour help keep society organized?

3. Most people feel that in Canadian society, social mobility is possible. However, others think that social mobility is only an ideal and that in reality very few people can move up in social class. In the chart below, summarize the ways that make social mobility possible and some of the realities associated with social mobility.

<table>
<thead>
<tr>
<th>SOCIAL MOBILITY IN CANADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Realities</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
4. Complete the chart to tell about each of the different citizens in feudal Japan.

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
<th>Rules Regarding Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daimyo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samurai</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artisans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merchants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ainu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. What character and physical traits were samurai expected to possess?

6. When would a samurai commit seppuku?

7. Use the Venn diagram to compare the role of women in feudal Japan with the role of women in your society.

THE ROLE OF WOMEN

Feudal Japan  My Society
Directions: Use Worldviews, pages 286 – 294 to help you with the questions.

1. How was the social structure of feudal Japan rigid?
   - person was born into a social class
   - could not officially move up in social class

2. How did rules for dress and behaviour help keep society organized?
   People could determine another’s social class just by their dress. People knew how to interact with others based on their social class.

3. Most people feel that in Canadian society, social mobility is possible. However, others think that social mobility is only an ideal and that in reality very few people can move up in social class. In the chart below, summarize the ways that make social mobility possible and some of the realities associated with social mobility.

<table>
<thead>
<tr>
<th>SOCIAL MOBILITY IN CANADA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Realities</strong></td>
</tr>
<tr>
<td>- people born into wealthy and important families are likely to live their lives as wealthy and important people.</td>
</tr>
<tr>
<td>- Canadians do not enjoy equal opportunity to advance</td>
</tr>
<tr>
<td>- positions in schools of higher learning disproportionately go to people whose parents have more advanced education</td>
</tr>
<tr>
<td>- characteristics such as gender, race, religion and class of origin affect a person’s ability to enter the elite</td>
</tr>
</tbody>
</table>

Worksheet #8.13.2b
4. Complete the chart to tell about each of the different citizens in feudal Japan.

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
<th>Rules Regarding Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daimyo</td>
<td>own land</td>
<td>alternate attendance</td>
</tr>
<tr>
<td></td>
<td>collect taxes</td>
<td>strict laws about marriage and castle alterations</td>
</tr>
<tr>
<td></td>
<td>maintain support for shogun</td>
<td>paid taxes to shogun</td>
</tr>
<tr>
<td>Samurai</td>
<td>provide military service to shogun or daimyo</td>
<td>could not become involved in trade or business</td>
</tr>
<tr>
<td></td>
<td>could perform other duties during peace time</td>
<td></td>
</tr>
<tr>
<td>Farmers</td>
<td>produce food</td>
<td>could not smoke tobacco or drink rice wine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>needed special permission to travel outside own district</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cannot own weapons</td>
</tr>
<tr>
<td>Artisans</td>
<td>produce/construct items (pottery, swords, etc)</td>
<td>same as farmers</td>
</tr>
<tr>
<td>Merchants</td>
<td>buy, sell, trade food from farmers and items made by artisans</td>
<td>same as farmers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>could not show off wealth</td>
</tr>
<tr>
<td>Women</td>
<td>raise children properly</td>
<td>could not own property</td>
</tr>
<tr>
<td></td>
<td>peasants could also work in fields</td>
<td>obey husband</td>
</tr>
<tr>
<td></td>
<td>serve husband</td>
<td></td>
</tr>
<tr>
<td>Outcasts</td>
<td>be in occupations that in some way involve death</td>
<td>live apart from rest of society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>not allowed to change jobs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>not allowed to enter a peasant's home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>not allowed to be in city after 8:00 pm</td>
</tr>
<tr>
<td>Ainu</td>
<td>not part of social hierarchy</td>
<td>live separate lives from the other Japanese</td>
</tr>
</tbody>
</table>
5. What character and physical traits were samurai expected to possess?

- honour, bravery, unquestioning loyalty, self-discipline, and self-denial
- agile and fit
- well-trained mind

6. When would a samurai commit seppuku?

- if he did something to shame or humiliate himself or his group

7. Use the Venn diagram to compare the role of women in feudal Japan with the role of women in your society.

---

**THE ROLE OF WOMEN**

*Answers may vary*

**Feudal Japan**

- help husband in fields
- obey husband
- raise children
- keep house
- no direct part in decision making

**My Society**

- influence husband in their role in decision making
- help harvest garden, but do not work in fields

---

Worksheet #8.13.2d
Lesson 13.3

Concept: The Importance of Honour and Duty

Resources/Materials: Worldviews, pages 295 – 299
Worksheets #8.13.3a, #8.13.3b, and #8.13.3c (student copies)

Introduction: Recall that in feudal Japan, there were strict rules regarding the behaviour of people of different social classes. In any situation, doing the “right” thing meant doing the “honourable” thing. If a person did anything that brought shame or embarrassment to his family or his group because he or she did not or could not carry out his/her duty, that person brought dishonour to the family or group.

Discuss with students times when they might have felt embarrassed or ashamed because of something someone else did that reflected badly on them.

In feudal Japan the appropriate way to interact with others was clearly understood. This was a way for the shogunate to maintain control and order.

Procedure:

1. Recall that some cultural elements from China were borrowed by Japan. Some of these were the teachings of a wise man named Confucius. Have students turn to textbook, page 295. Guide the reading of pages 295 and 296.

2. Explain that the class system in Japan had been in place for more than a thousand years. It was ingrained in the minds of people. When Japan did away with the feudal system, the idea of social class persisted in people’s minds. One way the government tried to “equalize” things was to require that school students wear uniforms, so that you cannot tell a person’s social class by the clothes they wear.

3. Have students read pages 297 – 299 independently.

4. Distribute Worksheets #8.13.3a, #8.13.3b, and #8.13.3c. Go over the directions, if necessary.

5. OPTIONAL. Have students do question #1 or #2 of Over to You, page 299.

Assignments:

1. Read Worldviews, pages 295 – 299.
2. Do Worksheets #8.13.3a, #8.13.3b, and #8.13.3c.
3. OPTIONAL. Do question #1 or #2 of Over to You, page 299.
Directions: Use Worldviews, pages 295 – 299 to help you with the questions.

1. There are many rules that guide your behaviour. Why is it important to have these rules?

2. Are there any instances where you feel it is alright to break these rules? If so, tell about them.

3. What are social controls? Why is their purpose?

4. According to Confucius, what did the people of a society have to do so that there will be peace and order?

5. One of Confucius’s famous sayings was “What you do not wish for yourself, do not do it others.” What part of Biblical scripture does this remind you of?
6. Complete the diagram below to show Confucius’s five basic relationships.

7. What is *filial piety*? How important is it in your society?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8. What was a *goningumi*? How did it help the samurai keep order?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
9. In your opinion do you think organizing neighbours into goningumi stressed the importance of the individual or the importance of the group? Tell why.

10. In feudal times, the way people dressed was a clear indication of their social class. In modern times in Japan, the purpose of school uniforms for students is to make it impossible to tell a person’s social class.

Different people have different points of view when it comes to requiring students to wear uniforms. Match the views with the people. Then tell how you feel.

U.S. President Clinton  
Typical Canadian

Susan Nkinyangi
Student

The idea of a uniform is a good one. But some people are so poor they cannot afford to buy them for their children.

The idea of a school uniform is a terrible one. I am an individual and the way I dress is one way I can express my individuality.

Requiring students to wear uniforms will help students to understand that it is your character and not how much money your parents make that is important.

My Point of View:

11. Conformity means behaving in the expected way. What are some advantages and disadvantages of conformity?

<table>
<thead>
<tr>
<th>Positive Things about Conformity</th>
<th>Negative Things about Conformity</th>
</tr>
</thead>
</table>

Worksheet #8.13.3c
Directions: Use Worldviews, pages 295 – 299 to help you with the questions.

1. There are many rules that guide your behaviour. Why is it important to have these rules?
   - You have an idea how you should behave.
   - Others know what behaviour to expect of you.

2. Are there any instances where you feel it is alright to break these rules? If so, tell about them.
   Answers may vary.

3. What are social controls? Why is their purpose?
   Social controls are the rules and customs in a society that regulate people’s behaviour.
   The purpose of social controls is to maintain order in a society.

4. According to Confucius, what did the people of a society have to do so that there will be peace and order?
   Accept their duties and obligations.

5. One of Confucius’s famous sayings was “What you do not wish for yourself, do not do it to others.” What part of Biblical scripture does this remind you of? (several possibilities)
   The common translation/interpretation is:
   Do unto others as you would have others do unto you.
6. Complete the diagram below to show Confucius's five basic relationships.

Ruler
- Father
- Husband
- Older brother
- Friend

Duties and Obligations:
- be a wise and just leader
- support and provide for the other
- protect the other

Subject
- Children
- Wife
- Younger brother
- Friend

Duties and Obligations:
- obey
- respect
- honour

7. What is filial piety? How important is it in your society?

- faithfulness and devotion to parents
- important in Hutterite society → parents have wisdom, experience, and knowledge to know what is best

8. What was a gosinmumi? How did it help the samurai keep order?
(Note: gosinmumi, literally mean group of fire)

- group of five families who were supposed to help each other
- everyone in the group could be punished if one person was disobedient, did not show respect to a superior, or did not work hard enough
9. In your opinion do you think organizing neighbours into goningumi stressed the importance of the individual or the importance of the group? Tell why. Answers may vary

Importance of group. Stressed that group's welfare was dependent on the behaviour/contributions of the individuals.

10. In feudal times, the way people dressed was a clear indication of their social class. In modern times in Japan, the purpose of school uniforms for students is to make it impossible to tell a person's social class.

Different people have different points of view when it comes to requiring students to wear uniforms. Match the views with the people. Then tell how you feel.

U.S. President Clinton
Typical Canadian Student

Susan Nkinyangi

The idea of a uniform is a good one. But some people are so poor they cannot afford to buy them for their children.

Typical Canadian Student

The idea of a school uniform is a terrible one. I am an individual and the way I dress is one way I can express my individuality.

U.S. President Clinton

Requiring students to wear uniforms will help students to understand that it is your character and not how much money your parents make that is important.

My Point of View: Answers will vary.


<table>
<thead>
<tr>
<th>Positive Things about Conformity</th>
<th>Negative Things about Conformity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society is well-organized and orderly</td>
<td>People less able to express their individuality</td>
</tr>
<tr>
<td>Everyone knows what to do and what to expect</td>
<td>Creativity may be suppressed</td>
</tr>
</tbody>
</table>

Worksheet #8.13.3c
Lesson 13.4

Concept: Contact with the West

Resources/Materials: Worldviews, pages 300 – 302
Worksheet #8.13.4 (student copies)

Introduction: Discuss how new ideas are often viewed as threats to any society, especially one like feudal Japan where rules and regulations were clearly laid out and strictly enforced.

Have students speculate how the Japanese shogunate would react if a foreign ship were to dock at a Japanese harbour.

Procedure:

1. Explain that in the 1500s a ship from Portugal wrecked off a small Japanese island. A few years later Catholic priests from Portugal and Spain came to Japan. This was during the Age of Exploration.

2. Recall that it was part of Portuguese and Spanish worldviews that it was their duty to spread Christianity.

3. Have students turn to textbook, page 300. Have students read pages 300 – 302.

4. Distribute Worksheet #8.13.4. Go over the directions, if possible.

5. ALTERNATELY. Have students do the Over to You questions on textbook, page 302.

Assignments:

1. Read Worldviews, pages 300 – 302.
2. Do Worksheet #8.13.4.
3. ALTERNATELY. Do Over to You, page 302.
Directions: Use *Worldviews*, pages 300 – 302 to help you with the questions.

1. Who were the “Southern Barbarians”? When did they first arrive?

2. Complete the chart about the people from the West who visited Japan during the feudal period.

<table>
<thead>
<tr>
<th>Group</th>
<th>Ideas They Brought</th>
<th>Ways in Which They Threatened Japanese Beliefs and Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portuguese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jesuit and Franciscan Priests from the Catholic Church</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Which social class would most likely gain from adopting the ideas of the West? Which ones would most likely lose? Why?

ADOPTING IDEAS FROM THE WEST

Who Would Win and Why? | Who Would Lose and Why?
------------------------|-------------------------
Directions: Use Worldviews, pages 300 – 302 to help you with the questions.

1. Who were the “Southern Barbarians”? When did they first arrive?

Portuguese explorers
First arrived 1543

2. Complete the chart about the people from the West who visited Japan during the feudal period.

<table>
<thead>
<tr>
<th>Group</th>
<th>Ideas They Brought</th>
<th>Ways in Which They Threatened Japanese Beliefs and Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portuguese</td>
<td>Renaissance values and ideals, favoured competition, the individual, more flexible social structure</td>
<td>• emphasis on the individual • flexible social structure</td>
</tr>
<tr>
<td>Jesuit and Franciscan Priests from the Catholic Church</td>
<td>Christianity</td>
<td>• the idea of there being only one god</td>
</tr>
</tbody>
</table>

3. Which social class would most likely gain from adopting the ideas of the West? Which ones would most likely lose? Why?

ADOPTING IDEAS FROM THE WEST

<table>
<thead>
<tr>
<th>Who Would Win and Why?</th>
<th>Who Would Lose and Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Classes</td>
<td>Upper Classes</td>
</tr>
<tr>
<td>• possible upward social mobility</td>
<td></td>
</tr>
<tr>
<td>• being introduced to new technology, goods, other information</td>
<td>• no longer have as much control over the lives of peasants</td>
</tr>
<tr>
<td></td>
<td>• Christianity would threaten the tradition</td>
</tr>
<tr>
<td></td>
<td>• Japanese power structure → believer's primary allegiance would be to God, not a worldly leader</td>
</tr>
</tbody>
</table>

Worksheet #8.13.4
Lesson 13.5 (optional)

Concept: Chapter 13: Japan Under the Shogun – Review

Resources/Materials: Worldviews, page 303
Chapter 13: Japan Under the Shogun – Review Sheet (student copies)

Introduction: Review that the shoguns ruled Japan from the 1100s to the 1800s. But it was the Tokugawa shogunate that was most successful. This is because the first of the Tokugawa shoguns put in place ways to maintain control of the whole society. Everything was orderly.

Procedure:

1. If you have the time, briefly go over the main concepts from Chapter 13:
   • How the shogun unified Japan and maintained control
   • The social classes and their roles
   • Outcasts and Ainu
   • Honour and duty
   • Rules regarding behaviour towards others
   • Goningumi
   • Contact with the west

2. Have students do questions #1 and #2 of Explore the Big Ideas on textbook, page 303.

3. ALTERNATELY. Have students do the Chapter 13: Japan Under the Shogun – Review Sheets independently.

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

Assignments:

1. Do questions #1 and #2 of Explore the Big Ideas, page 303.
2. ALTERNATELY. Do the Chapter 13: Japan Under the Shogun – Review Sheets.
1. Tell each of these people of feudal Japan.

**Ruling Class**

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emperor</td>
<td>technically, the leader of the country</td>
</tr>
<tr>
<td>Shogun</td>
<td>military leader</td>
</tr>
<tr>
<td>Daimyo</td>
<td>powerful landowners (nobles)</td>
</tr>
<tr>
<td>Samurai</td>
<td>warrior class who served their daimyo or the shogun</td>
</tr>
</tbody>
</table>

**Peasant Class**

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmers</td>
<td>produced food</td>
</tr>
<tr>
<td>Artisans</td>
<td>craftspeople</td>
</tr>
<tr>
<td>Merchants</td>
<td>traded or sold goods made by craftspeople and farmers</td>
</tr>
</tbody>
</table>

**Those Outside Society**

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
</table>
| Outcasts | `shunned by others`  
           | had occupations that involved death in some way                             |
| Ainu   | Indigenous people                                                           |
2. Put a check mark (✓) in front of those sentences that tell about ways in which the shogun Tokugawa Ieyasu maintained control and power.

   □ Encouraged people of all classes to share their opinions about what should be done.
   ✓ Had loyal daimyo keep an eye on those daimyo who were his enemies.
   ✓ Allowed daimyo to control local affairs in their territories, but controlled affairs that affected the whole country.
   ✓ Established and enforced laws that controlled many aspects of the lives of people of all social classes.
   ✓ Forced daimyo to spend alternate years living in Edo, away from their territories.
   □ Made it possible for people to move from one social class to another.
   ✓ Forbid peasants from owning weapons.
   ✓ The shogun had to give his blessing if a daimyo or one of his children wanted to marry in order to create an alliance that might threaten the shogun’s power.
   ✓ Established a network of secret police.
   ✓ Took ownership of a quarter of all agricultural land, mines, ports, and cities.

3. Write true or false.

   T A person lost his honour if he was unable to perform his duty.
   T Suicide was expected if a person did something to shame or humiliate himself or his family.
   T There were strict rules governing the behaviour of each social class.
   F Merchants were at the top of the peasant class.
   T Loyalty to the shogun was expected, even if it meant sacrificing your own comfort.
   T In feudal Japan, there were guidelines regarding a person’s relationship with others.
   T If one person behaved inappropriately, it reflected badly on his or her group.
   F The appearance of westerners did not affect feudal Japan whatsoever.
Lesson 13.6

Concept: Chapter 13: Japan Under the Shogun – Test

Resources/Materials: Chapter 13: Japan Under the Shogun – Test (student copies)

NOTE: Teachers may want to consider having students do the Chapter 13 Test from the Worldviews Teacher Resource. It is found on AM-144, pages 553 – 556.
Chapter 13
Japan Under the Shogun
Test

Part A

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

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

1. In feudal Japan the emperor technically ruled the land, but the shogun really held all the power.

2. Tokugawa Ieyasu was Japan’s first shogun.

3. The shogun and daimyo supported themselves by collecting taxes from peasants.

4. Social mobility was encouraged in feudal Japan.

5. The samurai were like the knights of the European feudal system and only they were allowed to have swords.

6. Seppuku was the ritual suicide of a samurai.

7. Women were considered to be the equal of men. For this reason, the women in any particular social class had the same rights and responsibilities as their husbands.

8. The Tokugawa shogunate used social controls to regulate people’s behaviour.

9. It was the responsibility of an older brother to provide leadership and wise guidance to his younger brother.

10. Organizing peasants into gongingumi was a way to ensure individuals were responsible to their group.
Multiple Choice
Choose the best answer to each question.

11. The 47 ronin are considered national heroes in Japan because
   
a. they were not afraid of their master.
   b. they stood up for things they felt were wrong.
   c. they demonstrated the Japanese ideas of duty and honour.
   d. they were able to do good things, even without a master.

12. Which of the following is not true about Tokugawa Ieyasu?
   
a. He established strict rules about the roles and responsibilities of people of all social classes.
   b. He maintained control by decreasing the power of the daimyo.
   c. He established many rules about dress and behaviour for each of the social classes.
   d. He encouraged people in the peasant class to become more independent by giving them weapons to protect their daimyo.

Use the information below to answer question 13.

| A. All daimyo will spend alternate years away from their domains, and instead live in Edo. |
| B. A network of secret police will ensure that no daimyo are plotting against the shogun. |
| C. Each daimyo will collect taxes from the peasants, and in turn, use a portion of the taxes to build roads and bridge. A portion of the taxes must be given to the shogun. |
| D. One-quarter of all the agricultural land, mines, ports, and cities in Japan were owned by the shogun. |

13. The main reason that the shogun took the above actions was to
   
a. increase the power of the central government.
b. limit the power of the peasants.
c. share power with the daimyo.
d. increase the power of the emperor.
Use the information below to answer question 14.

When the two Japanese women met, they greeted each other by bowing from the waist. One woman bowed much lower than the other. Not to do so would have been highly inappropriate. As they greeted each other, they kept bowing. The woman of higher class stopped bowing first, which was the signal that the other woman could also stop. They chatted for a while, and then each went on her way.

14. From the above information you can tell that
   a. the expected behaviour of people in different social classes was well understood and practised.
   b. people in Japan bow instead of saying hello.
   c. social mobility was not allowed in feudal Japan.
   d. the two women were probably neighbours.

15. Which of the following lists social classes in order from highest to lowest?
   a. merchants, artisans, farmers, daimyo
   b. samurai, farmers, daimyo, merchants
   c. shogun, farmers, daimyo, merchants
   d. samurai, farmers, artisans, merchants

16. In Edo society outcasts were
   a. shunned or ignored by people in other classes because of the type of work they did.
   b. considered lower in class because they were Ainu.
   c. forbidden to talk to others.
   d. secret members of the shogun’s police force.

17. Which of the following best describes the way of thinking of people in feudal Japan?
   a. We must all do what we can to express our individuality.
   b. We must all do what is expected of us for the good of the country.
   c. The individual is more important than the group.
   d. We must be tolerant of people who do not conform.
18. Which of the following best illustrates one of Confucius’s Five Basic Relationships?

   a. An older brother addresses his younger brother by his given name. A younger brother must address his older brother as “older brother”.
   b. A wife and her husband are considered equal partners in marriage.
   c. A good father does what his children think is best before he makes any kind of decision.
   d. It is good to be nice to your friend, but you don’t always have to be loyal.

19. Which of the following is the best example of Edo values?

   a. Men leave their jobs because they can get higher pay at another company.
   b. Young people are great fans of *Anne of Green Gables* because the character Anne expresses her individuality so freely.
   c. Parents want their children to get a good education so they will be able to move up in social class.
   d. Employees are loyal and work hard for their company, and in turn the company will look after its employees.
20. The shogun was concerned with the arrival of Portuguese sailors and Catholic priests mostly because

a. they dressed in clothing that had not yet been seen before in Japan.
b. their ships were unusually dark in colour and had several masts.
c. they brought with them Renaissance values, ideals, and beliefs.
d. they were unfamiliar with the expectations of the shogun.
Part B

1. Each of the following describes either Renaissance Europe or the Aztecs. For each tell how feudal Japan was similar.

| In Europe, sumptuary laws defined the type of clothing that could be worn by specific social classes. |
| The Aztecs believed that Moctezuma was the representative of the gods. |
| The Aztecs believed that the needs of the individual were secondary to the needs of the group. |
| The serfs in feudal Europe gave a portion of their crop to the noble who owned the land. |
| Knights fought to defend the honour of the king and of their lords. |
| Aztecs used the cacao bean money. |

2. Explain how samurai were expected to demonstrate their commitment to honour and duty.
3. What are the advantages and disadvantages of conformity in society.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Why was the ruling class concerned about the presence of Christians in Japan?
Part A – Answer Sheet

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________
14. ________
15. ________
16. ________
17. ________
18. ________
19. ________
20. ________
1. Each of the following describes either Renaissance Europe or the Aztecs. For each tell how feudal Japan was similar. *Answers may vary.*

<table>
<thead>
<tr>
<th>In Europe, sumptuary laws defined the type of clothing that could be worn by specific social classes.</th>
<th>There were strict rules regarding the dress of people in each of the social classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Aztecs believed that Moctezuma was the representative of the gods.</td>
<td>The Japanese believed that the emperor was the representative of the gods.</td>
</tr>
<tr>
<td>The Aztecs believed that the needs of the individual were secondary to the needs of the group.</td>
<td>The lower classes were organized into goningumi, which stressed the importance of individuals doing what is best for the group.</td>
</tr>
<tr>
<td>The serfs in feudal Europe gave a portion of their crop to the noble who owned the land.</td>
<td>People in lower classes had to pay taxes to the daimyo.</td>
</tr>
<tr>
<td>Knights fought to defend the honour of the king and of their lords.</td>
<td>Samurai were warriors who protected the daimyo and shogun.</td>
</tr>
<tr>
<td>Aztecs used the cacao bean money.</td>
<td>Rice was used as money.</td>
</tr>
</tbody>
</table>

2. Explain how samurai were expected to demonstrate their commitment to honour and duty.
   - **Samurai were expected to behave honourably by being brave, unquestioningly loyal, self-disciplined, and practise self-denial.**
   - **They were expected to fulfill their duties in an honourable fashion. If they did not, they brought dishonour to themselves, to their daimyo, and to other samurai.**
   - **The samurai had the privilege of committing seppuku as an honourable alternative to humiliation or public shame.**
3. What are the advantages and disadvantages of conformity in society. *Two reasons each.*

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Society is organized and predictable.</td>
<td>• People are not allowed to express their individuality.</td>
</tr>
<tr>
<td>• No one sticks out; everyone is comfortable and understands how to interact with others.</td>
<td>• New ideas about how to organize society can only come from the person at the top.</td>
</tr>
<tr>
<td>• Everyone knows his or her place</td>
<td>• There is not a diversity of ideas that comes from individuality.</td>
</tr>
</tbody>
</table>

4. Why was the ruling class concerned about the presence of Christians in Japan?

• The emperor, shogun, and daimyo wanted people to be totally loyal to them.
• Christianity taught that a person’s spiritual loyalty should be to God in heaven.
Chapter 14

Edo Japan: A Closed Society

Worldview Inquiry

In what ways might a country’s choice to remain isolated both reflect its worldview and result from its worldview?
Social Studies Grade 8  
Chapter 13  
Edo Japan: A Closed Society  

Contents  
Lesson 14.1  Threats from the West  2  
Lesson 14.2  Is Total Isolation Possible?  3  
Lesson 14.3  Change Within Isolation  4  
Lesson 14.4  Changes in Culture  5  
Lesson 14.5  Cracks in the Foundation  6  
Lesson 14.7  Chapter 14: Edo Japan: A Closed Society – Test  8
Lesson 14.1

Concept: Threats from the West

Resources/Materials: Worldviews, pages 304 – 308 (top)
Worksheets #8.14.1a and #8.14.1b (student copies)

Introduction: Discuss that Edo Japan, ruled by the Tokugawa shogunate, was a well-organized, homogeneous society. By strictly enforcing the rules, the shogunate developed a society where everyone knew their place and how to conduct him/herself.
Recall that the Portuguese and Christian priests were a concern to the shogun because they brought different ideas into Japan. These ideas often conflicted with those of the shogun. The shogun’s response to this – get rid of all foreigners and isolate Japan from outside influences.

Procedure:

1. Discuss why Hutterites choose to set up and live in closed communities (want to ensure that people live in a certain way and minimize the influence of others). Discuss also that it is not practical for Hutterites to completely close themselves off from others because they can never to totally self-sufficient.

2. Explain that although Japan’s land area was relatively small, it did have the resources to be self-sufficient, so that isolation from the rest of the world was possible.

3. Have students turn to textbook, page 304. Read the story of Ranald MacDonald on pages 304 and 305 to the students. Explain that the story does not say what happened to him. The Japanese actually befriended him and he became of a great friend of Japan.

4. Tell students that pages 306 – 308 (top) tell more about why and how Japan decided to go about isolating itself.


6. OPTIONAL. Have students write a story with Ranald MacDonald as the central character. The story could be about his shipwreck and rescue by Japanese sailors or fishermen.

Assignments:

1. Read Worldviews, pages 304 – 308 (top).
3. OPTIONAL. Write a story with Ranald MacDonald as the central character.
Directions: Use Worldviews, pages 304 – 308 to help you with the questions.

1. Explain why Ranald MacDonald wanted to risk his life to visit Japan.

2. Explain why the three Japanese sailors did not return to Japan after landing in Fort Vancouver.

3. How was Japan’s attitude about immigration in the 1500s different from Canada’s attitude about immigration today?

<table>
<thead>
<tr>
<th>ATTITUDES ABOUT IMMIGRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan in the 1500s</td>
</tr>
</tbody>
</table>

4. In what two ways did the shogun feel foreigners were a threat?
   a. 
   
   
   
   b. 

Worksheet #8.14.1a
5. Why do you think the lower classes were more able and likely to defy the shogun’s orders, and keep their own religious beliefs than were people in higher classes?

6. What five exclusion laws did the shogun put into place?
   a. 
   b. 
   c. 
   d. 
   e. 

7. How did the shogunate control movement within Japan?
   a. 
   b. 
   c. 

8. Why do you suppose the shogun restricted the Dutch to a small island in Nagasaki harbour and why do you think the Portuguese were banned altogether?
Directions: Use Worldviews, pages 304 – 308 to help you with the questions.

1. Explain why Ranald MacDonald wanted to risk his life to visit Japan.
   He had heard of three Japanese sailors who were shipwrecked and landed in Fort Vancouver. He became fascinated by them and Japan.

2. Explain why the three Japanese sailors did not return to Japan after landing in Fort Vancouver.
   Japan did not allow people who left Japan to return.

3. How was Japan’s attitude about immigration in the 1500s different from Canada’s attitude about immigration today?

<table>
<thead>
<tr>
<th>ATTITUDES ABOUT IMMIGRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Japan in the 1500s</strong></td>
</tr>
<tr>
<td>· shogun saw foreigners as a threat to his control of the country</td>
</tr>
</tbody>
</table>

4. In what two ways did the shogun feel foreigners were a threat?
   a. Europeans’ Christian religion saw God as the ultimate authority
   b. European weapons could challenge shogun’s authority
5. Why do you think the lower classes were more able and likely to defy the shogun’s orders, and keep their own religious beliefs than were people in higher classes?

- People in lower classes had far less to lose
- Had little direct contact with shogun.

6. What five exclusion laws did the shogun put into place?

a. All Christian missionaries and foreign traders were forced to leave Japan. Newcomers were no longer allowed to enter.
b. The Japanese were not allowed to leave

c. Ships large enough to make long voyages could no longer be built and existing ones were destroyed
d. Japanese who were out of the country were forbidden to return
e. Most foreign objects were forbidden. All foreign books containing a Christian message were banned; scientific books were forbidden

7. How did the shogunate control movement within Japan?

a. Needed special documents to travel from one domain to another
b. Curfew was instituted
c. Wheeled transport was banned

8. Why do you suppose the shogun restricted the Dutch to a small island in Nagasaki harbour and why do you think the Portuguese were banned altogether?

- Wanted to control the amount of interaction with the Dutch
- The Portuguese were the ones who had brought the Christian priests/missionaries
Lesson 14.2

Concept: Is Total Isolation Possible?

Resources/Materials: Worldviews, pages 308–313
Worksheet #8.14.2a and #8.14.2b (student copies)

NOTE: One aspect of Japanese culture that has not been made entirely clear is the structure of names. In the English language the given name is first and the family name is second. (In the name Will Adams, Will is the given name and Adams is the family name.) In the Japan, the family name is first and the given name second. (In the name Tokugawa Ieyasu, Ieyasu is the given name and Tokugawa is the family name.)

Introduction: Review that the shogun feared that the well-organized, highly-structured feudal society was threatened by foreigners, and that the way to deal with it was to close the borders. Discuss how the people of Japan might feel. Then read the Fast Forward article, Closing Borders to students (textbook, page 308) Discuss that when the US ordered its borders closed in 2001, Americans accepted the decision without hesitation because their security was at stake. In the same way the Japanese accepted the decision to shut Japan’s borders to foreigners. Conclude that there must always be a balance between freedom and security.

Procedure:

1. Have students turn to textbook, page 309. Discuss the concept of lateral thinking. If at all possible, guide the reading of the page.

2. Explain that pages 310 – 313 are about some exceptions that Japan made to the exclusion laws. Have students read the pages independently.


4. ALTERNATELY. Have students do questions #1 and #2 of Over to You on textbook, page 313.

5. OPTIONAL. Do question #3 of Over to You on textbook, page 313.

Assignments:

1. Read Worldviews, pages 308 – 313.
3. ALTERNATELY. Do questions #1 and #2 of Over to You, page 313.
4. OPTIONAL. Do question #3 of Over to You, page 313.
Directions: Use Worldviews, pages 308 – 313 to help you with the questions.

Read each section; then answer the questions.

Closing Borders

1. The citizens of the United States are used to having much more freedom than the Japanese during the Edo Period. Yet they accepted the American government’s decision to close its borders. How can you explain this?

Problem Solving Using Lateral Thinking

2. In response to the threat of foreigners on their lifestyle, the shogun passed the isolation laws. If someone had been able to restate the problem as “the need to protect Japanese culture,” what other possible solutions to the problem might have been suggested?

Alternate Solution 1:  

Alternate Solution 2:

3. The leaders in your community had decided that too much money is going into paying dental bills. They decide that the best way to deal with this is to eliminate all sugary foods, including candy and pop. Use lateral thinking to come up with two other possible solutions.

Alternate Solution 1:  

Alternate Solution 2:
Zoom In: Exchanging Worlds

4. Compare Will Adams and Nakahama Manjiro using the Venn diagram.

<table>
<thead>
<tr>
<th>Will Adams</th>
<th>Nakahama Manjiro</th>
</tr>
</thead>
</table>

5. Why do you think Tokugawa Ieyasu made exceptions to the exclusion laws for these two men?

6. Why do you think Tokugawa Ieyasu wanted both Adams and Nakahama to instruct the Japanese in shipbuilding and naval training?
Exceptions to the Exclusion Laws

7. Complete the chart to tell about how the shogun controlled the Dutch and why they were not totally expelled.

<table>
<thead>
<tr>
<th>Why the Dutch Were Not Expelled</th>
<th>How the Dutch Were Controlled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. What steps did the shogun make to learn about foreign ideas and knowledge?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. Why do you suppose the shogun did not allow any books on Christianity?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

A New Way of Thinking

11. In what way was the response of the Japanese to the scientific method similar to how Europeans responded to it during the early parts of the Renaissance?

________________________________________________________________________

________________________________________________________________________
Directions: Use Worldviews, pages 308 – 313 to help you with the questions.

Read each section; then answer the questions.

Closing Borders

1. The citizens of the United States are used to having much more freedom than the Japanese during the Edo Period. Yet they accepted the American government’s decision to close its borders. How can you explain this?

   Americans knew there had to be a balance between freedom of movement and security, and that this balance must be adjusted with changes in events.

Problem Solving Using Lateral Thinking

2. In response to the threat of foreigners on their lifestyle, the shogun passed the isolation laws. If someone had been able to restate the problem as “the need to protect Japanese culture,” what other possible solutions to the problem might have been suggested?

   Answers may vary

   **Alternate Solution 1:**
   Use government regulation to limit numbers of Japanese who travel abroad and numbers of foreigners who travel to Japan

   **Alternate Solution 2:**
   *Limit foreign trade by imposing tariffs or some kind of regulation*
   Use taxation and government spending to encourage propagation of Japanese books, art, and culture within Japan

3. The leaders in your community had decided that too much money is going into paying dental bills. They decide that the best way to deal with this is to eliminate all sugary foods, including candy and pop. Use lateral thinking to come up with two other possible solutions.

   Answers may vary

   **Alternate Solution 1:**
   Institute dental hygiene program

   **Alternate Solution 2:**
   Educate citizens about importance of reducing sugars in diet
4. Compare Will Adams and Nakahama Manjiro using the Venn diagram.

- Originally from England
- Went to Japan
- Jailed at first
- Later used by shogunate to provide information about the West
- Instructed Japanese about shipbuilding and naval training
- Originally from Japan
- Initially ended up in United States because of a shipwreck

Will Adams

Nakahama Manjiro

5. Why do you think Tokugawa Ieyasu made exceptions to the exclusion laws for these two men?

- Both understood western ways better than Japanese
- Both had knowledge of western advances in science and technology

6. Why do you think Tokugawa Ieyasu wanted both Adams and Nakahama to instruct the Japanese in shipbuilding and naval training?

- A strong fleet and navy could better protect Japan from foreign invasion
Exceptions to the Exclusion Laws

7. Complete the chart to tell about how the shogun controlled the Dutch and why they were not totally excluded.

<table>
<thead>
<tr>
<th>Why the Dutch Were Not Expelled</th>
<th>How the Dutch Were Controlled</th>
</tr>
</thead>
<tbody>
<tr>
<td>The shogun considered them less threatening because they were interested in trade, not religion</td>
<td>Families of the Dutch not allowed to interact freely with Japanese</td>
</tr>
<tr>
<td></td>
<td>Japanese servants of Dutch not allowed to talk to them</td>
</tr>
<tr>
<td></td>
<td>Once a year they had to travel to Edo to pay their respects and stay for 3 months.</td>
</tr>
</tbody>
</table>

9. What steps did the shogun make to learn about foreign ideas and knowledge?

- Asked Dutch about Dutch medicine and language, and in general about Western ways.
- Allowed Western books, except for books on Christianity

10. Why do you suppose the shogun did not allow any books on Christianity?

- Feared that people would no longer feel they owed absolute obedience to the shogun, but instead think of God as the ultimate authority

A New Way of Thinking

11. In what way was the response of the Japanese to the scientific method similar to how Europeans responded to it during the early parts of the Renaissance?

- Both viewed scientific method as a threat to traditional authority
- At the same time both wanted to advance scientifically and technologically
Lesson 14.3

Concept: Change Within Isolation

Resources/Materials: Worldviews, pages 314 – 316 (top)
Worksheets #8.14.3a and #8.14.3b (student copies)
Worksheet #8.14.3c (optional, student copies)

Introduction: Review that the shogun’s idea of isolating Japan from the outside world was to make the country more stable. To do this he had to keep firm control. He accomplished this by putting in many rules and regulations, which were strictly enforced.

Discuss the idea that all changes are not necessarily bad, nor are all changes necessarily good. In fact, with most changes there are good and bad outcomes.

Example: Modern technology has drastically cut down the time and human power it takes to harvest a crop. That is positive. The negative side of it is that people previously employed by farming no longer have jobs. In addition, modern harvesting techniques require much less physical labour resulting in overweight people. The time it takes to harvest a crop is so short that once it is finished, people have nothing to do. They are bored.

Explain that today’s lesson is about the changes that took place during the Edo Period.

Procedure:

1. Explain that the shogun’s power was so great that any changes made during this era were those made to try to “perfect” the society.

2. Have students turn to textbook, page 314. Explain that the Skill Power section is related to, but somewhat separate from, the rest if the type of information in this section.

3. Have students read pages 314 to the top of page 316.


5. OPTIONAL. Have students do the Skill Power activity on page 314 in their notebooks. (Alternately, they can do it on Worksheet #8.14.3c.)

Assignments:

1. Read Worldviews, pages 314 – 316 (top).
3. OPTIONAL. Do the Skill Power activity, page 314 in notebooks or on Worksheet #8.14.3c.
Directions: Use Worldviews, pages 314 – 316 to help you with the questions.

1. What three things were important to the Japanese in developing the ideal society?
   a. __________________________________________
   __________________________________________
   __________________________________________
   b. __________________________________________
   __________________________________________
   __________________________________________
   c. __________________________________________
   __________________________________________

2. What were some of the disadvantages of peace and security in Edo society?
   a. __________________________________________
   __________________________________________
   __________________________________________
   b. __________________________________________
   __________________________________________
   __________________________________________
   c. __________________________________________
   __________________________________________
   d. __________________________________________

3. In modern Japan, crime rates are extremely low. Explain how this has its roots in Edo Japan.
   __________________________________________
   __________________________________________
   __________________________________________

4. What three things held the economy of Edo Japan back?
   a. __________________________________________
   __________________________________________
   b. __________________________________________
   __________________________________________
   c. __________________________________________
5. Complete the cause effect chart about the improvement in the economy in Edo Japan.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long periods of stability and peace</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Read Zoom In: *Conserving and Managing Resources* on page 316. Tell how these elements of the Japanese worldview were reflected in the actions of the shogun.

<table>
<thead>
<tr>
<th>Element of Worldview</th>
<th>How the Actions of the Shogun Reflected the Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>geography</td>
<td></td>
</tr>
<tr>
<td>values</td>
<td></td>
</tr>
<tr>
<td>economy</td>
<td></td>
</tr>
</tbody>
</table>
**The Consequences of Change**

**Directions:** For each type of change, give an example. Then tell about at least one positive and at least one negative consequence of that change.

<table>
<thead>
<tr>
<th>Example</th>
<th>Positive Consequence</th>
<th>Negative Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bigger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #8.14.3c
Directions: Use Worldviews, pages 314 – 316 to help you with the questions.

1. What three things were important to the Japanese in developing the ideal society?
   a. Peace, safety, and security
   b. Harmony, respect, and a sense that everyone has his or her place.
   c. Leisure time and opportunities for personal expression and enjoyment of the arts, sports, entertainment, and crafts.

2. What were the disadvantages of peace and security in Edo society?
   a. Life was controlled by rigid rules.
   b. People could not move from the social class of their birth.
   c. People were not encouraged to think for themselves.
   d. People had little personal freedom.

3. In modern Japan, crime rates are extremely low. Explain how this has its roots in Edo Japan.
   Under the Tokugawa shogunate, there were social controls and harsh punishments for people who broke the laws.

4. What two things held the economy of Edo Japan back?
   a. Little foreign trade
   b. Overtaxing of peasants
   c. Continued use of rice for payment
5. Complete the cause effect chart about the improvement in the economy in Edo Japan.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long periods of stability and peace</td>
<td>Farmers increased production by irrigating and growing two crops on the same piece of land during one growing season.</td>
</tr>
<tr>
<td></td>
<td>Road improvements financed by the daimyo helped increase trade</td>
</tr>
<tr>
<td></td>
<td>The population increased in urban areas.</td>
</tr>
<tr>
<td></td>
<td>Silver and gold coins were introduced as currency</td>
</tr>
</tbody>
</table>

6. Read Zoom In: Conserving and Managing Resources on page 316. Tell how these elements of the Japanese worldview were reflected in the actions of the shogun.

<table>
<thead>
<tr>
<th>Element of Worldview</th>
<th>How the Actions of the Shogun Reflected the Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>geography</td>
<td>Forests covered most of Japan. Deforestation led to floods and erosion. Shogun instituted woodland management strategies.</td>
</tr>
<tr>
<td>values</td>
<td>Conservation helped preserve the beauty of nature</td>
</tr>
<tr>
<td>economy</td>
<td>Forest management was necessary if trees were to be a sustainable resource</td>
</tr>
</tbody>
</table>
Lesson 14.4

Concept: Changes in Culture

Resources/Materials: Worldviews, pages 316 – 319
Worksheet #8.14.4 (student copies)

Introduction: Write the word “civilized” on the board. Ask students how they know that a society is civilized. Conclude that whole concept of civilized really depends on perspective. For example, when Europeans first interacted with First Nations, the Europeans felt strongly that the First Nations were uncivilized. However, the First Nations thought the Europeans were uncivilized. People tend to think of their own society as being civilized.

In the end the term “civilized” comes down to perspective and to how close a group of people are to their ideal of a perfect society.

The people of Edo Japan felt their society was civilized. Many visitor to Japan did not.

Procedure:

1. Have students turn to textbook, page 316. Read the section Voices: What Makes a Society Civilized? Discuss the two perceptions of Japanese society and the criteria each commentator is using in their opinions.

2. Explain that during the Edo period, arts and culture in Japan developed and flourished. Explain that textbook, pages 317 – 319 give information about some of these changes.

3. Have students read textbook, pages 317 – 319 independently.


5. OPTIONAL. Have students do the Over to You questions on textbook, page 319.

6. OPTIONAL. Have students do a Japanese art project. Look on the Internet to see what appeals to you.

Assignments:

3. OPTIONAL. Do the Over the You questions, page 319.
4. OPTIONAL. Do a Japanese art project.
Social Studies Grade 8 Worldviews Chapter 14
Worksheets

Edo Japan: A Golden Age of Culture

Directions: Use Worldviews, pages 316 – 319 to help you with the questions.

1. Read the section entitled What Makes a Society Civilized on page 316.

a. What criteria did Lord Elgin use to decide that Edo Japan was civilized?

b. What criterion did Commodore Perry use to decide that Edo Japan was not civilized?

c. What criteria would you use to decide whether or not a society was civilized?

2. Match the cultural forms with their descriptions.

<table>
<thead>
<tr>
<th>kabuki</th>
<th>tea ceremony</th>
<th>sumo wrestling</th>
<th>haiku</th>
<th>woodblock print</th>
<th>kendo</th>
<th>noh</th>
<th>bunraku</th>
</tr>
</thead>
</table>
|        | musical dance drama where actors wore masks
|        | life-sized puppets used as characters
|        | martial art where a sturdy stick is used
|        | picture is carved out of a flat block of wood; paint is applied to the raised part of the carving and then stamped on paper to make a print
|        | type of poetry
|        | type of theatre where males play both the male and female parts
|        | type of fighting where very large men try to push each other out of bounds
|        | ritual where tea is served according to strict rules
Directions: Use Worldviews, pages 316 – 319 to help you with the questions.

1. Read the section entitled What Makes a Society Civilized on page 316.
   a. What criteria did Lord Elgin use to decide that Edo Japan was civilized?
      paternal government, filial citizens, lack of poverty, domestic peace, lack of class conflict
   b. What criterion did Commodore Perry use to decide that Edo Japan was not civilized?
      how similar it was to Western cultures
   c. What criteria would you use to decide whether or not a society was civilized?
      Answers will vary

2. Match the cultural forms with their descriptions.

<table>
<thead>
<tr>
<th>kabuki</th>
<th>tea ceremony</th>
<th>sumo wrestling</th>
<th>haiku</th>
<th>bunraku</th>
</tr>
</thead>
<tbody>
<tr>
<td>woodblock print</td>
<td>kendo</td>
<td>noh</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- noh — musical dance drama where actors wore masks
- bunraku — life-sized puppets used as characters
- kendo — martial art where a sturdy stick is used
- woodblock print — picture is carved out of a flat block of wood; paint is applied to the raised part of the carving and then stamped on paper to make a print
- haiku — type of poetry
- kabuki — type of theatre where males play both the male and female parts
- sumo wrestling — type of fighting where very large men try to push each other out of bounds
- tea ceremony — ritual where tea is served according to strict rules
Lesson 14.5

Concept: Cracks in the Foundation

Resources/Materials: Worldviews, pages 320 – 324
Worksheets #8.14.5a and #8.14.5b (student copies)

Introduction: Explain that towards the end of the Edo Period, Japan was flourishing politically, economically, and culturally. This was largely due to its isolationist policy. However, everything was not perfect. Events within Japan and the increased desire of foreigners to trade with Japan caused some cracks to form in Japan’s foundation. Today lesson involves examining some of the reasons that Japan’s period of isolation eventually came to an end.

Procedure:

1. Have students turn to textbook, page 320. Explain that students will be reading pages 320 – 324 independently. Briefly explain what information students will be reading about:

   Page 320: The influence of the English language during the Edo Period and how it is becoming a global language today.

   Page 321: Events within Japan that caused discontent

   Pages 322-324: Forces from outside Japan that put pressure on Japan to “open its doors”.

2. Have students read textbook, pages 320 – 324 independently.


4. ALTERNATELY. Have students do the Over to You questions on textbook, page 324. **Note:** Most students will not be able to do question #3b.

Assignments:

1. Read Worldviews, pages 320 – 324.
3. ALTERNATELY. Do the Over to You questions, page 324.
Directions: Use *Worldviews*, pages 320 – 324 to help you with the questions.

1. Today, all Japanese school children take English as a school subject. Why do you think the Japanese government requires that all students learn to speak, read, and write English?

2. Complete the web to tell about three forces from within Japan that caused ideas and practices to change.

   Forces of Changes from Within Japan
   
   - The Class System in Upheaval
   - Disasters and Hard Times
   - Foreign Visitors

3. What two points of view about Commodore Perry’s arrival are expressed?
Read about the points of view regarding Japan’s isolationist policy on page 323. Summarize each point of view. Then tell about the criterion each was using as the basis of his point of view.

The Shogun

British Newspaper

United States President

CRITERIA

Think about the American and British attitude toward the Japanese. How is it similar to the Europeans’ attitude toward the Indigenous people of the Americas?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Directions: Use Worldviews, pages 320 – 324 to help you with the questions.

1. Today, all Japanese school children take English as a school subject. Why do you think the Japanese government requires that all students learn to speak, read, and write English?
   - English is quickly become a global language, in these times when it is technologically easy to communicate worldwide.

2. Complete the web to tell about three forces from within Japan caused ideas and practices to change.

   **Forces of Changes from Within Japan**

   - **The Class System in Upheaval**
     - Merchants were becoming wealthy
     - Peasants were finding it difficult to cope with high taxation
     - Many daimyo nearing bankruptcy
     - Some samurai had little work and survived by marrying merchants

   - **Disasters and Hard Times**
     - In late 1700s and early 1800s there was a series of natural disasters that brought about famines
     - Prices increased
     - Population felt the shogunate’s responses were ineffective

   - **Foreign Visitors**
     - Foreigners persisted
     - Foreign government put pressure on Japan to open doors
     - Japanese were intrigued by foreigners’ ideas

3. What two points of view about Commodore Perry’s arrival are expressed?
   - Willingness to trade to gain wealth
   - Openness to Perry
   - Anger at impact of Perry’s visits
   - No need for outside trade
   - Anger at American attitude toward Japanese
4. Read about the points of view regarding Japan’s isolationist policy on page 323. Summarize each point of view. Then tell about the criterion each was using as the basis of his point of view.

**The Shogun**
- The foreigners are undesirable.
- Fire on their ships.
- Take sailors captive, if necessary.

**British Newspaper**
- Policy of exclusion is wrong. Japan should not have the right to prevent others from using its resources.

**United States President**
- Japan should try trade with the United States. If it does not work, you can restore your policy of exclusion.

**CRITERIA**
- Extent to which foreign ideas would disrupt Edo Japan.
- Countries that participate in the world community should allow Britain to exploit its resources.
- Britain felt it was its natural right to use resources.
- How it would help the U.S. economy.

5. Think about the American and British attitude toward the Japanese. How is it similar to the Europeans’ attitude toward the Indigenous people of the Americas?

Both saw nothing wrong with using/exploiting the resources of a different people.
Lesson 14.6 (optional)

Concept: Chapter 14: Edo Japan: A Closed Society – Review


Introduction: Review that Japan under the Tokugawa shogunate was relatively successful in developing into a stable and well-organized society where the economy and the arts flourished. It was by no means perfect, however.

Procedure:

1. If you have the time, briefly go over the major topics covered in Chapter 14:
   - Threats to the shogun’s vision of an ideal Japan from the West
   - Terms of the exclusion laws
   - Exceptions to the exclusion laws
   - Economic benefits of isolation
   - Cultural benefits of isolation
   - Changes within Japan
   - Pressure from foreigners to open the doors

2. Have students do one or more of the Explore the Big Ideas questions on textbook, page 325 (question #1 is the most important one).


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

Assignments:

1. Do questions #1 and/or one or more of the other questions of Explore the Big Ideas, page 325.
1. Put a check mark (✓) in the box under the element or elements of worldview that each statement reflects.

<table>
<thead>
<tr>
<th>Society</th>
<th>Geography</th>
<th>Economy</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>The shogun felt that loyalty to a Christian God and the Church were threats to his authority.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most ruling class people gave up Christianity as ordered, but lower class people were more defiant.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Japanese were not allowed to go abroad, and if they did, they could not return.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ships large enough to make long voyages were destroyed. New ones could not be built.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only the Dutch were allowed to trade with Japan. They were only allowed on a small island in Nagasaki harbour.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will Adams and Nakahama Manjiro were allowed to stay in Japan. They served as advisors to the shogunate on foreign matters.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The economy of feudal Japan was tied to agriculture, and a rigid social structure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After years of the Tokugawa shogunate, Japan became a peaceful, safe, and secure society.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There were harmony, respect, and a sense that everyone belonged.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It was important to have leisure time and opportunities for personal expression and enjoyment of the arts, sports, entertainment, and crafts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmers increased food production.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silver and gold coins came to used as currency.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The transportation system improved which made trade within Japan easier.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The crime rate became extremely because crime laws were strictly enforced.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forest conservation laws were put into place to make woodland areas sustainable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All forms of arts, literature, and sports flourished.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The population increased, especially in urban areas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some merchants were becoming wealthy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some daimyō and samurai were having difficulty financially.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A series of natural disasters in the late 1700s and the early 1800s led to years of famine and steep food prices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pressure to open its doors continued from foreign countries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countries like Britain felt it was their right to use the resources of foreign countries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The United States had expanded to the Pacific Ocean and was eager to trade with Japan.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Complete the cause and effect chart.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isolation of Japan</td>
<td></td>
</tr>
</tbody>
</table>

3. To the Japanese, what was the ideal society like?

The Ideal Society

[Diagram with three boxes branching off from the main circle]
Social Studies Grade 8 Worldviews Chapter 14
Review

4. During its period of isolation, in what ways did Japan change?

- Political Changes
- Economic Changes
- Social (Cultural) Changes

5. "No society is ever perfect. There are always flaws, no matter how small." Show how this is true of Edo Japan.

- Class System Upheaval
- Natural Disasters
- Western Expansionist Threats
1. Put a check mark (√) in the box under the element or elements of worldview that each statement reflects. Answers may vary slightly.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Society</th>
<th>Geography</th>
<th>Economy</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>The shogun felt that loyalty to a Christian God and the Church were threats to his authority.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Most ruling class people gave up Christianity as ordered, but lower class people were more defiant.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Japanese were not allowed to go abroad, and if they did, they could not return.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ships large enough to make long voyages were destroyed. New ones could not be built.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only the Dutch were allowed to trade with Japan. They were only allowed on a small island in Nagasaki harbour.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will Adams and Nakahama Manjiro were allowed to stay in Japan. They served as advisors to the shogun on foreign matters.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The economy of feudal Japan was tied to agriculture, and a rigid social structure.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>After years of the Tokugawa shogunate, Japan became a peaceful, safe, and secure society.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>There were harmony, respect, and a sense that everyone belongs.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>It was important to have leisure time and opportunities for personal expression and enjoyment of the arts, sports, entertainment, and crafts.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Farmers increased food production.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silver and gold coins came to used as currency.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The transportation system improved which made trade within Japan easier.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The crime rate became extremely because crime laws were strictly enforced.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Forest conservation laws were put into place to make woodland areas sustainable.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>All forms of arts, literature, and sports flourished.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The population increased, especially in urban areas.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Some merchants were becoming wealthy.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Some daimyo and samurai were having difficulty financially.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>A series of natural disasters in the late 1700s and the early 1800s led to years of famine and steep food prices.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Pressure to open its doors continued from foreign countries.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Countries like Britain felt it was their right to use the resources of foreign countries.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The United States had expanded to the Pacific Ocean and was eager to trade with Japan.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
2. Complete the cause and effect chart.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The shogun felt that loyalty to a Christian God threatened his authority.</td>
<td>Christian missionaries were forced out of Japan; churches were destroyed; Christians were forced to give up Christianity or be executed</td>
</tr>
<tr>
<td>• Shogun Tokugawa Iemitsu passed isolation/exclusion laws</td>
<td>• Japanese not allowed to go abroad.</td>
</tr>
<tr>
<td>• The shogun tightened controls on movement within Japan</td>
<td>• Large ships could not be built</td>
</tr>
<tr>
<td></td>
<td>• Japanese who has gone abroad could not return</td>
</tr>
<tr>
<td></td>
<td>• Most foreign objects were forbidden, including books with a Christian message and scientific books</td>
</tr>
</tbody>
</table>

3. To the Japanese, what was the ideal society like?

<table>
<thead>
<tr>
<th>Peace, safety, and security</th>
<th>Harmony, respect, and a sense that everyone has his/her place</th>
<th>Leisure time and opportunities for personal expression and enjoyment of the arts, sports, entertainment, and crafts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ideal Society</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. During its period of isolation, in what ways did Japan change?

**Political Changes**
- Shogun retains and strengthens power
- Dutch residents confined to island in Nagasaki harbour

**Economic Changes**
- Agricultural production increased
- Improved roads
- Currency introduced
- Forestry conservation

**Social (Cultural) Changes**
- Increase in urban population
- Arts, sports, culture flourish

5. "No society is ever perfect. There are always flaws, no matter how small." Show how this is true of Edo Japan.

**Class System Upheaval**
- Merchants gaining in wealth
- Peasants struggle
- Some daimyo and samurai struggle

**Natural Disasters**
- Series of natural disasters in late 1700s - early 1800s led to widespread hardship.
- Japanese felt shogunate's responses were ineffective

**Expansionist Threats**
- Foreigners continue to put pressure on Japan to open its doors
Lesson 14.7

Concept: Chapter 14: Edo Japan: A Closed Society – Test

Resources/Materials: Chapter 14: Edo Japan: A Closed Society – Test (student copies)

NOTE: Teachers can also choose to have students do the Chapter 14 Test, which is available in the Worldviews Teacher Resource. It is found on AM-147, pages 563 – 566.
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. Being an island country made it easier for Japan to enforce its isolationist policy.
   T/F?

2. Most foreign objects were forbidden except for scientific books.
   T/F?

3. The Dutch were allowed to trade with Japan while the Portuguese were not because the Portuguese had previously tried to spread Christianity throughout parts of Japan.
   T/F?

4. Will Adams and Nakahama Manjiro were allowed to stay in Japan because the shogunate wanted to use the information they had to invade other countries.
   T/F?

5. Dutch traders in Japan had restrictions placed on their movement.
   T/F?

6. The shogun did not feel that the scientific method was a threat to his authority.
   T/F?

7. The rate of crime in Edo Japan was unaffected by the strict enforcement of laws during the Tokugawa shogunate.
   T/F?

8. Coins were introduced as money during the Edo Period.
   T/F?

9. Sports such as kendo and sumo wrestling were developed for the sole enjoyment of the daimyo and shogun.
   T/F?

10. Edo Japan was able to withstand a series of natural disasters in the late 1700s and early 1800s without any disruption to the social class system.
    T/F?
Multiple Choice
Choose the best answer to each question.

11. Which of the following would most likely have the highest per capita immigration?
   a. Edo Japan
   b. Canada in the 1600s
   c. Japan in the 800s
   d. Canada today

12. Which of the following did the Tokugawa shoguns feel was the biggest threat to their authority?
   a. Christian priests and missionaries
   b. Dutch traders
   c. typhoons and monsoons
   d. being an island nation

Use the information below to answer questions 13.

Terms of the Exclusion Laws

A. All Christian missionaries and foreign traders were forced to leave Japan. Newcomers were no longer allowed to enter.
B. The Japanese were not allowed to go abroad and those that had been abroad could not return.
C. Ships large enough to make long voyages could no longer be built and existing ones were destroyed.
D. Most foreign objects were forbidden. All foreign books containing a Christian message were banned; scientific books were forbidden.

13. From the information above, you can tell that the exclusion laws were mainly designed to
   a. foster good relations within Japan.
   b. foster good relations with foreign countries.
   c. prevent Japanese ideas from leaving the country.
   d. control the ideas and information Japanese citizens had access to.
14. What do all the above have in common?

   a. They are all ways that the shogun tightened controls of movement within Japan.
   b. They were all ways of keeping track of where people travelled.
   c. They were ways designed to develop a community feel in each neighbourhood.
   d. They were all ways to reduce the amount of fuel vehicles consumed.

15. The shogun expelled all Christian priests and missionaries. He also put thousands of Japanese Christians to death.

   This event is most similar to which other event in history?

   a. The Crusades
   b. The European treatment of Aborginal peoples in Canada
   c. The Spanish Inquisition
   d. The Aztec treatment of the Spanish in Central America

16. You can infer that Hutterite colonies are like Edo Japan in that

   a. they have only rural communities.
   b. their leaders restrict the movement of citizens.
   c. they rely only on farming for a food supply.
   d. they value nature and its beauty above all.
17. Which people were allowed some trade with Japan during its period of isolation?
   a. Portuguese
   b. English
   c. Americans
   d. Dutch

18. Which geographic characteristic most helped Japan to enforce its isolationist policy?
   a. The land was formed from volcanic action.
   b. Typhoons and severe storms occasionally hit the southern part of Japan.
   c. Japan was an island country.
   d. Most of the land was covered in forests.

19. Which of the following was not seen by the shogunate as one of the benefits of Edo Japan's isolationist policy?
   a. Farm production increased.
   b. The population increased.
   c. The social class lines were no longer as distinct as they once were.
   e. Arts, literature, and sports flourished.

*Use the following information to answer question 20.*

The compulsory seclusion of the Japanese is a wrong, not only to themselves but to the civilized world... The Japanese undoubtedly have an exclusive right to the possession of their territory, but they must not abuse that right to the extent of the barring of other nations from a participation in its riches and virtues.

20. From the above information, you can tell that the perspective it reflects is
   a. a Renaissance European worldview.
   b. a feudal European worldview.
   c. an Edo Japan worldview.
   d. a modern Canadian worldview.
Part B

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

1. Explain why the Tokugawa shogunate felt that Christianity was a threat to Japan.

2. What qualities did the Japanese want in an ideal society during the Edo Period?

3. In what ways is your community similar to that of Edo Japan, and in what ways is it different with regard to interaction with the outside world?

4. In the early 1800s, several nations indicated they would like to trade with Japan. The response from shogun Tokugawa Ienari was the “No Second Chance” edict:

   . . . whenever a foreign ship is sighted approaching any point on our coast, all persons on hand should fire on it and drive it off. . . If the foreigners force their way ashort, you may capture and incarcerate [imprison] them and if their mother ship approaches, you may destroy it . . .

   In your opinion was this an appropriate response? Give reasons for your answer.
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. T
2. F
3. T
4. F
5. T
6. F
7. F
8. T
9. F
10. F
11. d
12. a
13. d
14. a
15. c
16. b
17. d
18. c
19. c
20. a
1. Explain why the Tokugawa shogunate felt that Christianity was a threat to Japan.
   - Christians believe that there is only one God and that God is the ultimate authority and judge.
   - The shogun wanted Japanese to answer only to him. He felt that Christianity was undermining his authority to rule the country.

2. What qualities did the Japanese want in an ideal society during the Edo Period?
   - Peace, safety, and security
   - Harmony, respect, and a sense that everyone has his or her place
   - Leisure time and opportunities for personal expression and enjoyment of the arts, sports, entertainment, and crafts

3. In what ways is your community similar to that of Edo Japan, and in what ways is it different with regard to interaction with the outside world?
   - **Same**
     - Both are closed to some degree
     - Lives of citizens are regulated with well-defined rules
   - **Different**
     - Hutterites have a higher degree of interaction with non-Hutterites
     - Hutterites use knowledge, technology, and expertise from non-Hutterite sources

4. In the early 1800s, several nations indicated they would like to trade with Japan. The response from shogun Tokugawa Ienari was the “No Second Chance” edict:

   . . . whenever a foreign ship is sighted approaching any point on our coast, all persons on hand should fire on it and drive it off. . . If the foreigners force their way ashore, you may capture and incarcerate [imprison] them and if their mother ship approaches, you may destroy it. . .

   In your opinion was this an appropriate response? Give reasons for your answer.
   - **ANSWERS MAY VARY**
Chapter 15

Contact and Change in Meiji Japan

Worldview Inquiry

In what ways does a society’s worldview affect its ability to adapt to rapid change?
Social Studies Grade 8
Chapter 15
Contact and Change in Meiji Japan

Contents

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Lesson 15.2 The End of Isolation: Pressure from Within 3
Lesson 15.3 A Changing Order: New Ideas about Government 4
Lesson 15.4 A Changing Order: Education Reform 5
Lesson 15.5 Industrialization in Japan 6
Lesson 15.6 Chapter 15: Contact and Change in Meiji Japan 7
Lesson 15.7 Chapter 15: Contact and Change in Meiji Japan 8
Lesson 15.1

Concept: The End of Isolation: Pressure from Outside

Resources/Materials: Worldviews, pages 326 – 331
Workheets #8.15.1a, E8.15.1b, and #8.15.1c (student copies)

Introduction: Recall that at the end of Chapter 14, students learned that the ideal society, which was the aim of the Tokugawa shogunate, was being threatened in three significant ways: the class system showed signs of weakness, natural disasters brought economic hardships, and pressures from foreign countries to access Japan’s resources were mounting.

Explain that these threats became larger as time went on. It was clear that the isolationist policy of Japan could not continue.

Procedure:

1. Explain that while Edo Japanese were living their lives in the “Japanese” way, the Industrial Revolution was drastically changing the Western world. Technology in factories, transportation, and in the military had advanced rapidly.

2. When the Japanese eventually saw how the rest of the world had advanced, they knew they had to change.

3. Have students turn to textbook, page 326. Read pages 326 and 327 to the students, if possible.

4. Explain that pages 328 – 331 give students more information about the pressures that Japan faced from foreign sources to open up its doors.

5. Have students read pages 328 – 331.

6. Distribute Worksheets #8.15.1a, #8.15.1b, and #8.15.1c. Go over the directions, if necessary.

7. ALTERNATELY. In their notebooks, have students make notes on the three strategies that Commodore Perry used to convince Japan to begin trade with the United States. If you like, suggest three that they categorize their ideas under three main headings:

   Example: Pressure From Outside

   Commodore Perry’s Strategies:
   Meeting with Only Top Officials
   Show of Military Might
   Patience and Persistence

Assignments:

1. Read Worldviews, pages 326 – 331.
2. Do Worksheet #8.15.1a, #8.15.1b, and #8.15.1c.
3. ALTERNATELY. Make notes on Perry’s strategies.
Directions: Use *Worldviews*, pages 326 – 331 to help you with the questions.

1. What was it that Commodore Perry from the United States was able to do that other countries had not been able to do?

2. How did the United States’ success affect other countries’ trade with Japan?

3. Why did the Americans feel that they had the right to make demands of the Japanese?

4. How did Commodore Perry use each of these strategies to convince the Japanese to agree to the Treaty of Kanagawa? (Also refer to the bottom of page 323.)

| Insistence on meeting with high-level representatives of Japanese leadership |
| Show of military strength |
| An attitude of patience and persistence |
5. What were some of the things agreed upon in the Treaty of Kanagawa?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. Explain what many Japanese felt these were “unequal treaties”?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Read about Article IX of the Treaty of Kanagawa? What privilege does it give to the United States?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8. Why would this article be beneficial from the American perspective?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9. What does this suggest about the American attitude toward Japan?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. For what two reasons did the Japanese decide to open its doors to foreign trade?
   a. ______________________________________________________________________
      ______________________________________________________________________
   b. ______________________________________________________________________
11. How did each of these people feel about Commodore Perry’s arrival in Japan?

<table>
<thead>
<tr>
<th>Person</th>
<th>Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yuzo Kato</td>
<td></td>
</tr>
<tr>
<td>Takahashi Inoguchi</td>
<td></td>
</tr>
<tr>
<td>William Steele</td>
<td></td>
</tr>
<tr>
<td>John H. Schroeder</td>
<td></td>
</tr>
<tr>
<td>Emily Warinner</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Worldviews, pages 326 – 331 to help you with the questions.

1. What was it that Commodore Perry from the United States was able to do that other countries had not been able to do?
   - anchor in a Japanese harbour and speak with officials
   - sign a trade agreement

2. How did the United States’ success affect other countries’ trade with Japan?
   - They were also able to sign treaties

3. Why did the Americans feel that they had the right to make demands of the Japanese?
   - The Americans felt they had a mission to spread their territory and ideas about democracy and economics. This was referred to as Manifest Destiny

4. How did Commodore Perry use each of these strategies to convince the Japanese to agree to the Treaty of Kanagawa? (Also refer to the bottom of page 323.)

   | Insistence on meeting with high-level representatives of Japanese leadership |
   | • talked with government officials / representatives of the shogunate |

   | Show of military strength |
   | • brought ships, guns, soldiers |

   | An attitude of patience and persistence |
   | • presented letter from U.S. President Fillmore stating they would be willing to suspend/wait for 5–10 years |
   | • said after first visit that he would return |
5. What were some of the things agreed upon in the Treaty of Kanagawa?

- open two ports to American ships
- establish American consulate
- look after shipwrecked sailors
- supply U.S. with coal
- grant U.S. any provisions they grant other countries

6. Explain what many Japanese felt these were “unequal treaties”?

Japan had lost control of trade and received little in return

7. Read about Article IX of the Treaty of Kanagawa? What privilege does it give to the United States?

The United States will automatically be given any rights/advantages granted to other countries.

8. Why would this article be beneficial from the American perspective?

It implies that the Americans do not have to anticipate in advance what other terms they might wish for in the future. Also, no other country will receive more favourable terms than the United States.

9. What does this suggest about the American attitude toward Japan?

- bullying attitude — superiority
- wants to guarantee superior status

10. For what two reasons did the Japanese decide to open its doors to foreign trade?

a. The Americans had weapons much superior to Japan’s.
   If the Americans declared war, Japan would lose

b. When Britain had gone to war with China, Britain won and
   had forced China to sign a series of unequal treaties
How did each of these people feel about Commodore Perry’s arrival in Japan?

<table>
<thead>
<tr>
<th>Person</th>
<th>Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yuzo Kato</td>
<td>Much of Perry’s success is due to his diplomatic skills</td>
</tr>
<tr>
<td>Takahashi Inoguchi</td>
<td>Perry came armed and ready to do battle. Military intimidation worked</td>
</tr>
<tr>
<td>William Steele</td>
<td>Perry used diplomacy over military intimidation</td>
</tr>
<tr>
<td>John H. Schroeder</td>
<td>Perry could have, but did not use military force. He is remembered today by resentment and respect</td>
</tr>
<tr>
<td>Emily Warinner</td>
<td>The Americans overwhelming got the better of Japan in the treaty. Japan was naive</td>
</tr>
</tbody>
</table>
Lesson 15.2

Concept: The End of Isolation: Pressure from Within

Resources/Materials: Worldviews, pages 333 – 335
Worksheets #8.15.2a and #8.15.2b (student copies)

Introduction: Discuss that Commodore Perry’s visit to Japan in 1853 triggered a decision by Japan to open its doors to foreign trade. Explain that although Perry’s approach certainly affected this decision, things within Japan made Japan “ready” for change as well.

Explain that today’s lesson has to do with the pressures from within the country that led to the decision to drop the Japan’s isolationist policy.

Procedure:

1. Recall the weaknesses that were beginning to develop in Edo Japan’s society, as told in Chapter 14.

2. Explain that something that happens quite frequently in politics and government is that high-powered officials sometimes become corrupt. That is, they do things are really against the law for their own good. They often get away with it because of their positions, but inevitably it catches up to them. In Japan, people were grumbling about the corruption in government. They wanted change.

3. Have students turn to textbook, page 333. Explain that there were three different ideas about how to deal with the inefficient and corrupt government. They are shown in the table on page 333.

4. Explain that pages 334 and 335 tell more about factors that led to the decision of open the doors.

5. Have students read textbook, pages 333 – 335.

6. Distribute Worksheets #8.15.2a and #8.15.2b. Go over the directions, if necessary.

7. ALTERNATELY. Have students do the Over to You questions on textbook, page 335.

Assignments:

1. Read Worldviews, pages 333 – 335.
2. Do Worksheets #8.15.2a and #8.15.2b.
3. ALTERNATELY. Do the Over to You questions, page 335.
Directions: Use Worldviews, pages 353 – 355 to help you with the questions.

1. Use the chart on page 333 to complete the table below about the different ideas that the Japanese had about how to respond to the foreign threats to Japan’s isolationist policy.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Solution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

2. Read the sentences below. Then decide which of the ideas from question #1 is most consistent with it.

_____ Japan is a peaceful, safe, and secure country. We need to do what we can to preserve it. Let’s adopt some of the Western ways, but let’s be careful about the ones we choose.

_____ The rest of the world is leaving Japan behind. We had hundreds of wonderful years under the shogun, but it is time to move on and catch up with the rest of the world.

_____ Why do people want to throw away all the wonderful things we have in our beloved country. Yes, some of the officials and daimyo are corrupt, but we can take measures to clean things up. I don’t trust the foreigners. We must take action to drive them away and go back to our lives of peace and harmony.

_____ It is unrealistic to think we can continue exactly as we have for 250 years. I can see that leading a western style life would destroy much of what we have, so we must be clever about what we adopt from the West and what we keep of our own.
The Westerners think they are superior to us. Let them think what they want. In truth it is we who are superior to them. We may not have all their technology, but we are an honourable people who know the meaning of loyalty and duty. What is more important than that? We don't have their weapons, but we can outsmart them. They will soon tire and leave us be.

It is only a matter of time before the West overtakes us, no matter how we resist. The smart thing to do is to adopt their ways and use their knowledge and technology. One day we will have to compete with them and it might as well be on equal terms with the West.

3. Read the section *Zoom In: Culture Shock* on page 334. Have you ever gone into town and felt out of place? Have you ever felt shocked at something you saw? Have you ever been in a situation where you didn't know how to act? This is how the Americans and Japanese must have felt when they first dined together.

Now briefly tell about an incident where you felt out of place or awkward because you were in unfamiliar situation.

4. The political structure of Japan had changed. Complete the flow chart to summarize the causes, effects, and the final results.
Directions: Use *Worldviews*, pages 353 – 355 to help you with the questions.

1. Use the chart on page 333 to complete the table below about the different ideas that the Japanese had about how to respond to the foreign threats to Japan’s isolationist policy.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Solution(s)</th>
</tr>
</thead>
</table>
| Japan is the “divine land,” the Japanese are superior to Westerners | War against Westerners  
Continued isolation |
| Adopt Western technology, particularly military equipment, but keep Japanese values and morals | Adopt some elements of Western civilization |
| Overseas trade is necessary to increase the wealth of Japan; change is inevitable | Welcome the Americans and Europeans and trade with them |

2. Read the sentences below. Then decide which of the ideas from question #1 is most consistent with it.

- **B** Japan is a peaceful, safe, and secure country. We need to do what we can to preserve it. Let’s adopt some of the Western ways, but let’s be careful about the ones we choose.

- **C** The rest of the world is leaving Japan behind. We had hundreds of wonderful years under the shogun, but it is time to move on and catch up with the rest of the world.

- **A** Why do people want to throw away all the wonderful things we have in our beloved country. Yes, some of the officials and daimyo are corrupt, but we can take measures to clean things up. I don’t trust the foreigners. We must take action to drive them away and go back to our lives of peace and harmony.

- **B** It is unrealistic to think we can continue exactly as we have for 250 years. I can see that leading a western style life would destroy much of what we have, so we must be clever about what we adopt from the West and what we keep of our own.
The Westerners think they are superior to us. Let them think what they want. In truth it is we who are superior to them. We may not have all their technology, but we are an honourable people who know the meaning of loyalty and duty. What is more important than that? We don’t have their weapons, but we can outsmart them. They will soon tire and leave us be.

It is only a matter of time before the West overtakes us, no matter how we resist. The smart thing to do is to adopt their ways and use their knowledge and technology. One day we will have to compete with them and it might as well be on equal terms with the West.

3. Read the section Zoom In: Culture Shock on page 334. Have you ever gone into town and felt out of place? Have you ever felt shocked at something you saw? Have you ever been in a situation where you didn’t know how to act? This is how the Americans and Japanese must have felt when they first dined together.

Now briefly tell about an incident where you felt out of place or awkward because you were in unfamiliar situation.

Answers will vary

4. The political structure of Japan had changed. Complete the flow chart to summarize the causes, effects, and the final results.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
<th>Final Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tokugawa shogunate signed treaties with the Americans and other countries from the West</td>
<td>Riots in the streets</td>
<td>In 1868, the shogun resigned, but he formally asked the emperor to take over power</td>
</tr>
<tr>
<td>Daimyo who opposed the shogun were arrested and samurai were imprisoned, exiled, or executed</td>
<td>Attacks on foreigners increased</td>
<td>Civil war broke out with supporters of the emperor prevailing</td>
</tr>
</tbody>
</table>

Worksheet #8.15.2b
Lesson 15.3

Concept: A Changing Order: New Ideas about Government

Resources/Materials: Worldviews, pages 336 – 340 (top)
Workheets #8.15.3a, #8.15.3b, and #8.15.3c (student copies)

Introduction: Review from last class that the end of the Edo Period meant a new political structure in Japan. The shogun were no longer the most powerful leaders. That position was returned to the emperor. Although the position of emperor continued throughout Japan’s feudal years, the emperor had little real power. Now the emperor had to quickly and wisely learn how to take responsibility for a whole country.

The first few years of the emperors’ reign were times of change, with the decision makers having to do decide how much of the western ways Japan should adopt.

Then in 1867, a very young Emperor Meiji ascended the throne. He had new ideas and wanted to restore the position of emperor to what it once was. How this was done is the subject of Chapter 15.

Procedure:

1. Explain that in the end, many western ways were adopted, but efforts were also made to retain or keep the Edo character of the Japanese.

2. Have students turn to textbook, page 336. Explain that

   Page 336 – tells about Emperor Meiji
   Pages 337 – 340 tell about changes in the political and social structures.

3. Have students read textbook, pages 336 – 340. (If you have the time, guide some of the reading.)

4. Distribute Worksheets #8.15.3a, #8.15.3b, and #8.15.3c. Go over the directions, if necessary.

5. ALTERNATELY. Have student make point-form notes of these pages. It may help them if you suggest they use the headings in the textbook as their notebook headings as well.

Assignments:

2. Do Worksheets #8.15.3a, #8.15.3b, and #8.15.3c.
3. ALTERNATELY. Make point-form notes.
Directions: Use *Worldviews*, pages 336 – 340 to help you answer the questions.

1. From what you read on page 336, what are three facts about Prince Mutsuhito and the Meiji Restoration?
   a. ____________________________________________
   b. ____________________________________________
   c. ____________________________________________

2. What is an *oligarchy*?
   ____________________________________________
   ____________________________________________

3. What concerns do you think might arise when an oligarchy rules a country?
   ____________________________________________
   ____________________________________________

4. Finish the cause and effect chart.

   **Cause**
   The advisors feared that Western countries would use military power and economic force to take over Japan.

   **Effect**

5. What two main goals did the Meiji leaders have when they began their program of reform?
   a. ____________________________________________
   b. ____________________________________________
6. Complete the cause and effect chart.

**Cause**
Meiji leaders wanted the people to understand that the emperor and the government were working as one.

**Effect**

7. Complete the problem and solution chart.

**Problem**
The Meiji leaders needed to increase the power of the emperor and the government.

**Solution**

8. In your own words, state the terms of the Five Charter Oath.

a. ________________________________________________________________
   ________________________________________________________________

b. ________________________________________________________________
   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
9. Complete the problem and solution chart.

Problem
How to increase the rights and freedoms of commoners.

Solution

Solution

Solution

Solution

10. In your opinion, do you think prejudice and discrimination exist in Canadian society today? Support your answer.
Directions: Use Worldviews, pages 336 – 340 to help you answer the questions.

1. From what you read on page 336, what are three facts about Prince Mutsuhito and the Meiji Restoration?
   a. He was young when he became emperor
   b. He named himself Meiji, which means “enlightened rule”
   c. The Meiji Restoration emphasized the importance of the emperor

2. What is an oligarchy?
   an unelected group of powerful leaders

3. What concerns do you think might arise when an oligarchy rules a country?
   Answers may vary
   - could abuse power
   - may not be easily removed from power.

4. Finish the cause and effect chart.

   Cause
   The advisors feared that Western countries would use military power and economic force to take over Japan.

   Effect
   Advisors realized Japan would have to change in order to keep Westerners from taking over as they had done in China

5. What two main goals did the Meiji leaders have when they began their program of reform?
   a. to create a strong central government that could unite the country and rule it effectively
   b. to create a form of government closer to the democracies of the West
6. Complete the cause and effect chart.

**Cause**
Meiji leaders wanted the people to understand that the emperor and the government were working as one.

**Effect**
Move the imperial court from Kyoto to Tokyo

7. Complete the problem and solution chart.

**Problem**
The Meiji leaders needed to increase the power of the emperor and the government.

**Solution**
Daimyo encouraged to turn their lands to the state

**Solution**
Samurai system was abolished

**Solution**
Only the government would have the right to collect taxes

8. In your own words, state the terms of the Five Charter Oath. Answers will vary.
   a. **Members of the Assembly will discuss matters publicly**
   b. **All social classes will be involved in decision making and government**
   c. **There will no longer be specific roles/responsibilities assigned to social classes. Membership in a social will not be inherited**
9. Complete the problem and solution chart.

**Problem**
How to increase the rights and freedoms of commoners.

- **Solution**
  Commons could choose where to live and what occupation they wanted to pursue.

- **Solution**
  Commons could now have a family surname.

- **Solution**
  Old rules about dress were no longer enforced.

- **Solution**
  Peasants were made the outright owners of their land.

- **Solution**
  There can be no discrimination against outcasts.

10. In your opinion, do you think prejudice and discrimination exist in Canadian society today? Support your answer. Answers may vary.

   Prejudice and discrimination do exist in Canada. There are few minorities (ethnic, gender, religious, etc.) who have not experienced them to some degree.
Lesson 15.4

**Concept:** A Changing Order: Education Reform

**Resources/Materials:** Worldviews, pages 340 – 342
Worksheets #8.15.4a and #8.15.4b (student copies)

**Introduction:** Recall that last class students learned about the Meiji Restoration and how it changed the political structure and the government of Japan. The Five Charter Oath stated how the Meiji leaders would accomplish their goals. *(You may need to clarify that “oath” really means “promise”.) Explain that one of the ways the Meiji leaders worked toward their goals was to change the education system.

**Procedure:**

1. Discuss the importance of an education system to develop citizens who are able to contribute to society.

2. Discuss also that in order to do so, you have to know what qualities a good citizen would have.  
   **Do you think Japan should try to foster the development of the same qualities in its citizens that Western countries had?**

3. Have students turn to textbook, page 340. Read the paragraph at the bottom of the page. Note that the Meiji leaders decided to base education on traditional values and respect for the emperor. Then direct students to read pages 341 and 342 to find out how this is possible and at the same time adopt some of the characteristics of the West.

4. Distribute Worksheets #8.15.4a and #8.15.4b. Go over the directions, if necessary.

5. ALTERNATELY. Have students do one or more of the *Over to You* questions on textbook, page 342.

**Assignments:**

2. Do Worksheets #8.15.4a and #8.15.4b.
3. ALTERNATELY. Do one or more of the *Over to You* questions, page 342.
Directions: Use Worldviews, page 340 – 342 to help you answer the questions.

1. Complete the flow chart.

The Meiji leaders wanted to reform the Japanese education system to bring it closer to those of the West.

2. The “Imperial Rescript on Education” was written to explain the values that the new education system in Japan would be teaching. (Note: A rescript is an official announcement.) Below it is rewritten below in simpler language.

Imperial Rescript on Education

To all Japanese citizens:

Our ancestors founded the empire on the basis of broad and everlasting and deeply and firmly rooted goodness. We are united in our loyalty and duty to Japan. Through the generations, the people of our land have illustrated how wonderful these qualities are. Loyalty and duty are at the core of the Japanese identity and therefore they will be the basis on which the education system will be built.

Citizens, be dutiful to your parents, affectionate to your brothers and sisters; as husbands and wives live in harmony; as friends be true. Live your life in modesty and moderation. Be kind and generous to all. Be eager to learn and cultivate the arts, and thereby develop your mind and ability to reason. Do your best to be a moral person; that is, always try to do what is right.

Furthermore, do what you can for the public good and promote common interests.

Always respect the Constitution and observe the laws. Should an emergency arise and your country needs you, offer your services courageously so that you can maintain the prosperity of the Imperial Throne along with heaven and earth.

In these ways you will not only be good and faithful citizens, but you will make memorable all the best traditions of your ancestors.

These traditions are those handed down by the Imperial Ancestors and are to be strictly observed by all Japanese for all time and in all places. It is Our wish that you respectfully accept and promise to do your best to foster these qualities in our children, so that they may develop and maintain what is at the core of the Japanese identity.

The 30th day of the 10th month of the 23rd day of Meiji. (October 30, 1890)
3. Use the “Imperial Rescript on Education” to complete the chart about the emperor’s ideas about the Japanese identity and the qualities he thought the Japanese should have.

<table>
<thead>
<tr>
<th>What qualities are at the core of the Japanese character and identity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kinds of relationships should we have with others?</td>
</tr>
<tr>
<td>What things should we do to develop our own minds?</td>
</tr>
<tr>
<td>How can we be of service to the Emperor and Japan?</td>
</tr>
</tbody>
</table>

5. In what way did the Emperor encourage citizens to keep their Japaneseness?

________________________________________________________________________

________________________________________________________________________

6. How successful was the Charter Oath in changing Japanese traditions?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Why do you think change was did not happen more rapidly?

________________________________________________________________________

________________________________________________________________________
Directions: Use Worldviews, page 340 – 342 to help you answer the questions.

1. Complete the flow chart.

The Meiji leaders wanted to reform the Japanese education system to bring it closer to those of the West. 

For a time it was modelled on the French and British systems. 

The leaders decided it needed to be based on traditional values and centred on developing respect for the emperor.

2. The “Imperial Rescript on Education” was written to explain the values that the new education system in Japan would be teaching. (Note: A rescript is an official announcement.) Below it is rewritten below in simpler language.

Imperial Rescript on Education

To all Japanese citizens:

Our ancestors Founded the empire on the basis of broad and everlasting and deeply and firmly rooted goodness. We are united in our loyalty and duty to Japan. Through the generations, the people of our land have illustrated how wonderful these qualities are. Loyalty and duty are at the core of the Japanese identity and therefore they will be the basis on which the education system will be built.

Citizens, be dutiful to your parents, affectionate to your brothers and sisters; as husbands and wives live in harmony; as friends be true. Live your life in modesty and moderation. Be kind and generous to all. Be eager to learn and cultivate the arts, and thereby develop your mind and ability to reason. Do your best to be a moral person; that is, always try to do what is right. Furthermore, do what you can for the public good and promote common interests.

Always respect the Constitution and observe the laws. Should an emergency arise and your country needs you, offer your services courageously so that you can maintain the prosperity of the Imperial Throne along with heaven and earth.

In these ways you will not only be good and faithful citizens, but you will make memorable all the best traditions of your ancestors.

These traditions are those handed down by the Imperial Ancestors and are to be strictly observed by all Japanese for all time and in all places. It is Our wish that you respectfully accept and promise to do your best to foster these qualities in our children, so that they may develop and maintain what is at the core of the Japanese identity.

The 30th day of the 10th month of the 23rd day of Meiji. (October 30, 1890)
3. Use the “Imperial Rescript on Education” to complete the chart about the emperor’s ideas about the Japanese identity and the qualities he thought the Japanese should have.

<table>
<thead>
<tr>
<th>What qualities are at the core of the Japanese character and identity?</th>
<th>honour, loyalty, duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kinds of relationships should we have with others?</td>
<td>respect parents</td>
</tr>
<tr>
<td></td>
<td>be affectionate to others</td>
</tr>
<tr>
<td></td>
<td>live in harmony</td>
</tr>
<tr>
<td></td>
<td>be kind, honest</td>
</tr>
<tr>
<td></td>
<td>be modest, moderate</td>
</tr>
<tr>
<td>What things should we do to develop our own minds?</td>
<td>be eager to learn</td>
</tr>
<tr>
<td></td>
<td>appreciate the arts</td>
</tr>
<tr>
<td></td>
<td>be ethical and moral</td>
</tr>
<tr>
<td>How can we be of service to the Emperor and Japan?</td>
<td>do what is best for the public good</td>
</tr>
<tr>
<td></td>
<td>promote common interests</td>
</tr>
<tr>
<td></td>
<td>obey the law</td>
</tr>
<tr>
<td></td>
<td>stand up for your country</td>
</tr>
</tbody>
</table>

5. In what way did the Emperor encourage citizens to keep their Japaneseiness?

   Installed in them that people should always maintain their core values: honour, loyalty, duty

6. How successful was the Charter Oath in changing Japanese traditions?

   relatively unsuccessful → traditional family patterns did not change; class distinctions remained; rural peasant life stayed the same; many could not afford to send children to school.

7. Why do you think change was did not happen more rapidly? Answers may vary

   It was difficult for a society, that had lived relatively unchanged for centuries, to change all of a sudden
Lesson 15.5

Concept: Industrialization in Japan

Resources/Materials: Worldviews, pages 343 – 348
Worksheets #8.15.5a, #8.15.5b, and #8.15.5c (student copies)

Introduction: Discuss that in spite of the efforts of the Meiji leaders to inspire change, change happened gradually when it came to the structure of society. Much of this was due to the fact that the Japanese had successfully existed in the same social structure for many centuries. It was difficult for people to adopt new values and ways of life.

However, when it came to technology and learning, it was a different story. The Japanese way was to keep Japanese ethics and adopt Western science and technology. The final section of Chapter 15 tells about Japan’s zeal to modernize.

Procedure:

1. Recall that in the mid-1700s, the Industrial Revolution began in England with invention of the steam engine. It changed for good, how products were made.

2. Japan was more than a century behind. It still made goods in the pre-Industrial Revolution style – by handcrafting. The Meiji rulers changed everything.

3. Explain that the Japanese sent people all over the world to find out about the latest and best technology in a variety of areas. To better manage the economy, they searched the globe for the best economic models. The Meiji Period was one of rapid growth and change.

4. Have students turn to textbook, page 343. Explain that they are to read pages 343 – 348 in sections. Then answer the questions on Worksheets #8.15.5a, #8.15.5b, and #8.15.5c.

5. Distribute Worksheets #8.15.5a, #8.15.5b, and #8.15.5c. Go over the directions, if necessary.

6. ALTERNATELY. Have students do the Over to You questions on textbook, page 348.

7. OPTIONAL. Have students use chart paper to make a T-chart comparing Japan during the Edo Period and Japan in the Meiji Period.

Assignments:

2. Do Worksheets #8.15.5a, #8.15.5b, and #8.15.5c.
3. ALTERNATELY. Do the Over to You questions, page 348.
4. OPTIONAL. On a T-chart compare Edo Japan with Meiji Japan.
Directions: Use Worldviews, page 343 – 348 to help you with the questions. For each section, read the pages; then answer the questions.

Pages 343 and 344 (top)

1. Complete the chart to compare how goods were produced before the Industrial Revolution and after the Industrial Revolution.

<table>
<thead>
<tr>
<th>HOW GOODS WERE PRODUCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Industrial Revolution</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. What characteristics of the Japanese culture would allow for successful industrialization?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. How do you think industrialization changed the lifestyle of the Japanese?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What are some of the inventions that would have been created before Prince Mutushito became Emperor Meiji?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
5. Complete the chart to explain how Japan acquired technology from the West.

<table>
<thead>
<tr>
<th>What technologies were brought to Japan by foreigners?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In what ways did Japan use its own citizens to get ideas from other countries?</td>
<td></td>
</tr>
<tr>
<td>Under what conditions were experts and advisors from around the world allowed to enter Japan to do things like installing factory machinery from the West?</td>
<td></td>
</tr>
</tbody>
</table>

6. **Fozkztuq W.]** Read “Two Perspectives on Trade” on page 347. Summarize the views of each of the people.

8. How did the way that the Japanese borrowed technology from the West help to ensure that their kept core Japanese values?
9. Complete the chart to compare the economic ideas of Renaissance Europe to those of Meiji Japan.

<table>
<thead>
<tr>
<th>ECONOMIC SYSTEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renaissance Europe</td>
</tr>
</tbody>
</table>

10. What advantages did the economic system used in Meiji Japan have for
   a. Japan? 

   ________________________________
   ________________________________
   ________________________________

   b. the family firms?

   ________________________________
   ________________________________
   ________________________________
Directions: Use Worldviews, page 343 – 348 to help you with the questions. For each section, read the pages; then answer the questions.

Pages 343 and 344 (top)

1. Complete the chart to compare how goods were produced before the Industrial Revolution and after the Industrial Revolution.

<table>
<thead>
<tr>
<th>HOW GOODS WERE PRODUCED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Industrial Revolution</strong></td>
</tr>
<tr>
<td>goods generally made by hand</td>
</tr>
<tr>
<td>goods usually made in people's homes and in small workshops</td>
</tr>
<tr>
<td>goods produced in small quantities at each workplace</td>
</tr>
</tbody>
</table>

2. What characteristics of the Japanese culture would allow for successful industrialization?  
   * Answers will vary  
   - people worked for the common good / for their country
   - distinct hierarchy had a structure so roles and responsibilities could easily be assigned
   - commoners accustomed to working for others

3. How do you think industrialization changed the lifestyle of the Japanese?  
   - had to go out of home, away from family to work
   - Japan became more urbanized

4. What are some of the inventions that would have been created before Prince Mutushito became Emperor Meiji?  * Answers may vary  
   - steam engine, power loom, cotton gin, steamboat, railroad locomotive, mechanical reaper, electric telegraph, steamship, kerosene lamp
5. Complete the chart to explain how Japan acquired technology from the West.

| What technologies were brought to Japan by foreigners? | steam engine  
telegraph  
weaponry |
|-------------------------------------------------------|--------------------------------------------------|
| In what ways did Japan use its own citizens to get ideas from other countries? | sent students to foreign lands to learn  
sent representatives to Europe and United States to learn about Western culture |
| Under what conditions were experts and advisors from around the world allowed to enter Japan to do things like installing factory machinery from the West? | They would have to leave once Japanese workers were trained to replace them |

6. Read “Two Perspectives on Trade” on page 347. Summarize the views of each of the people.

- Japan is trading valuables good for things that look nice, but do not have true value.
- The Japanese are equal to the Westerners. We should trade our surplus items for their surplus items.

8. How did the way that the Japanese borrowed technology from the West help to ensure that their kept core Japanese values?

Foreigners not allowed to remain in Japan once they had performed their functions of training Japanese workers.
9. Complete the chart to compare the economic ideas of Renaissance Europe to those of Meiji Japan.

<table>
<thead>
<tr>
<th>ECONOMIC SYSTEMS</th>
<th>Renaissance Europe</th>
<th>Meiji Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>emphasized individualism and competitiveness in the marketplace</td>
<td>large, essential industries were planned, built, and paid for by the government. Once the business was established it was sold to a large family firm at a low price</td>
</tr>
</tbody>
</table>

10. What advantages did the economic system used in Meiji Japan have for

a. Japan? • could establish businesses for which there was a need
   • Japan could plan and implement its economic strategy more effectively

b. the family firms? • could purchase a business at low cost
   • could purchase a business that was already functioning
Lesson 15.6 (optional)

Concept: Chapter 15: Contact and Change in Meiji Japan – Review

Resources/Materials: Worldviews, page 349
Chapter 15: Contact and Change in Meiji Japan – Review Sheets (student copies)

Introduction: Review that external and internal factors made it necessary for Japan to make changes. Isolationism worked well for centuries, but it could not continue indefinitely, given the advances in technology around the world. Japan had to decide the extent to which it would adopt Western ways. In the end, it decided to embrace Western technology, while keeping Japanese values.

Procedure:

1. If you have the time, briefly go over the main concepts covered in Chapter 15:
   - External pressures to change
   - Internal pressures to change
   - The end of the shogun and the revival of the Emperor’s position
   - The Five Charter Oath
   - Education reform
   - Industrialization

2. Have students to question #1 and one or more of the other questions of Explore the Big Ideas on textbook, page 349.

3. ALTERNATELY. Have students do the Chapter 15: Contact and Change in Meiji Japan – Review Sheets.

4. If there is time, check the review questions with students in class.

Assignments:

1. Do question #1 and other questions from Explore the Big Ideas, page 349.
2. ALTERNATELY. Do the Chapter 15: Contact and Change in Meiji Japan – Review Sheets.
Directions: For questions 1 – 7 put a check mark (✓) in front of all the correct answers.

1. Which of the following tells about the relations Japan had with foreign countries during the Edo Period?

   _____ The Portuguese had introduced Christianity to Japan, but the Christians were later expelled.

   _____ The Dutch were allowed some trade with Japan, but were restricted to staying on an island in Nagasaki harbour.

   _____ The China and Korea traded regularly with Japan.

   _____ When Russian, British, and American ships arrived, they were not allowed to stay.

2. Why did Japan decide to begin trade with the United States?

   _____ Japan felt that the United States was in no way a threat to Japan’s isolationist policy.

   _____ During his visits, Commodore Perry showed the Japanese how much military might the United States had.

   _____ Japan knew that Britain had waged war with China, and because of its military technology, had left China soundly defeated.

   _____ Commodore Perry had shown patience and used diplomacy in stating his wishes that Japan begin trade with the United States.

3. What were some of the benefits of the Treaty of Kanagawa for the United States?

   _____ Japan agreed to shelter and protect any sailors that became shipwrecked off Japan’s coast.

   _____ Japan agreed to supply coal to fuel American ships.

   _____ Japan agreed to give automatically the same advantages and privileges that it gave to other countries to the United States.

   _____ Japan agreed to open up two ports to American ships.

   _____ The Americans were allowed to open up an consulate in Japan.
4. Why were many Japanese unhappy with the trade agreements its government had signed with foreign countries?
   _____ Many felt that the agreements did not treat other countries fairly.
   _____ They felt that Japan gave up so much and got little in return.
   _____ They felt that foreign countries were given too much power to exploit Japan's resources.
   _____ They felt they had lost control of their own trade.
   _____ They felt that the United States vision of Manifest Destiny was unfounded and could only be viewed as a threat to Japan.

5. What kinds of pressures existed from within Japan to abandon its isolationist policy?
   _____ The class system was in an upheaval.
   _____ Several natural disasters had weakened Japan's economy and confidence in the shogunate.
   _____ The Tokugawa shogunate felt that centuries of rule by one family was not good for Japan.
   _____ Many people were losing respect for the shogunate because some officials were corrupt and there were many inefficiencies in its rule.
   _____ Many believed that the shogunate showed its weakness by signed such "unequal treaties" with Americans and other foreign countries.

6. What were signs that the authority of the shogunate was weakening?
   _____ Instead of debating their differences in council, groups that disagreed with the shogun took to rioting and other forms of violence.
   _____ The shogun ordered daimyo who opposed him to be imprisoned and that their samurai be imprisoned, exiled, or executed.
   _____ Attacks on foreigners increased and at times, foreign gunboats bombarded the Japanese coastline in response.
   _____ People of the peasant classes began to leave Japan.
7. What happened after the shogun resigned in 1858?

_____ Civil war broke out between those who supported the shogunate and those who wanted the Emperor to rule Japan.

_____ After a military battle, those who supported rule by the Emperor prevailed.

_____ After a military battle, those who supported rule by the shogunate prevailed

_____ The Emperor moved the imperial court from Kyoto to Tokyo.

8. Complete the chart about the Meiji Period.

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<th>Who formed the government?</th>
</tr>
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<td></td>
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<td>Question</td>
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<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>What decision did the Meiji leaders make about Japanese education in the early 1880s?</td>
</tr>
<tr>
<td>What qualities did the Imperial Rescript on Education encourage schools to develop in students?</td>
</tr>
<tr>
<td>How successful were the reforms?</td>
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</table>

9. Put an X beside those sentences that tell about Japan’s efforts to industrialize.

- [ ] Industrialization took place over a much shorter period of time than it did in the West.
- [ ] Japan sent students overseas to experience life in foreign countries.
- [ ] The Meiji leaders wanted foreigners to settle permanently in neighbourhoods in the large cities.
- [ ] Experts were sent to other countries to bring back knowledge and technology that would help Japan industrialize.
- [ ] Experts from foreign countries were brought to Japan to set up machinery and Japanese to run them.
- [ ] People from other countries brought in by the Japanese government to set up factories had to leave as soon as Japanese workers could do the job.
- [ ] Japan wanted the knowledge and technology of the West, but wanted its citizens to develop traditional Japanese values, ethics, and beliefs.
- [ ] There was a huge population shift from the large cities into towns and villages.
- [ ] The Japanese government planned, built, and paid for essential industries and then sold them at low prices to established large family firms.
Directions: For questions 1 – 7 put a check mark (√) in front of all the correct answers.

1. Which of the following tells about the relations Japan had with foreign countries during the Edo Period?

   ✓ The Portuguese had introduced Christianity to Japan, but the Christians were later expelled.

   ✓ The Dutch were allowed some trade with Japan, but were restricted to staying on an island in Nagasaki harbour.

   ___ The China and Korea traded regularly with Japan.

   ✓ When Russian, British, and American ships arrived, they were not allowed to stay.

2. Why did Japan decide to begin trade with the United States?

   ___ Japan felt that the United States was in no way a threat to Japan’s isolationist policy.

   ✓ During his visits, Commodore Perry showed the Japanese how much military might the United States had.

   ✓ Japan knew that Britain had waged war with China, and because of its military technology, had left China soundly defeated.

   ✓ Commodore Perry had shown patience and used diplomacy in stating his wishes that Japan begin trade with the United States.

3. What were some of the benefits of the Treaty of Kanagawa for the United States?

   ✓ Japan agreed to shelter and protect any sailors that became shipwrecked off Japan’s coast.

   ✓ Japan agreed to supply coal to fuel American ships.

   ✓ Japan agreed to give automatically the same advantages and privileges that it gave to other countries to the United States.

   ✓ Japan agreed to open up two ports to American ships.

   ✓ The Americans were allowed to open up an consulate in Japan.
4. Why were many Japanese unhappy with the trade agreements its government had signed with foreign countries?

- Many felt that the agreements did not treat other countries fairly.
- They felt that Japan gave up so much and got little in return.
- They felt that foreign countries were given too much power to exploit Japan's resources.
- They felt they had lost control of their own trade.
- They felt that the United States vision of Manifest Destiny was unfounded and could only be viewed as a threat to Japan.

5. What kinds of pressures existed from within Japan to abandon its isolationist policy?

- The class system was in an upheaval.
- Several natural disasters had weakened Japan's economy and confidence in the shogunate.
- The Tokugawa shogunate felt that centuries of rule by one family was not good for Japan.
- Many people were losing respect for the shogunate because some officials were corrupt and there were many inefficiencies in its rule.
- Many believed that the shogunate showed its weakness by signed such "unequal treaties" with Americans and other foreign countries.

6. What were signs that the authority of the shogunate was weakening?

- Instead of debating their differences in council, groups that disagreed with the shogun took to rioting and other forms of violence.
- The shogun ordered daimyo who opposed him to be imprisoned and that their samurai be imprisoned, exiled, or executed.
- Attacks on foreigners increased and at times, foreign gunboats bombarded the Japanese coastline in response.
- People of the peasant classes began to leave Japan.
7. What happened after the shogun resigned in 1858?

- Civil war broke out between those who supported the shogunate and those who wanted the Emperor to rule Japan.
- After a military battle, those who supported rule by the Emperor prevailed.
- After a military battle, those who supported rule by the shogunate prevailed.
- The Emperor moved the imperial court from Kyoto to Tokyo.

8. Complete the chart about the Meiji Period.

<table>
<thead>
<tr>
<th>Who formed the government?</th>
<th>The emperor and an oligarchy (unelected group of powerful leaders)</th>
</tr>
</thead>
</table>
| What two goals did the Meiji leaders have? | • to create a strong central government that could unite the country and rule it effectively  
• to create a form of government closer to the democracies of the West. |
| What did the Meiji leaders do to emphasize allegiance to the emperor? | • move the imperial court from Kyoto to Tokyo, the capital city  
• encourage the daimyo to turn over their lands to the state  
• the samurai system was abolished  
• only the government could collect taxes |
| What was the purpose of the Five Charter Oath? | • to state the aims of a new Japanese society |
| What new rights did Commoners and Outcasts have? | • allowed to choose where they wanted to live  
• allowed to choose which occupation they wanted to pursue  
• allowed to have a family surname  
• no longer has to abide by rules about dress  
• could own land  
• Legislation passed to end discrimination against Outcasts |
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did the Meiji leaders want to reform the education system?</td>
<td>- bring it closer to that of the West</td>
</tr>
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<td>What decision did the Meiji leaders make about Japanese education in the early 1880s?</td>
<td>- base it on traditional values centred on developing respect for the emperor</td>
</tr>
<tr>
<td>What qualities did the Imperial Rescript on Education encourage schools to develop in students?</td>
<td>- honour, goodness, duty, loyalty, respect, benevolence, service to country, intellectual development, appreciation for the arts</td>
</tr>
<tr>
<td>How successful were the reforms?</td>
<td>- few changes actually occurred</td>
</tr>
</tbody>
</table>

9. Put an X beside those sentences that tell about Japan’s efforts to industrialize.

- **X** Industrialization took place over a much shorter period of time than it did in the West.
- **X** Japan sent students overseas to experience life in foreign countries.
- ____ The Meiji leaders wanted foreigners to settle permanently in neighbourhoods in the large cities.
- **X** Experts were sent to other countries to bring back knowledge and technology that would help Japan industrialize.
- **X** Experts from foreign countries were brought to Japan to set up machinery and Japanese to run them.
- **X** People from other countries brought in by the Japanese government to set up factories had to leave as soon as Japanese workers could do the job.
- **X** Japan wanted the knowledge and technology of the West, but wanted its citizens to develop traditional Japanese values, ethics, and beliefs.
- ____ There was a huge population shift from the large cities into towns and villages.
- **X** The Japanese government planned, built, and paid for essential industries and then sold them at low prices to established large family firms.
Lesson 15.7

Concept: Chapter 15: Contact and Change in Meiji Japan – Test

Resources/Materials: Chapter 15: Contact and Change in Meiji Japan – Test (student copies)

NOTE: Teachers may want to have students do the test for Chapter 15 found in the Worldviews Teacher Resource. It is AM-150, pages 572 – 575.
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. When Commodore Perry sailed into Uraga Harbour on July 14, 1853 he had hundreds of ships and thousands of men.
   T

2. The Tokugawa shogunate was fearful that with its military strength, the United States could easily defeat Japan in war.
   T

3. Japan was able to negotiate treaties with the United States and other countries that were fair for both Japan and the foreign countries.
   T

4. Many Japanese were unhappy with corruption and inefficiencies in the government.
   T

5. The Tokugawa shogunate’s response to the unrest by some daimyo was to retire them or place them and their samurai under arrest.
   T

6. When Prince Mutsuhito became emperor, he decided to keep the shogun as an advisor.
   F

7. An oligarchy is a small, but powerful group of elected leaders.
   T

8. In order to increase the emperor’s power, the daimyo were encouraged to turn their lands over to the state, so that only the government could tax people.
   T

9. The Meiji leaders wanted the education system to be based on traditional values centred on developing respect for the emperor.
   T

10. In the end, Japan decided to adopt Western technology, but maintain the core values, beliefs, and ethics of traditional Japan.
    T
Multiple Choice
Choose the best answer to each question.

11. Which of the following is the best example of culture shock?

a. The Tokugawa shogunate restricted the movement of Dutch traders to one small island in Nagasaki harbour.
b. At a dinner held to celebrate the signing of the treaty, Japanese and Americans were very surprised at the differences in their eating habits and mannerisms.
c. The shogun ordered his soldiers to fire on any ship that approached Japan’s shores.
d. The Americans brought gifts to give to the shogun.

12. Which of the following is not a reason why the Meiji leaders decided to sign the “unequal treaties” with many of the Western countries.

a. The Western countries had more military strength compared to Japan.
b. Japan feared a complete takeover of their country if they did not sign some kind of agreement.
c. The Tokugawa shogunate was weakening and the economy was still recovering from a series of natural disasters.
d. Japan wanted its isolationist policy to continue.

Use the following information to answer question 13.

Song of the Black Ships

They came from a land of darkness.
Giants with hooked noses like mountain imps:
Giants with a rough hair, loose and red,
They stole a promise from our sacred master.
And danced with joy as they sailed away.
To the distant land of darkness.

13. The above poem was written in response to the treaty signed between the United States and Japan. The point of view of the poet is

a. The Americans are evil and took unfair advantage of Japan.
b. The Americans are unusual in appearance, but are cheerful people.
c. The treaty between the Americans and Japan was fair for all.
d. Industrialization will benefit both the Americans and Japanese.
Use the following information to answer question 14.

<table>
<thead>
<tr>
<th>The imperial court was moved from Kyoto to Tokyo.</th>
<th>The daimyo were encouraged to turn their lands over to the state, and were given pensions as compensation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The samurai system was abolished by the government.</td>
<td>Only the government would have the right to collect taxes.</td>
</tr>
</tbody>
</table>

14. The above are all ways that
   a. the Emperor used to change the political system in Japan.
   b. the shogun used to maintain his power.
   c. describe the political system in Edo Japan.
   d. foreign powers tried to control Japan.

Use the following information to answer question 15.

A. Civil war broke out between those who supported the shogun and those who supported the emperor.
B. Commodore Perry returned with more ships, more troops, and more arms.
C. The Emperor and an oligarchy became the government.
D. The shogun had firm control over Japan.

15. Which of the following lists the events above in the order they happened?
   a. A, B, C, D
   b. A, B, D, C
   c. D, B, A, C
   d. B, A, D, C

16. Which of these groups in Japanese society would benefit most from the Five Charter Oath?
   a. Outcasts
   b. Shogunate
   c. Daimyo
   d. Military leaders
17. Which of the following best describes the goals of the Meiji leaders?

a. adopt a completely westernized country  
b. maintain Japan as it was during the Edo Period  
c. use Western values and ethics while becoming industrialized  
d. become an industrialized country while maintaining traditional Japanese values, morals, and ethics

Use the following information to answer question 18.

The Meiji leaders began their transformation of Japan by emphasizing that allegiance to the emperor was the foundation of a strong nation.

18. Which of the following would not be considered demonstrating allegiance to the emperor?

a. engaging in activities that were for the good of the country  
b. emphasizing the importance of the individual over the group  
c. emphasizing the qualities of honour, duty, loyalty, modesty, respect, and generosity  
d. pursuing learning and cultivating the arts

19. Which of the following aims of the Meiji leaders was most successful?

a. Commoners were able to move up in social class.  
b. Japan adopted a fully democratic system of government.  
c. All children were able to get a public school education.  
d. Japan became more industrialized and able to compete with Western countries economically.

20. Which of the following is not a method used by Meiji Japan to industrialize the country?

a. Invite foreigners to immigrate to Japan so that the country will become more multicultural.  
b. Send students to visit other countries to find out how about other cultures.  
c. Send representatives to Europe and the United States to learn about the technologies they used.  
d. Hire experts and advisors from around the world to help set up factories and train the Japanese to operate them, and then require the foreigners to leave.
Part B

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

1. One of the reasons that the United States sent Commodore Perry to Japan was "Manifest Destiny". Manifest Destiny was the belief that the United States had a mission to spread its territory and its ideas about democracy and economics across North America and beyond.

   In what ways was "Manifest Destiny" similar to imperialism in Renaissance Europe?

2. In Edo Japan, social classes were distinct. The Meiji leaders tried to improve the situation of commoners by trying to get rid of class distinctions. But they remained. Why do you think this is?

3. The Japanese government planned, built, and paid for essential industries. Then it sold it to large family firms at low prices. What was the purpose of doing this instead of leaving it up to private companies to start and pay for these industries?

4. The Meiji rulers were an oligarchy; that is, they were a small, unelected group. What might be the dangers in having a country controlled by an oligarchy?
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. F
4. T
5. T
6. F
7. T
8. T
9. T
10. T
11. b
12. d
13. a
14. a
15. c
16. a
17. d
18. b
19. d
20. a
Part B

1. One of the reasons that the United States sent Commodore Perry to Japan was “Manifest Destiny”. Manifest Destiny was the belief that the United States had a mission to spread its territory and its ideas about democracy and economics across North America and beyond.

In what ways was “Manifest Destiny” similar to imperialism in Renaissance Europe?
- The Renaissance Europeans also felt it was their right to expand their territories and use the resources of those lands. They felt that Europeans were superior to others. Americans had a similar type of thinking.

2. In Edo Japan, social classes were distinct. The Meiji leaders tried to improve the situation of commoners by trying to get rid of class distinctions. But they remained. Why do you think this is? **ANSWERS MAY VARY**
- The Japanese had lived for centuries with definite class distinctions. They were accustomed to dressing a certain way and playing well-defined roles within society. It was difficult for them to adopt a totally different social structure.

3. The Japanese government planned, built, and paid for essential industries. Then it sold it to large family firms at low prices. What was the purpose of doing this instead of leaving it up to private companies to start and pay for these industries?
- The government could ensure that the essential industries would actually be established and with a certain quality. This would ensure that the economy could grow without costly gaps.

4. The Meiji rulers were an oligarchy; that is, they were a small, unelected group. What might be the dangers in having a country controlled by an oligarchy?
- Since an oligarchy is unelected, they are not responsible to the people of the country. If the emperor is not strong enough to stand up to some of their decisions, the oligarchy could lead the country in an unfortunate direction.
- There is also the temptation to be corrupt and make decisions that benefit only the wealthy and powerful at the expense of the common people.
Directions: Write the letter of the best answer to each question on the answer sheet. **DO NOT WRITE IN THIS BOOKLET.**

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

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

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

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

1. According to the information above, you can tell that
   a. Japan is an archipelago.
   b. Japan is more than eighty percent mountains.
   c. Japan’s population is concentrated mostly around coastal areas.
   d. Honshu is the only named island.

2. Which of the following is not true, according to the information above?
   a. Today, four countries border the Sea of Japan.
   b. It is about 1000 km from Japan to the nearest country.
   c. Korea is Japan’s closest neighbour.
   d. Japan is a Pacific Rim country.
3. According to the information on page 2, you can infer that
   a. typhoons rarely do damage when they hit Japan.
   b. tsunamis can occur even if there is not an earthquake.
   c. damaging earthquakes occur more frequently in northern Japan than in southern Japan.
   d. the need to cope with natural disasters is part of the Japanese worldview.

4. During the Age of Exploration, Roman Catholic priests and missionaries from Portugal came to Japan to try to convert citizens of Japan to Christianity. The shogun decided to expel priests and missionaries and to outlaw Christianity because
   a. Christians were using valuable resources that Japan needed.
   b. a group of Christians had tried to remove the shogun from power.
   c. he was concerned that Christians would view their spiritual leaders as the ultimate authority instead of the shogun.
   d. many daimyo were unhappy that other daimyo had become Christians.

*Use the following information to answer question 5.*

- Japanese ships are strictly forbidden to travel to foreign countries.
- No Japanese are permitted to go abroad.
- No Japanese who have been abroad are allowed to return to Japan.
- No Westerners are allowed to teach Christianity.
- Portuguese ships are strictly banned from Japanese ports.
- No single trading city shall be permitted to purchase all the merchandise brought by foreign ships.

5. The best heading for the above would be
   a. Banning Christianity.
   b. The Exclusion Laws.
   c. Placing Limits on Trade.
   d. Restrictions on Foreign Travel.

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

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

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

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

Use the following information to answer question 9.

- There will be no unnecessary contact between neighbouring daimyo.
- Daimyo are required to spend every second year in Edo.
- Marriages of daimyo must have the permission of the central government.
- Travel and shipbuilding are restricted.

Common Bond

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

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

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

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

a. samurai
b. daimyo
c. artisan
d. Ainu

12. Which of the following was most similar to the social structure of Edo Japan?

a. Renaissance Italy
b. Meiji Japan
c. Aztec society
d. Europe during the Middle Ages

Use the following information to answer questions 13 and 14.

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

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

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

14. All of the above were

a. ways to increase the productivity of Japan.
b. decided upon by vote in each district.
c. opposed by the shogun.
d. Intended to help the shogun maintain control.
15. In what ways did the daimyo become patrons of the arts during Edo Japan?

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

16. What would you do with a haiku?

a. Watch it
b. Carve it
c. Read it
d. Arrange it

17. During the Edo Period, the lives of the samurai changed because

a. They had no one to protect and no one to fight.
b. They were required to become farmers.
c. They now protected only the shogun and not their daimyo.
d. They became more powerful than their daimyo.
The island of Deshima was an artificial island built in Nagasaki Bay. The Dutch were allowed to set up a trading post here. The fact that the island was not formed naturally was important, for the view was that this was not really Japanese soil; the foreigners were not really being allowed on Japanese land. The Japanese allowed the Dutch to stay on the island because they had not brought missionaries with them, which proved they were only interested in trade.

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

19. Which of the following did not influence Japan’s decision to end its period of isolation?
   a. The Russians were establishing contact with the Ainu, some of whom lived in Japan’s northern territories.
   b. Japan suspected that some of the ships docking at Deshima were non-Dutch ships that were only flying Dutch flags.
   c. China, a country admired by Japan, was forced to sign unequal treaties with several Western countries.
   d. The Dutch government had granted the Dutch East India Company a monopoly on Dutch trade in the area.
The Crisis with America: Japan Feared for Its Sovereignty

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

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

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

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

20. According to the information above, the Americans used gunboat diplomacy to convince Japan to enter into agreements. You can infer that gunboat diplomacy refers to

a. using the threat of military force in order to obtain a goal.
b. negotiations taking place on warships.
c. killing enemy leaders in order to obtain a goal.
d. using coal as a negotiation item.

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

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>The United States had the belief that it had a mission to spread its territory and ideas about democracy and economics. The Americans felt they had the right and duty to force Japan to end its period of isolation and its political and economic systems.</td>
</tr>
<tr>
<td>b</td>
<td>China was defeated in a war with Britain because of Britain’s superior military technology. China was forced to sign unequal treaties with Britain and other Western countries.</td>
</tr>
<tr>
<td>c</td>
<td>In 1953, the United States asked Japan to protect shipwrecked Americans and provide coal to American ships in the area. The shogun and central government immediately agreed to this request.</td>
</tr>
<tr>
<td>d</td>
<td>Japan signed unequal treaties with the United States and other Western countries. Civil unrest erupted in Japan.</td>
</tr>
</tbody>
</table>
Use the following information to answer questions 22 and 23.

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

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

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

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

22. Which of the speakers would most agree with the motto “Eastern ethics and Western science”?

a. Speaker I  
   b. Speaker II  
   c. Speaker III  
   d. Speaker IV

23. Which of the speakers are expressing similar thoughts?

a. Speaker I and Speaker II  
   b. Speaker II and Speaker III  
   c. Speaker III and Speaker IV  
   d. Speaker I and Speaker IV

24. Which of the following is not true about the Meiji leaders?

a. They used the creation story to create loyalty to the emperor and use him as a symbol of unity.  
   b. They decided to immediately make Japan a democratic society.  
   c. The issued the Charter Oath that listed the goals of the new government.  
   d. They moved the imperial court from the historic capital of Kyoto to Tokyo.
The Charter Oath

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

25. Which of the above were attempts to reform Japan's social system?

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

26. Which of the following was not a way that Japan used to westernize?

a. It asked foreign experts to live in Japan permanently so that Japanese citizens could directly observe how westerners lived.
b. It sent officials and students on a worldwide tour to find the best ideas and bring them back to Japan.

c. It invited foreign experts to train Japanese workers.
d. The government funded and set up key industries before selling them to private individuals.
27. The government of Japan did the above in order to
   a. make domestically produced items less expensive.
   b. change Japan into a capitalist society.
   c. put small farmers and shopkeepers out of business.
   d. make Japan into a democratic nation.

28. The main reason that Japan wanted to change its military system was
   a. to gain the respect of Western countries so that they would be more open to renegotiating the unequal treaties.
   b. to find work for the samurai.
   c. to improve the employment rate in the country.
   d. to be ready to support Western countries in war if they needed it.

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

30. The case study of Japanese contact with other cultures could best be used as evidence to suggest that
   a. when two cultures come into contact with each other, one assimilates into the other.
   b. a policy of isolation is effective in preserving the customs and traditions of a society.
   c. cultures must be willing to accept and adopt the worldviews of other cultures with which they come into contact.
   d. cultural ideas and values can be successfully borrowed and adapted without the destruction of either culture.
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|1. |   |11. |   |21. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|2. |   |12. |   |22. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|3. |   |13. |   |23. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|5. |   |15. |   |25. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|7. |   |17. |   |27. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|8. |   |18. |   |28. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|9. |   |19. |   |29. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|10. |   |20. |   |30. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
Social Studies Grade 8 Worldviews
Unit 3 Test

Unit 3: Japan Test

Answer Sheet

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

Return to Roots

Worldview Inquiry

In what ways can intercultural contact affect a culture’s sense of identity?
# Social Studies Grade 8
## Chapter 16
### Return to Roots

**Contents**

| Lesson 16.1 | The March of Westernization | 2 |
| Lesson 16.2 | Returning to Old Values | 3 |
| Lesson 16.3 | Strengthening Military Power | 4 |
| Lesson 16.4 | Into the Future | 5 |
| Lesson 16.5 | Chapter 16: Return to Roots – Review | 6 |
| Lesson 16.6 | Chapter 16: Return to Roots – Test | 7 |
Lesson 16.1

NOTE: Page 355 describes a way that students can debate an issue as a whole class. It is really more appropriate for larger group than there is at most colony schools. You may want to adapt it to your situation or omit it altogether.

Concept: The March of Westernization

Resources/Materials: Worldviews, pages 350 – 354
Worksheets #8.16.1a, #8.16.1b, and #8.16.1c (student copies)

Introduction: Recall with students that Japan felt it had little choice but to sign the “unequal treaties” with the United States and other Western countries. The Western countries’ military strength allowed them to pursue imperialistic practices, overcoming any resistance. It was clear that the West did not have the respect of the West. The Japanese government realized it would have to take steps gain respect, and that meant Westernizing. It could then renegotiate those treaties.

Chapter 16 explains the process that Japan went through to Westernize and the effect it had on the identity of its people.

Procedure:

1. Discuss the different foods students like and how older members of the community often do not really like the tastes of these foods, preferring instead more traditional dishes. Explain that in the same way, many Japanese were reluctant to adopt the strange Western ways. They felt these new ways destroyed the essence of being Japanese.

2. Have students turn to textbook, page 350. Read pages 350 and 351 to students and discuss.

3. Then tell students that pages 352 – 354 tell about the ways the Meiji leaders tried to westernize Japan and the backlash that arose. **If at all possible, guide the reading of pages 352 and 353 so that students can fully appreciate the effort put forth by the Japanese government.**

4. Distribute Worksheets #8.16.1a, #8.16.1b, and #8.16.1c. Go over the directions, if necessary.

5. OPTIONAL. In their notebooks, have students make a list of the different types of cultural changes the Meiji leaders instituted. Then have them categorize them (e.g., clothing, customs, food, etc.)

Assignments:

2. Do Worksheets #8.16.1a, #8.16.1b, and #8.16.1c.
3. List and categorize the ways that Japan tried to Westernize its culture.
Directions: Use Worldviews, pages 350 – 354 to help you with the questions.

1. Examine the picture of the woodblock print on page 350. What things in the picture are traditional Japanese and what things are Western?

<table>
<thead>
<tr>
<th>Traditional Japanese</th>
<th>Western</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read page 351. Tell what things are traditional Japanese and what things are Western.

<table>
<thead>
<tr>
<th>Traditional Japanese</th>
<th>Western</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What does in mean to be conservative?

________________________________________________________________________
________________________________________________________________________

4. What does it mean to be a reformer?

________________________________________________________________________
________________________________________________________________________
5. Complete the problem-solution chart.

**Problem:**
The Meiji leaders wanted to change the unequal treaties with the Western countries.

**Solution:**

6. What kinds of cultural changes did Japan make in order to become more Westernized?

<table>
<thead>
<tr>
<th>CULTURAL CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Materials</strong></td>
</tr>
<tr>
<td><strong>Behaviours Outlawed Because They Were Offensive to Foreigners</strong></td>
</tr>
<tr>
<td><strong>Etiquette</strong></td>
</tr>
<tr>
<td><strong>Dress</strong></td>
</tr>
<tr>
<td><strong>Medicine</strong></td>
</tr>
</tbody>
</table>
Social Studies Grade 8 Worldviews Chapter 16
Worksheets

7. Read the section “Japanese Social Customs Today” on page 354. Then answer the questions.

a. If you visited Japan today, would you be a gaijin? How do you know? ________________
__________________________________________

b. When you address someone in Japan, you address them by their last name, followed by the suffix –san. For example, if you were addressing a man by the name of Phillip Brown, you would say “Brown-san”. A close friend of Phillip Brown’s would say “Phillip-san”.

If you went to Japan and were being introduced to someone, how would you be addressed?
__________________________________________

Pretend you have been in Japan for a year and you now have a good friend. How would your friend address you?

__________________________________________

 c. Think about hugging and kissing in public places. Is your community more like what you see in most Western countries or is it more like Japan?

__________________________________________

d. The floors in traditional Japanese houses are covered with woven grass mats called tatami. It is customary to remove your shoes before entering the main part of a Japanese house. Why do you suppose this is so?

__________________________________________

e. In Japan the toilet is in a separate room from the bath or shower. Why do you suppose this is?

__________________________________________

f. What custom in your culture do you think a person from Japan might find somewhat strange?

__________________________________________
Directions: Use *Worldviews*, pages 350 – 354 to help you with the questions.

1. Examine the picture of the woodblock print on page 350. What things in the picture are traditional Japanese and what things are Western?

<table>
<thead>
<tr>
<th>Traditional Japanese</th>
<th>Western</th>
</tr>
</thead>
<tbody>
<tr>
<td>bridge</td>
<td>power lines</td>
</tr>
<tr>
<td>rickshaw</td>
<td>man's suit</td>
</tr>
<tr>
<td>some people's dress</td>
<td>lamp posts</td>
</tr>
<tr>
<td>parasols</td>
<td>houses</td>
</tr>
<tr>
<td>signs</td>
<td></td>
</tr>
</tbody>
</table>

2. Read page 351. Tell what things are traditional Japanese and what things are Western.

<table>
<thead>
<tr>
<th>Traditional Japanese</th>
<th>Western</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper sliding screen</td>
<td>houses and furnishings</td>
</tr>
<tr>
<td>straw floor mats</td>
<td>mirror on wall</td>
</tr>
<tr>
<td>sake</td>
<td>business suit</td>
</tr>
<tr>
<td>kimonos</td>
<td>carpet</td>
</tr>
<tr>
<td></td>
<td>tablecloth</td>
</tr>
<tr>
<td></td>
<td>cutlery</td>
</tr>
<tr>
<td></td>
<td>Champagne</td>
</tr>
</tbody>
</table>

3. What does it mean to be conservative?

- resist change in favour of keeping the status quo

4. What does it mean to be a reformer?

- want to make changes to the status quo
5. Complete the problem-solution chart.

**Problem:**
The Meiji leaders wanted to change the unequal treaties with the Western countries.

**Solution:**
Show other countries that Japan was a modern "civilized" country.

Westernize so that Japan was stronger and more competitive with Western powers

6. What kinds of cultural changes did Japan make in order to become more Westernized?

**CULTURAL CHANGES**

| Reading Materials | • make foreign books and magazines available  
|                   | • launch more newspapers so public could keep informed of changes  
|                   | • newspapers used to urge people to adopt new ideas  
| Behaviours Outlawed Because They Were Offensive to Foreigners | • workers had to wear tunics or shirts, not loincloths  
|                  | • tattooing prohibited  
|                  | • public baths closed or modified  
| Etiquette | • imperial court modified to suit Westerners  
|           | → place carpets over tatami so shoes could be kept on  
|           | → greet people by shaking hands  
|           | → smiling  
| Dress | • abandon kimonos for western dress  
|      | • some grew beards/moustaches  
|      | • military wore Western-style uniforms  
| Medicine | • doctors ordered by to try Western treatments  

Worksheet #8.16.1b
7. Read the section “Japanese Social Customs Today” on page 354. Then answer the questions.

a. If you visited Japan today, would you be a gaijin? How do you know?  **Yes**  
   You are a foreigner.

b. When you address someone in Japan, you address them by their last name, followed by the suffix –san. For example, if you were addressing a man by the name of Phillip Brown, you would say “Brown-san”. A close friend of Phillip Brown’s would say “Phillip-san”.

   If you went to Japan and were being introduced to someone, how would you be addressed?  **Answers will vary.**

   Pretend you have been in Japan for a year and you now have a good friend. How would your friend address you?  **Answers will vary.**

c. Think about hugging and kissing in public places. Is your community more like what you see in most Western countries or is it more like Japan?  **probably more like Japan**

d. The floors in traditional Japanese houses are covered with woven grass mats called tatami. It is customary to remove your shoes before entering the main part of a Japanese house. Why do you suppose this is so?  **Hard-soled shoes damage tatami**

e. In Japan the toilet is in a separate room from the bath or shower. Why do you suppose this is?  **Answers may vary**
   Japanese feel toilets are dirty and should not be in the same room as fixtures used for hygiene and cleanliness.

f. What custom in your culture do you think a person from Japan might find somewhat strange?  **Answers will vary**
Lesson 16.2

Concept: Returning to Old Values

Resources/Materials: Worldviews pages 356 – 361
Worksheets #8.16.2a, #8.16.2b, and #8.16.2c (student copies)

Introduction: Ask students to pretend that their community leaders decided that the people in your colony should make changes to make the culture more like that in towns and cities. Moreover, they wanted this change to occur quickly. Discuss how different groups within the colony would react. Explain that this is similar to what happened in Japan.

1. Review that the Meiji leaders felt that Westernization of the Japanese culture would help Japan to be more respected in the Western world. Explain that some felt that Westernization was occurring too quickly and was undermining the very essence of what it means to be Japanese. This caused a backlash; that is, a hostile reaction.

2. Have students turn to textbook, page 356. Guide the reading of the page. Then have students read pages 357 – 361 independently to find out how the Japanese government reacted to the backlash.

3. Distribute Worksheets #8.16.2a, #8.16.2b, and #8.16.2c. Go over the directions, if necessary.

4. ALTERNATELY/OPTIONAL. Have students do one or more of the Over the You questions on textbook, page 361.

Assignments:

1. Read Worldviews, pages 355 – 361.
2. Do Worksheets #8.16.2a, #8.16.2b, and #8.16.2c.
3. ALTERNATELY/OPTIONAL. Do one or more of the Over to You questions, page 361.
**Directions:** Use *Worldviews*, pages 356 – 361 to help you with the questions.

1. In each pair of statements, write C if it tells the cause and E if it tells the effect.

<table>
<thead>
<tr>
<th>The Meiji leaders decided that Japan had to Westernize.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Meiji leaders felt they had been forced to agree to the unequal treaties with Western countries because Japan was not respected by these foreign countries.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Westerners of the mid-1800s who came to Japan were often not tolerant of Japanese customs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese officials outlawed behaviour that was offensive to the foreigners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Japanese decided to close the Deer Cry Pavilion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign countries were unwilling to change the treaties that the Japanese felt were so unfair.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People had been made to feel embarrassed about their traditions and their lives were being altered by practices borrowed from the West.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tensions between the conservatives and reformers became great.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Japanese leaders decided that the pace of Westernization needed to be slowed down.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Japanese were proud and independent people and their traditions, customs, and beliefs were very important to them. They felt that Westernization was attacking their very identity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Japanese leaders decided that the pace of Westernization needed to be slowed down.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese leaders decided to adapt Western ways with Japanese ways by adopting Western science and technology, while keeping Japanese values and ethics.</td>
</tr>
</tbody>
</table>
2. **EATING MEAT**

<table>
<thead>
<tr>
<th>Older Generation</th>
<th>Younger Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **WEARING THE TOPKNOT**

<table>
<thead>
<tr>
<th>Older Generation</th>
<th>Younger Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 358 describes some of the ways that some Western countries borrowed from the Japanese culture. In your opinion did the types of things borrowed from Japanese culture change the identity of those countries? Explain your answer.

---

Worksheet #8.16.2b
4. Read the section “Losing Identity” on page 359. Then answer the questions from that section.

a. What does the title of the poem mean?

b. What do you think Rita Joe means when she says “Your way is more powerful”?

c. What connections can you make between her experiences and attitudes and those of the Japanese in the Meiji period?

5. Complete the problem and solutions chart.

Solution: A State Religion and Emperor Worship

Problem:
How could the values underlying Christianity and democracy be adapted to the Japanese worldview?

Solution: Constitutional Government
Directions: Use *Worldviews*, pages 356 – 361 to help you with the questions.

1. In each pair of statements, write **C** if it tells the cause and **E** if it tells the effect.

<table>
<thead>
<tr>
<th>C</th>
<th>The Meiji leaders felt they had been forced to agree to the unequal treaties with Western countries because Japan was not respected by these foreign countries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>The Meiji leaders decided that Japan had to Westernize.</td>
</tr>
<tr>
<td>C</td>
<td>Westerners of the mid-1800s who came to Japan were often not tolerant of Japanese customs.</td>
</tr>
<tr>
<td>E</td>
<td>Japanese officials outlawed behaviour that was offensive to the foreigners.</td>
</tr>
<tr>
<td>E</td>
<td>The Japanese decided to close the Deer Cry Pavilion.</td>
</tr>
<tr>
<td>C</td>
<td>Foreign countries were unwilling to change the treaties that the Japanese felt were so unfair.</td>
</tr>
<tr>
<td>C</td>
<td>People had been made to feel embarrassed about their traditions and their lives were being altered by practices borrowed from the West.</td>
</tr>
<tr>
<td>E</td>
<td>Tensions between the conservatives and reformers became great.</td>
</tr>
<tr>
<td>E</td>
<td>The Japanese leaders decided that the pace of Westernization needed to be slowed down.</td>
</tr>
<tr>
<td>C</td>
<td>The Japanese were proud and independent people and their traditions, customs, and beliefs were very important to them. They felt that Westernization was attacking their very identity.</td>
</tr>
<tr>
<td>E</td>
<td>The Japanese leaders decided that the pace of Westernization needed to be slowed down.</td>
</tr>
<tr>
<td>C</td>
<td>Japanese leaders decided to adapt Western ways with Japanese ways by adopting Western science and technology, while keeping Japanese values and ethics.</td>
</tr>
</tbody>
</table>
2. Often change is easier for younger people than older people. Explain how this is illustrated in the two examples described on page 357.

<table>
<thead>
<tr>
<th>EATING MEAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Older Generation</strong></td>
</tr>
<tr>
<td>grandmother would not sit down to eat meat at dinner</td>
</tr>
<tr>
<td><strong>Younger Generation</strong></td>
</tr>
<tr>
<td>young girls like the taste of meat, but did not mention it to anyone for fear of being disloyal to grandmother</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEARING THE TOPKNOT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Older Generation</strong></td>
</tr>
<tr>
<td>family members felt disgusted because the medical school insisted students not have a topknot</td>
</tr>
<tr>
<td><strong>Younger Generation</strong></td>
</tr>
<tr>
<td>did not feel strongly one way or the other</td>
</tr>
</tbody>
</table>

3. Page 358 describes some of the ways that some Western countries borrowed from the Japanese culture. In your opinion did the types of things borrowed from Japanese culture change the identity of those countries? Explain your answer.

Answers may vary.
Probably not. The Japanese influences did not alter core values.
4. Read the section “Losing Identity” on page 359. Then answer the questions from that section.

a. What does the title of the poem mean?
   
   Rita Joe’s language was taken away from her → not allowed to
   speak native language at residential school

b. What do you think Rita Joe means when she says “Your way is more powerful”?
   
   English has become the predominant language

C. What connections can you make between her experiences and attitudes and those of the Japanese in the Meiji period?

   Rita Joe wants to be able to keep her own language and culture
   Japanese wanted to keep traditional ways. They did not want
to give them up to become Westernized

5. Complete the problem and solutions chart.

| Problem: How could the values underlying Christianity and democracy be adapted to the Japanese worldview? |
| Solution: A State Religion and Emperor Worship |
| Shinto declared the official religion |
| Emperor given the status of a god |

| Solution: Constitutional Government |
| Adopted a constitutional model that reflected the distinct Japanese culture while incorporating the best elements of Western thinking |
| Emperor’s powers “sacred and inviolable” |
| Had two houses - one appointed one elected |
Lesson 16.3

Concept: Strengthening Military Power

Resources/Materials: Worldviews, pages 362 – 366
Worksheets #8.16.3a, #8.16.3b, and #8.16.3c (student copies)
Wall Map of Asia

Introduction: Recall with students that Japan’s response to the unequal treaties was to take steps to gain the respect of Western countries. The way to do this was to copy the West. The first step was industrialization, which was very successful. The second was the adopting of the Western culture, which in the end proved to be harmful because it destroyed the very essence of what it meant to be Japanese.

Now the Meiji leaders took a third step in their goal of gaining respect from Western countries – develop and increase its military strength.

Procedure:

1. Explain that in the 350 years before Commodore Perry had landed in Japan, Renaissance European countries, the United States, and to some extent Canada had all engaged in imperialist activities. That is they invaded and took over territories to exploit the natural resources and people. In its quest to be more like the West, Japan decided to engage in similar activities.

2. On the map of Asia, point out Japan then: Korea, Taiwan, the Ryukyu Islands (now part of Japan), the Kurile Islands, and Sakhalin Island. Explain that once it built up its military, Japan invaded these territories with brutal force. Did this action gain the respect of the West?

3. Have students turn to textbook, page 363. Explain that many countries, including Denmark and the United States are very much interested in some of the islands of Canada’s north. The reason – scientists believe that there are many natural resources in this area of the world. Denmark and the United States have decided to lay claim to some of these islands. Canada has had to enforce its sovereignty over these islands. Sovereignty is the right and freedom to control a particular area of land.

4. Have students read textbook, page 362 – 366. (If you can, try to guide the reading of pages 362 and 363.)

5. Distribute Worksheets #8.16.3a, #8.16.3b, and #8.16.3c. Go over the directions, if necessary.

6. OPTIONAL. Have students do one or both of the Over to You questions on textbook, page 366.

Assignments:

2. Do Worksheets #8.16.3a, #8.16.3b, and #8.16.3c.
3. OPTIONAL. Do one or both of the Over to You questions, page 366.
Directions: Use Worldviews, pages 362 – 366 to help you with the questions.

1. For each of the following statements write F for fact and O for opinion. (If you are not quite sure about the difference between a fact and an opinion, look back at the Skill Power section of page 356.

   _____ Many Japanese felt angry and humiliated when its government signed the “unequal” treaties with the Western countries.

   _____ It was a big mistake for the Tokugawa shogunate to sign the “unequal treaties”.

   _____ The Japanese should never have tried to adopt Western ways.

   _____ The Japanese should have fired on Commodore Perry’s ships and never let them come ashore.

   _____ The Japanese government decided that in order to gain the respect of the West, Japan must become more westernized.

   _____ The Meiji leaders looked to the powerful countries of the West to determine what made them world powers.

   _____ Canada should declare war on any country that tries to lay claim to any of its territory.

   _____ In the Sino-Japanese War, China gave up its claims to Korea.

   _____ It was wrong for the Western powers to make changes to the peace treaty between China and Japan.

   _____ In 1904, Japan launched a surprise attack of the Russian ship in Port Arthur on the Liaotung Peninsula.

2. What three things did the powerful Western countries have in common?

   a. ____________________________________________________________

   b. ____________________________________________________________

   c. ____________________________________________________________
3. Complete the cause and effect charts.

**Cause**
- Japan wanted to gain the respect and recognition of the West.
- Japan wanted to increase its military strength.
- China was so weakened by its unequal treaties with Western countries that Japan feared it might collapse altogether.
- Japan’s victory over China was quick and decisive.
- The Japanese victory over China worried the Western powers.
- Japan was worried about Russia, which was very close and had a lot of influence in China.

**Effect**
- 1. Industrialize.
- 2. Adopt Western culture.
- 3.
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
4. After Japan’s victory over China, the Western powers stepped in and made changes in the peace treaty between China and Japan.

a. What does this tell you about the worldview of the Western powers?

b. What does this tell you about Japan’s hope that the Western countries would be more respectful of Japan if it had greater military strength?

5. Read and think about the Japanese history textbook controversy on page 365. What you can infer about how the textbook says about the Sino-Japanese War? Then tell about the points of view.

Japanese Historians

Wen Jiaboa

Hirasawa Katsuei
Directions: Use Worldviews, pages 362 – 366 to help you with the questions.

1. For each of the following statements write F for fact and O for opinion. (If you are not quite sure about the difference between a fact and an opinion, look back at the Skill Power section of page 356.

   F  Many Japanese felt angry and humiliated when its government signed the "unequal" treaties with the Western countries.

   O  It was a big mistake for the Tokugawa shogunate to sign the "unequal treaties".

   O  The Japanese should never have tried to adopt Western ways.

   O  The Japanese should have fired on Commodore Perry’s ships and never let them come ashore.

   F  The Japanese government decided that in order to gain the respect of the West, Japan must become more westernized.

   F  The Meiji leaders looked to the powerful countries of the West to determine what made them world powers.

   O  Canada should declare war on any country that tries to lay claim to any of its territory.

   F  In the Sino-Japanese War, China gave up its claims to Korea.

   O  It was wrong for the Western powers to make changes to the peace treaty between China and Japan.

   F  In 1904, Japan launched a surprise attack of the Russian ship in Port Arthur on the Liaotung Peninsula.

2. What three things did the powerful Western countries have in common?

   a. control over foreign colonies or territories

   b. military power to defend these territories

   c. a strong and independent economy
3. Complete the cause and effect charts.

**Cause**

- Japan wanted to gain the respect and recognition of the West.
- Japan wanted to increase its military strength.
- China was so weakened by its unequal treaties with Western countries that Japan feared it might collapse altogether.
- Japan’s victory over China was quick and decisive.
- The Japanese victory over China worried the Western powers.
- Japan was worried about Russia, which was very close and had a lot of influence in China.

**Effect**

- 1. Industrialize.
- 2. Adopt Western culture.
- 3. Increase military strength
- 1. required all males to serve in the military for 3 years and do reserve duty for 4 years
- 2. take over several island territories
- Invaded China
- China gave up its claims to Korea, Taiwan, and Liaotung Peninsula
- Russia, France, and Germany made changes to the peace treaty between Japan and China. Liaotung Peninsula given to Russia
- Japan attacked ships in Liaotung
4. After Japan's victory over China, the Western powers stepped in and made changes in the peace treaty between China and Japan.

a. What does this tell you about the worldview of the Western powers?

Western powers felt it was their right and duty to control events around the world.

b. What does this tell you about Japan's hope that the Western countries would be more respectful of Japan if it had greater military strength?

Western countries did not view Japan as one of them; did not respect them (Japanese) as equals.

5. Read and think about the Japanese history textbook controversy on page 365. What you can infer about how the textbook says about the Sino-Japanese War? Then tell about the points of view. Answers may vary.

Does not acknowledge Japanese atrocities toward the Chinese.

Japanese Historians
- Fundamentally distorts the history of Japan and Asia

Wen Jiabao
Japan does not respect history

Hirasawa Katsuei
China is trying to solve its problems by blaming Japan.
Lesson 16.4

Concept: Into the Future

Resources/Materials: Worldviews, pages 367 – 370
Worksheets #8.16.4a and #8.16.4b (student copies)

Introduction: Recall that the desire to be a respected country led to Japan making many different types of changes, some more successfully than others.

Have students refer back to textbook, page 333 and re-examine the chart showing the three different positions the Japanese had on how they should react to the possibility of change. Have students decide which position they feel best describes what Japan eventually did. (Probably most will agree that it is the second option: Eastern ethics and Western science.)

The question is: How did this decision affect Japan today?

Procedure:

1. Explain that Japan’s decision over 150 years ago to embrace Western technology, but keep Japanese values, morals, and ethics is one that many non-Western countries have embraced. This very noticeable as the world’s countries become more Westernized. Although the world’s countries share many of their technologies, cultures are still essentially unique. This does not mean that cultures do not change over time, however.

2. Explain that Japan’s imperialistic activities extended into WW II when it bombed part of the United States – Hawaii. WW II ended with the dropping of atomic bombs on two Japanese cities. In the peace treaty that followed, Japan agreed not to maintain a military, but this lasted only for a short while at the request of the United States.

3. Have students turn to textbook, page 367. Explain that the final section of Chapter 16 explains Japan’s continued efforts to be a respected country.


5. Then distribute Worksheets #8.16.4a and #8.16.4b.

6. ALTERNATELY. Have students do one or more of the Over to You questions on textbook, page 370.

Assignments:


2. Do Worksheets #8.16.4a and #8.16.4b.

3. ALTERNATELY. Do one or more of the Over to You questions, page 370.
Directions: Use *Worldviews*, pages 367 – 370 to help you with the questions.

1. In the chart below, tell about the perspectives of some of the Japanese on Westernization.

<table>
<thead>
<tr>
<th>Westernization should be sped up.</th>
<th>Westernization should be done selectively</th>
</tr>
</thead>
</table>

2. What contribution did Itagaki Taisuke make to politics in Japan?

3. Read the section entitled “The End of Militarism” on page 368. How was Japanese policy again influenced by American needs after World War II?

What parallels can you draw to the situation with Commodore Perry a century earlier?
4. According to Kenneth Henshall, what factors explained Japan’s economic success?

a. 

b. 

c. 

d. 

5. What are some of the concerns that have arisen about Japan’s eagerness to adopt Western culture?

6. In your opinion, to what extent has Japan been successful in adopting Western technology, but keeping Japanese values, ethics, and customs?
Directions: Use *Worldviews*, pages 367 – 370 to help you with the questions.

1. In the chart below, tell about the perspectives of some of the Japanese on Westernization.

<table>
<thead>
<tr>
<th>Westernization should be sped up.</th>
<th>Westernization should be done selectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is not enough to borrow technology or to copy military power. Japan’s political and education systems were returning to the old ways. A modern peace-loving country must give its citizens rights, freedoms, and democracy.</td>
<td>Japan should continue to adapt, borrowing useful ideas and practices from the West without violating Japan’s sense of tradition.</td>
</tr>
</tbody>
</table>

Japan needs to become more “civilized.”

2. What contribution did Itagaki Taisuke make to politics in Japan?

   help form Japan’s first political party – Liberal Party

3. Read the section entitle “The End of Militarism” on page 368. How was Japanese policy again influenced by American needs after World War II?

   The Americans needed Japan to retain a military standard in order to maintain a defense against communist Russia and China.

   What parallels can you draw to the situation with Commodore Perry a century earlier?

   Japan had to once again bow to pressure from the United States to do as it tells them. Treaties can be changed or broken if the U.S. says so. Japan is once more behind as a result of U.S. intervention.
4. According to Kenneth Henshall, what factors explained Japan’s economic success?

a. the ability of the Japanese to learn from others and to adapt and improve the “borrowings”

b. the importance of learning and education

c. the Japanese desire to make their country powerful and respected in the world

d. the willingness of the Japanese to work hard and make sacrifices for the greater good of the group and society in general

5. What are some of the concerns that have arisen about Japan’s eagerness to adopt Western culture?

The younger generation has been accused of rejecting traditional Japanese values, of being absorbed in their own interests and peer groups, of identifying less with their community or society

6. In your opinion, to what extent has Japan been successful in adopting Western technology, but keeping Japanese values, ethics, and customs? Answers may vary

Japan has been very successful in adopting Western technology. As the generations go by, many traditional values, ethics, and customs are being altered or replaced by Western cultural values, ethics, and customs
Lesson 16.5

Concept: Chapter 16: Return to Roots – Review

Resources/Materials: Worldviews, page 371
Chapter 16: Return to Roots – Review Sheets (student copies)

Introduction: Explain that today Japan has one of the world’s largest economies. It is once again finding that it has to adapt to shifting social, economic, and political changes in the world. Chapter 16 gave us an idea of how Japan moved forward into the future.

Procedure:

1. If possible, briefly go over the main concepts covered in Chapter 16:
   - Westernizing Japan
   - Backlash against Westernization
   - Being selectively Westernized
   - Building up military strength
   - Imperialistic activities
   - Embracing change

2. Explore the Big Ideas, textbook page 371. Have students do question #1 and one or more of the other questions.

3. ALTERNATELY. Distribute the Chapter 16: Return to Roots – Review Sheets. Have students do them independently.

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

Assignments:

1. Explore the Big Ideas, page 371. Do question #1 and one or more of the other questions.
2. ALTERNATELY. Do the Chapter 16: Return to Roots – Review Sheets.
1. **What was the main reason that the Meiji leaders thought that Japan had to Westernize?**

2. **Number these statements to show the order in which they happened.**

   _____ The Meiji leaders decided that it was time to adapt Western ways with Japanese ways by adopting Western science, while retaining Japanese values, ethics, and traditions.

   _____ Meiji leaders saw Westernization as the way to again the respect of Western countries, which would then make them willing to change the “unequal treaties”.

   _____ A backlash against the move toward rapid Westernization occurred, as people expressed concern that all the changes were making the Japanese lose their “Japanese-ness”.

   _____ Meiji leaders decided that Japan must embrace Western technologies and culture.

   _____ Japan made Shinto the official religion, gave the emperor the status of a god, and set up a constitutional government.

   _____ Meiji leaders felt they had no choice but to sign the “unequal treaties” with Western countries.

3. **Strong Army, Strong Country**

   3. **What three things did the Meiji leaders observe that powerful Western countries did?**

      a. 

      b. 

      c. 
4. Finish the sentences with words that make sense.

a. The Japanese government because to take steps to strengthen its military so it could ____________

b. The first step in Japan’s process of militarization was the Conscription Law of 1873. The second step was ________________

c. Japan became involved with wars with both China and Russia in order to __________


d. When it won the war with China, Japan got ________________


e. Japan felt humiliated by the Western countries because ________________


f. In 1904, Japan attacked Russian ships on Liaotang Peninsula in order to __________


g. Japan was finally recognized as an imperial power when ________________


Into the Future

5. The changes encouraged by the Meiji leaders brought about two different perspectives on the changes. What were they?

Perspective: ___________________________ Perspective: ___________________________

6. In the end, how did the Japanese government decide to do about Westernization?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________


7. What event ended Japan’s militarism and imperialism?

________________________________________________________________________

________________________________________________________________________

8. According to Kenneth Henshall, what four major factors has led to Japan’s economic success?
   a. __________________________________________________________

                                                             ____________________________________________________________________
   b. __________________________________________________________

                                                             ____________________________________________________________________
   c. __________________________________________________________

                                                             ____________________________________________________________________
   d. __________________________________________________________

                                                             ____________________________________________________________________

9. What concern is being expressed about Japan’s youth?

________________________________________________________________________

________________________________________________________________________
1. What was the main reason that the Meiji leaders thought that Japan had to Westernize?

Meiji leaders wanted to change the "unequal treaties" with the Western countries. The only way these countries would agree to this is if they viewed Japan with more respect.

**Change and Resistance**

2. Number these statements to show the order in which they happened.

5. The Meiji leaders decided that it was time to adapt Western ways with Japanese ways by adopting Western science, while retaining Japanese values, ethics, and traditions.

2. Meiji leaders saw Westernization as the way to again the respect of Western countries, which would then make them willing to change the "unequal treaties".

4. A backlash against the move toward rapid Westernization occurred, as people expressed concern that all the changes were making the Japanese lose their "Japanese-ness".

3. Meiji leaders decided that Japan must embrace Western technologies and culture.

6. Japan made Shinto the official religion, gave the emperor the status of a god, and set up a constitutional government.

1. Meiji leaders felt they had no choice but to sign the "unequal treaties" with Western countries.

**Strong Army, Strong Country**

3. What three things did the Meiji leaders observe that powerful Western countries did?

a. control foreign territories or colonies

b. developed strong militaries to defend these territories

c. developed strong and independent economies
4. Finish the sentences with words that make sense.

a. The Japanese government because to take steps to strengthen its military so it could acquire territory and influence in Asia.

b. The first step in Japan's process of militarization was the Conscription Law of 1873. The second step was the takeover of several island territories.

c. Japan became involved with wars with both China and Russia in order to gain control over Korea.

d. When it won the war with China, Japan got Korea, Taiwan, and its rights to Liaotang Peninsula.

e. Japan felt humiliated by the Western countries because the Western countries forced Japan to give up Liaotang Peninsula, which they gave to Russia.

f. In 1904, Japan attacked Russian ships on Liaotang Peninsula in order to gain back Liaotang Peninsula.

g. Japan was finally recognized as an imperial power when it annexed Korea with little protest from Western powers.

Into the Future

5. The changes encouraged by the Meiji leaders brought about two different perspectives on the changes. What were they?

<table>
<thead>
<tr>
<th>Perspective: It is a mistake to slow down Westernization. Japan should not return to its old ways. We need to give citizens more rights, freedoms, and democracy and not just military might</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective Japan must continue to change It borrow ideas and practices from the West without violating Japan's sense of tradition</td>
</tr>
</tbody>
</table>

6. In the end, how did the Japanese government decide to do about Westernization?

The Japanese government continued to encourage its citizens to develop technologies and knowledge from the West. However, it also encouraged citizens to retain many values, customs, and traditions.
7. What event ended Japan’s militarism and imperialism?

The United States dropped atomic bombs on two Japanese cities in retaliation for Japan attacking Hawaii. Japan surrendered immediately.

8. According to Kenneth Henshall, what four major factors has led to Japan’s economic success?

a. the ability of the Japanese to learn from others and to adopt and improve the borrowings

b. the importance of learning and education

c. the Japanese desire to make their country powerful and respected in the world

d. the willingness of the Japanese to work hard and make sacrifices for the greater good of the group and society in general

9. What concern is being expressed about Japan’s youth?

They are adopting so much of Western pop culture that they are forgetting their roots and traditional values/ethics.
Lesson 16.6

Concept: Chapter 16: Return to Roots – Test

Resources/Materials: Chapter 16: Return to Roots – Test (student copies)

NOTE: Teachers may want to give the Chapter 16 Test found in the Worldviews Teacher Resource on AM-153, pages 582 – 585.
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 Meiji leaders felt Japan needed to Westernize if Japan had any chance of convincing the Western powers to renegotiate the “unequal treaties”.

T/F

2. Japan decided to become more like the West technologically, culturally, and economically.

T/F

3. There was little or no opposition to the Meiji leaders’ plans to Westernize Japan.

T/F

4. Japanese officials banned behaviours that foreigners found offensive.

T/F

5. Opinions on many of the changes differed depending on people’s ages.

T/F

6. In the end, the Meiji leaders decided that it was best for Japan to become one of the Western countries in every way possible, including replacing the Japanese language with English.

T/F

7. As part of its Westernization process, Japan made Shinto the official religion and adopted a constitutional government.

T/F

8. Japan decided to “borrow” the practice of imperialism from the Western countries.

T/F

9. Fearing that China might collapse and be taken over by one of the Western countries, Japan decided to attack China in hopes of laying claim to Korea.

T/F

10. Most experts agree that Japan has been successful in its attempt to Westernize, but many Japanese citizens feel their identity is at risk.

T/F
Multiple Choice
Choose the best answer to each question.

11. The motto “Civilization and Enlightenment” was used to describe
   a. Japan’s adoption of Western ways and ideas.
   b. the backlash to the Meiji leaders’ push for rapid Westernization.
   c. Japan’s ban of traditional Japanese behaviours that were offensive to Westerners.
   d. the wish of the Tokugawa shogunate to maintain feudal Japan.

12. Eating meat and cutting topknots were
   a. supported by conservative Japanese.
   b. supported by those who wanted Japan to Westernize.
   c. banned by the Meiji leaders because Western countries found the practices offensive.
   d. expectations put on Japanese citizens by foreigners.

13. The influence of the Japanese culture on Western cultures was most often seen in
   a. Western schools requiring their students to learn the Japanese language.
   b. Western countries changing their economic systems to be more like Japan’s.
   c. Western countries adapting their political systems to help the Japanese Westernize.
   d. Western art and design.

Use the following information to answer question 14.

I. Shinto was made the official language of Japan.
II. The emperor was given same status as a god.
III. Japan adopted a constitutional government.

14. The Meiji leaders decided to implement the above
   a. at the suggestion of the United States, Britain, and Germany.
   b. to achieve the same unity, loyalty and pride that citizens of Western countries seemed to have.
   c. because they wanted Japan to become a democracy.
   d. the Western countries threatened to attack the country if they did not.
Use the following information to answer question 15.

**I Lost My Talk**

I lost my talk  
The talk you took away  
When I was a little girl  
At Shubenacadie school.

You snatched it away:  
I speak like you  
I think like you  
I create like you  
The scrambled ballad about my world.

Two ways I talk  
Both ways I say  
Your way is more powerful.

So gently I offer my hand and ask.  
Let me find my talk.  
So I can teach you about me.

**By Rita Joe**  
(Mi’kmaq First Nation)

15. You can infer that Rita Joe’s experiences, feelings, and attitude are most like that of

a. the Japanese during the Edo period.  
b. Westerners who visited Japan.  
c. the Ainu during the Edo and Meiji periods.  
d. the Japanese after World War II.

16. Which of the following was not one of the things that the Meiji leaders observed in the powerful countries of the West?

a. They had strong armies, navies, and air forces.  
b. They controlled foreign colonies or territories.  
c. They had the military power to defend these territories.  
d. They had strong and independent economies.

17. Which of the following best demonstrated to Japan that in spite of engaging in Western-style imperialistic activities, it did not have the respect of the Western countries?

a. After Japan’s defeat of China, Russia, France, and Germany stepped in and made changes to the peace agreement between Japan and China.  
b. Russia took the side of China in the Sino-Japanese War.  
c. the United States took the bold step of taking credit for Japan’s victory.  
d. No Western country sent a message of congratulations to Japan.
18. From the information above, you can tell that

   a. Japan opened its doors to the West after 1868.
   b. Japan began its expansionist practices after 1910.
   c. Japan began its expansionist and imperialistic activities after 1868.
   d. Japan annexed territories around the world.

19. Which of the following best describes relations between China and Japan today?

   a. “We have different memories of the same past events.”
   b. “The past is the past. Now it’s time to move on.”
   c. “United we are stronger than if we are divided.”
   d. “There is nothing more valuable than a good friend.”

20. Which of the following is not considered one of the reasons for the Japanese “miracle”?

   a. the ability of the Japanese to learn from others and to adapt and improve these “borrowings”
   b. stressing the importance of learning and education
   c. the willingness of the Japanese to work hard and make sacrifices for the greater good of the group and society in general
   d. the decision to keep a feudal political and economic system.
Part B

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

1. To what extent was Japan able to gain the respect of the powerful Western countries by Westernizing Japan?

2. How did Japan try to copy the Western countries’ practices of expansionism and imperialism?

3. In the end, how did Japan try to Westernize, but at the same time try to keep its traditional character?

4. Often younger people have less difficulty changing than older people. Give examples of how this is true for changes in Japan during the Meiji period.
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<td>20.</td>
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</tbody>
</table>
Social Studies Grade 8 Worldviews Chapter 16
Test
Chapter 6
Return to Roots
Test

1. T
2. T
3. F
4. T
5. T
6. F
7. T
8. T
9. T
10. T
11. a
12. b
13. d
14. b
15. c
16. a
17. a
18. c
19. a
20. d
Part B

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

1. To what extent was Japan able to gain the respect of the powerful Western countries by Westernizing Japan?
   - Economically, Japan was quite successful. Western countries appreciated its rapid rise.
   - Politically and militarily, Japan experienced little success. After winning the Sino-Japanese war, some Western countries intervened to make changes to the peace agreement between China and Japan that benefited one of the Western countries, Russia.

2. How did Japan try to copy the Western countries’ practices of expansionism and imperialism?
   - At various times, it annexed islands to the north and south of Japan’s main islands.
   - Japan also attacked China and Russia in order to lay claim to Korea.

3. In the end, how did Japan try to Westernize, but at the same time try to keep its traditional character?
   - It tried to modernize in several ways: industrial, political, economics.
   - At the same time, it took steps to keep the “essence” of Japan with regard to religion, the role of the emperor, and traditional cultural values.

4. Often younger people have less difficulty changing than older people. Give examples of how this is true for changes in Japan during the Meiji period. 
   **Answers may vary**
   - Young people quickly adapted to the thought and taste of meat, whereas older people found the idea of eating meat very un-Japanese and somewhat repulsive.
   - Young people did not feel strongly about having to get rid of the topknot on boys’/men’s hair, whereas older people found it difficult to accept.
Lesson 16.7

Concept: Unit 3: Culminating Activity

Resources/Materials: Worldviews, page 372 - 376
Assessment for Unit 3 (found in Worldviews Teacher Resource) (optional, student copies)

Introduction: Explain that in Unit 3 students learned how culture, politics, economics, and military strength are intertwined. What affects one affects the others. Japan has thought it could achieve and maintain an organized, unified, and peaceful society by adopting a policy of isolation. However, as technology improved and the Western practices of expansionism and imperialism reached Japan, Japan realized it had to become Western.

Procedure:

1. Explain that Unit 3 is now almost finished. It is time to conclude the unit.

2. To culminate Unit 3, choose from one or more of the following:
   - Have students prepare a presentation. Use Worldviews, page 372 to help you.
   - Read and discuss Worldviews, pages 373 – 376 with students.
   - Have students do the Unit 3 Test, which is found in the Worldviews Teacher Resource on AM-168, pages 641 – 647.
Lesson 16.8

Concept: Grade Eight Social Studies: Culminating Activity

Resources/Materials: Worldviews, page 377
Final Examination (optional, student copies)

Introduction: Discuss how a culture’s worldview affects how it sees itself and how it relates to other cultures.

Explain that realizing that different cultures have different worldviews is essential, especially in multicultural countries like Canada. This can help us understand, tolerate, and accept our differences and how we all have a valuable contribution to make.

Procedure:

1. Have students turn to textbook, page 377. It describes an activity where students prepare a documentary. Hutterite students can make a book or display to accomplish essentially the same goal.

2. ALTERNATELY. You may want your students to do the Final Examination.

NOTE: There are also suggestions for a final assessment on AM-170 of the Worldviews Teacher Resource, pages 653 – 657.
Final Examination

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

1. Which one of these descriptions of worldview elements is not correct?

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>geography climate and physical features</td>
</tr>
<tr>
<td>b</td>
<td>society social hierarchy</td>
</tr>
<tr>
<td>c</td>
<td>economy production and distribution of resources</td>
</tr>
<tr>
<td>d</td>
<td>beliefs how people act toward each other; what is important</td>
</tr>
</tbody>
</table>

Use the following information to answer question 2.

The settlers in Canada’s West were grateful for the friendliness and protection they received from the North West Mounted Police. In those early days outlaws from the United States and cattle rustlers could make life for settlers dangerous. The presence of the police added some comfort to their lives.

2. Which one of the following best tells about the passage above?

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

3. During the Middle Ages in Europe, which of the following would have been at the top of the hierarchy?

a. monarch
b. bishop
c. knight
d. baron
In the 1950s and 1960s in southern Alberta it was a common practice for small immigrant farmers to “rent” land from larger landowners. Instead of paying a set amount for rent, farmers agreed to pay one-quarter to one-third of what they produced to the landowner in exchange for being able to use the land. Eventually, this system enabled immigrant farmers to save up enough money so that they could purchase their own land.

4. The relationship described above is similar to which relationship from medieval times in Europe?
   a. between the monarch and knights
   b. between the barons and serfs
   c. between the bishop and serfs
   d. between the barons and freeholders

5. In what way is the above different from what happened in medieval times.
   a. In medieval times, peasants were rarely allowed to own land.
   b. In medieval times, landowners usually worked the land themselves.
   c. In medieval times, immigrant farmers had to be friends of the Church before they could work the land themselves.
   d. In medieval times, the king or queen sold land to peasants to raise money.

6. Which of the following does not describe the activities of a guild?
   a. control the prices of goods
   b. set standards of quality for goods produced
   c. decide who would be admitted to the craft as an apprentice
   d. own all of the shops where a certain type of good was produced

7. Which of the following best describes Europe’s population during the Middle Ages?
   a. Most people lived in large towns and cities.
   b. Half the people lived in urban areas and half in rural areas.
   c. All people lived on manors; there were no cities or towns.
   d. Most people lived in rural areas.
In most European countries there were “sumptuary laws” that controlled consumption or how people spent their money. These laws restricted what people of different classes could wear.

8. Which of the following did not have something similar to sumptuary laws?
   a. Edo Japan
   b. Meiji Japan
   c. Aztec society
   d. Medieval Europe

9. Which of the following is true about the Christian Church during the Middle Ages?
   a. Religion was a central part of people’s daily lives.
   b. The Church had no real say in how a country was run.
   c. The Church and the state were separate as far as decision making.
   d. The Black Death made the Church even more powerful.

10. Which of the following was the most important factor in Italy becoming the birthplace of the European Renaissance?
   a. literature
   b. geography
   c. a desire to help the poor
   d. its Indigenous peoples

11. What were the Christian Crusades?
   a. a desire for Christians to live peacefully with Muslim in the Holy Land
   b. an invitation to Muslims by Christians to move to Italy and other parts of Europe
   c. an attempt by the Christian Church to drive the Muslims out of Palestine
   d. a fleet of sailboats for use only by Christians

12. How did the Crusades lead to increased trade between Europe and Asia?
   a. The Crusaders brought back many foods and other goods from Asia.
   b. Muslim merchants were invited to visit Europe on trade missions.
   c. Muslim people wanted goods made in Europe.
   d. The Christian Church outlawed the use of goods from Asia.
Use the following information to answer question 13.

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.

Because the climate of Italy is milder than in northern Europe, trade and travel could continue in winter months.

The Italian city-states were not monarchies. They were independently governed.

The nobles did not live in manors. They tended to live in towns where many became involved in business and politics.

13. What do the statements in the boxes have in common?

a. They are reasons why the northern European countries wanted to invade Italy.
b. They tell about geography.
c. They help explain the success of the Italian city-states.
d. They help explain why the Christian Crusades were successful.

14. What was the nature of the rivalry among the Italian city-states?

a. military strength
b. sports
c. natural resources
d. competed for trade

15. How did usury, the practice of charging interest when loaning money to someone, help to create wealth in the Italian city-states?

a. Italian bankers lent money to people who wanted to invest in trade missions to Asia.
b. Italian bankers lent money to peasants, charging very high rates of interest.
c. The Church allowed usury as long as the loans were low-risk.
d. Italian bankers insisted that no trade missions be allowed unless they could be involved somehow.
16. From the above information you can tell that

   a. the Medici were not afraid to work hard and do the same type of labour as peasants.
   b. the reason for the success of the Medici was that they used a variety of strategies to gain political, social, and economic power.
   c. the Medici got their power and wealth from the Church.
   d. the Medici treated their workers poorly.

17. During the Renaissance scholars called humanists looked back to some of the writings of ancient civilizations and applied them to their own lives and work. Which of the following would humanists not be particularly interested in?

   a. classical Islamic writings
   b. classical Greek writings
   c. classical Roman writings.
   d. classical British writings.
Humanists believed that:
A. Humans beings can use the power of reason, that is, thinking 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 be skilled in many different areas. They should develop not just their minds but also their bodies and spirits.

18. Which of the above would be consistent with the Meiji Japanese notion of becoming a well-rounded individual?
   a. A
   b. B
   c. C
   d. D

19. Which of the following best describes the role of the Church during the Italian Renaissance?
   a. The Church became more powerful than ever.
   b. The Church and state became equal partners in government.
   c. The Church became less powerful during the Italian Renaissance.
   d. The leaders of the Italian city-states completely disregarded the Church.

20. Which of the following is not true about the artists during the Italian Renaissance?
   a. They preferred not to portray any emotion in their works.
   b. They were commissioned by wealthy citizens to create works of art.
   c. They tried to portray natural beauty.
   d. They were interesting in portraying human excellence.

21. Which of the following best describes the Italian Renaissance view of women?
   a. Many considered that men and women should be judged on their abilities and virtues, not on the basis of their gender.
   b. Men and women should be treated equally as far as their roles and responsibilities.
   c. Women should be the servants of men.
   d. The woman’s place is in the home because they are not capable of contributing to society in any other way.
Use the following information to answer question 22.

The Medici family of Florence had hired Michelangelo, the most skilled sculptor of his time, to create a work that would symbolize the city. He decided on the young Biblical hero, David, who defeated the giant Goliath with a simple slingshot and stone. Michelangelo wanted his work to give the common people hope in their struggle against those who oppressed (held them down) them.

22. In the above passage, David represents
   a. the Medici family.
   b. the Church.
   c. the nobility of Florence.
   d. the common people of Florence.

23. In what way did the scientific method begin to change the European worldview?
   a. Scientific findings were based strictly on what could be observed.
   b. Humanists encouraged people to accept all explanations that the Church had offered.
   c. Scientists began to completely ignore the findings of the Ancient Greeks, Romans, and Muslims.
   d. It led to lessening of scientific study.

24. How did the new theories presented by Galileo and the astronomers who came before him threatened the worldview of their time?
   a. He proposed a model of the universe with the Sun at the centre and not the Earth. Europeans believed that God had placed the Earth at the centre of the universe.
   b. His model showed the Sun at the centre of the universe, while Europeans believed that the Sun was the centre of our solar system only.
   c. Galileo proposed that the Sun was the centre of the universe, while Europeans believed that the Sun was one of the stars in the heavens.
   d. Galileo proposed that the Earth was the centre of the universe, while Europeans believed that the Sun was at the centre.
Use the information below to answer question 25.

Niccolò Machiavelli was considered to be the first political scientist because he used a scientific approach when thinking about the best way to rule. Machiavelli observed that leaders cannot rule by taking just the good qualities of people into account. In order to be effective, they had to do whatever it takes to stay in power and increase the strength of the state.

25. Which of the following would be most consistent with Machiavelli’s ways of thinking?
   a. Listen to the people you serve. They will tell you what to do.
   b. Do what you have to do to get things done and stay in control.
   c. Before making any kind of decision, get the opinions of the citizens.
   d. A good way to judge a good leader is his popularity.

Use the information below to answer question 26.

- After studying the Bible carefully, Martin Luther concluded that the Bible, and not the Church, should be a Christian’s true spiritual guide.
- Luther nailed the Ninety-five Theses criticizing the selling of indulgences on the Church door in Wittenberg.
- Pope Leo X issued a bull, condemning Luther and banned his works.
- The pope excommunicated Luther, and Emperor Charles V declared Luther an outlaw who could be killed.

26. The above statements
   a. tell the events that led up to the Protestant Reformation.
   b. tell about the formation of the Catholic Church.
   c. explain the reasons that Martin Luther decided to translate the New Testament into German.
   d. explain how Girolamo Savonarola’s activities influenced those of Martin Luther.
27. Which of the following would not be supported by the information above?

   a. Protestantism was more popular in northern Europe than in southern Europe.
   b. Most people in Italy belonged to the Roman Catholic Church.
   c. Both the Protestant Church and the Roman Catholic Church maintained a strong presence in all European countries.
   d. There were no Protestant churches in France.

28. Why was the invention of the printing press important to the spread of knowledge in Renaissance Europe?

   a. It meant that now commoners were forced to learn Latin and Greek.
   b. It affected people's ability to learn because more books could be made more cheaply and quickly.
   c. It meant that coloured pictures could now be reproduced.
   d. Printing presses used papyrus and not paper, which made books available only to the wealthy.
29. Why did European countries want to look for new routes to Asia?
   a. Trade routes to Asia were no longer secure.
   b. The Silk Road was becoming too crowded with merchants.
   c. They wanted to find quicker ways to reach Asia.
   d. The caravans were taking too long to reach Asia.

30. Which of the following is not a reason why European countries wanted to explore unknown territories during the Renaissance?
   a. to expand trade
   b. to spread Christianity
   c. to try to increase the well-being of people from around the world
   d. to search for new sources of gold and silver.

31. Which of the following is not a reason why European nations expanded the areas they explored?
   a. better ships
   b. scientific proof that the world was round and not flat
   c. more accurate maps
   d. better navigational equipment

*Use the following information to answer question 32.*

- A. engaged in the slave trade
- B. found gold
- C. explored the coast of Africa in search of resource
- D. made frequent voyages to the Caribbean

32. Which of the above did not contribute to Portugal’s become the wealthiest country in Europe during the late 1400s and early 1500s?
   a. A
   b. B
   c. C
   d. D
Use the information below to answer question 34.

<table>
<thead>
<tr>
<th>Janice:</th>
<th>Soon after Europeans arrived in the Americas, they began calling it the “New World”. But people had been living in the Americas for tens of thousands of years; there was nothing “new” about it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda:</td>
<td>Almost without exception, the Indigenous people greeted the Europeans with their traditional offering to share what they had. Little did they know, what the Europeans had in store for them.</td>
</tr>
<tr>
<td>Chantal:</td>
<td>If a country has the knowledge and skills to overtake a new territory, it also has the right to dominate the people and use the resources of that territory.</td>
</tr>
<tr>
<td>Jenny:</td>
<td>When one country invades another, it is serious business. If you want to get the most out of a new territory, you have to let the Indigenous people keep their basic values, beliefs, traditions, and dignity.</td>
</tr>
</tbody>
</table>

33. Which of the people above, best expresses the European Worldview during the Renaissance?

   a. Janice
   b. Amanda
   c. Chantal
   d. Jenny

34. In 1494, the pope proposed a secret treaty that would divide the world between the Spanish and the Portuguese. This demonstrates that

   a. Spain and Portugal were the only European countries interested in expanding their territories.
   b. Spain and Portugal were the only Catholic countries in Europe.
   c. the Catholic Church had a great deal of political power in Europe.
   d. the pope felt that only Spain and Portugal should be able to claim new territories because they had been most hurt by the shift in trade with Asia.
They [Indigenous peoples] 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.

- Spanish Historian, 1550

35. From the above information, you can infer that

a. Spanish people felt their culture was superior to the culture of the Indigenous peoples.
b. the Indigenous peoples were uncivilized.
c. Spain had a strong military during the Renaissance.
d. the Indigenous peoples desperately needed Spain to save them from starvation.

36. What is it that made Spain the wealthiest European country in the 1500s and 1600s?

a. Spanish ships robbed English ships of goods.
b. The Spanish shipped thousands of tonnes of silver and gold from mines in South America.
c. Spanish sailors found a passage to India and China that most European countries had not discovered.
d. The Spanish found silks, pearls, and sources of gunpowder in the Americas.

37. The European discovery that there were lands beyond Europe, Africa, and Asia

a. caused the Europeans’ worldview to shift.
b. decreased the power of the Church.
c. caused European countries to cooperate instead of competing with each other.
d. helped them to understand that Indigenous cultures were different and in most ways more civilized than any other their cultures.
38. The Aztecs moved from the desert lands of northern Mexico to the Valley of Mexico because

a. in 1168, Huitzilopochtli, the god of the Aztecs, had commanded that they migrate south.
b. they had lost their home in a war with another group.
c. the desert was turning from a dry area to a wet area after years of rainy weather.
d. the Mayans had invited them to share their lands.

Use the following information to answer question 39.

The mountains prevented rain clouds from reaching Tenochtitlan, leading to drought conditions. The Aztecs built an aqueduct to carry fresh water from the mountains to the city.

After a great flood swamped Tenochtitlan in 1500, Aztec engineers built an earthen dam across the lake to the east of the city. This helped control the water levels around their island.

Tenochtitlan was built on an island in the middle of Lake Texcoco. The Aztecs built three causeways connecting the city with mainland.

There land around Tenochtitlan was swampy. There were few areas on which to grow food. The Aztecs constructed chinampas or floating islands, on which they could grow crops.

39. What do the above have in common?

a. They explain how the Aztecs increased their agricultural production.
b. They explain how the Aztecs tried to make the best use of the land.
c. They explain why the Aztecs felt they should never have settled in the Valley of Mexico.
d. They explain how the Aztecs altered the environment to suit their purposes.

40. The Aztecs built many temples in the shape of a pyramid because

a. they had copied the design from pyramids found in Ancient Egypt.
b. they resembled mountains, which Aztecs could climb to be closer to the gods.
c. pyramids could be constructed out of block of stone.
d. they required the least amount of space.
41. Which of the following is not true about Aztec religion?

   a. Aztecs believed that the gods controlled every aspect of their lives.
   b. Aztecs believed that some gods were greater than others.
   c. Aztecs looked to the gods for signs on how to live.
   d. Aztecs believed that some humans could turn into gods.

42. Why was human sacrifice so important to the Aztecs?

   a. They believed that the blood of the victim nourished the gods.
   b. It was a way of getting rid of undesirable people.
   c. It provided entertainment for the citizens.
   d. It was a way to settle disputes between groups of people.

43. Which of the following tells about trade in both Renaissance Europe and the Aztec Empire before 1519.

   a. Both used trade to expand their empires.
   b. Both sent merchants on trade missions that could last for months.
   c. Both primarily used ocean travel.
   d. Both traded for food only.

44. Which of the following is not similar about both the Aztecs and Japan?

   a. The group was more important than the individuals within it.
   b. At some point in its history, a type of food was used as currency.
   c. Citizens were organized into social classes.
   d. The primary reason for going to war was to capture members of the enemy for sacrifice.

45. Which of the following is true about the emperor of the Aztecs, the emperor of Japan, and the monarch in European countries?

   a. representative of the god or gods on Earth
   b. elected by the citizens
   c. head of state
   d. inherited the position
Aztec society was organized into units called calpolli. Members of a calpolli lived in the same neighbourhood and worshipped at the same temple. Most calpolli were based on extended families. Some were based on the work people did. For example, a group of goldsmiths might form a calpolli.

The calpolli owned the land where its members lived and farmed. Each calpolli elected a captain and council. The council of the calpolli assigned land and houses to its residents and collected taxes. It also had the important responsibility of keeping the neighbourhood clean, washing the streets, and painting and scrubbing the buildings. Electing their local leaders gave commoners some measure of political power.

46. From the above information, you can tell that
   
   a. calpolli were organized for all social classes.
   b. calpolli leaders were selected democratically.
   c. the calpolli did not seem to take much pride in their neighbourhoods.
   d. members of one calpolli were not allowed to interact with members of a different calpolli.

47. For which of the following was dress used as a way of telling one social class from the others?

   a. Aztecs
   b. Edo Japan
   c. Renaissance Europe
   d. Aztecs, Edo Japan, and Renaissance Europe

48. Which of the following is not true about Aztec education?

   a. Education was valued in Aztec society.
   b. Nobles received a different education than did commoners.
   c. Girls were not allowed to get an education.
   d. Military training was an important part of education.

49. Which of the following lists the virtues of the ideal Aztec citizen?

   a. courage, self-sacrifice, modesty, belief in non-violence, obedience
   b. clean living, obedience, courage, self-sacrifice, modesty
   c. belief in non-violence, obedience, modesty, self-sacrifice
   d. obedience, courage, belief in non-violence, self-sacrifice
Itzcoatl was one of the greatest Aztec emperors. Even though he was born the son of a slave woman, he reached the highest position in Aztec society.

50. From the above information, you can infer that

a. Aztec slaves were viewed similarly to slaves in Renaissance Europe.
b. Slaves inherited their positions.
c. Slaves were used mainly for sacrifice.
d. Slavery was not a permanent condition.

51. What was the greatest factor in Spain coming under Muslim rule in the 700s?

a. location
b. climate
c. social hierarchy
d. knowledge

52. Which of the following is true about Muslim Spain's view of religious minorities?

a. They must be expelled.
b. They must be executed.
c. Their rights must be protected.
d. Their places of worship must be destroyed.

53. Which of the following does not describe the Spanish Reconquista?

a. It took place over hundreds of years.
b. Spain became a Christian land once more.
c. The marriage of King Ferdinand and Queen Isabella helped to unite Spain.
d. Once it was over, religious minorities were tolerated.

54. Which of the following best describes the Spanish Inquisition?

a. It was an attempt to make Spain entirely Catholic.
b. Religious minorities were told to live in specific areas of cities.
c. Muslim Church officials put other religious minorities on trial.
d. Catholic Church officials ordered the Spanish monarchs to treat religious minorities with respect.
55. In what way was the treatment of the Canadian government of First Nations peoples, Acadian between 1755 and 1763, and Japanese Canadians during World War II similar to Spain treatment of religious minorities during the Spanish Inquisition?

a. People were expelled from their lands and their possessions were confiscated.
b. Minority groups were massacred.
c. People were moved to specific areas of the country.
d. People were limited on where they could travel.

56. Which of the following is a part of the Spanish worldview that motivated King Ferdinand and Queen Isabella to increase Spain’s empire?

a. It was Spain’s duty to raise the quality of life of Indigenous peoples.
b. It was Spain’s duty to bring Christianity to the Indigenous peoples.
c. It was Spain’s duty to learn about and appreciate other cultures.
d. It was Spain’s duty to teach religious tolerance to its citizens.

57. Why was the prospect of finding gold in the New World so important to Spain?

a. The king and queen wanted artisans to make them new jewellery that was more spectacular than that of other European monarchs.
b. The Spanish monarchy wanted to ensure that paper bills did not replace gold as Spain’s currency.
c. Spain’s long war with the Muslims had drained its treasury of gold.
d. None of the above.

Use the information below to answer question 58.

<table>
<thead>
<tr>
<th>The Code of Chivalry</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Skill in battle</td>
</tr>
<tr>
<td>• Loyalty</td>
</tr>
<tr>
<td>• Fairness</td>
</tr>
<tr>
<td>• Faith in God</td>
</tr>
</tbody>
</table>

58. The Code of Chivalry

a. was supposed to govern the behaviour of all Christian soldiers.
b. acted as guide as to how Europeans conducted their daily lives.
c. was the only reason Hernán Cortés wanted to go to Asia.
d. was never taken seriously by Spanish explorers.
59. Which of the following was the most important reason Cortés went to the Americas?

a. He wanted to find gold and get his family out of poverty.
b. He wanted the glory of conquering new lands for Spain.
c. He was excited to learn how Spain could learn from other cultures.
d. He wanted the Pope to make him a Catholic monarch.

60. The conquest and destruction of the Aztec Empire by a relatively small number of Spanish adventurers was most directly a result of the

a. superior wealth and resources of the conquistadors.
b. inferior fighting skills of the Aztec warriors.
c. ability of the conquistadors to take advantage of Aztec disunity.
d. willingness of the Aztec leaders to surrender to Spanish invaders.

61. Which of the following was least important factor in the defeat of the Aztecs by the Spanish?

a. location
b. disease
c. inferior weapons
d. Spanish befriending Aztec enemies

*Use the following information to answer question 62.*

**Cortés’s March to Tenochtitlan**

![Map of Cortés’s March to Tenochtitlan](image)

62. Which of the following can you infer from the information above?

a. The settlement of Veracruz was established by Cortés.
b. Cortés had been in the Caribbean for two years.
c. The Aztecs put up little resistance to the Spanish.
d. The Spanish conquest of the Aztecs was done over several years.
63. In what way did their defeat at the hands of the Spanish change the Aztec worldview?

a. They knew they had used the wrong strategies to fight the Spanish.
b. They doubted that Aztecs, including the emperor, were truly guided by the gods.
c. They were eager to adopt the technology used by the Spanish.
d. They realized the god of the Spanish guided their activities.

64. The introduction of the encomienda system by the Spanish also changed the Aztec worldview. In what way did the encomienda system most affect the Aztecs?

a. The economy of Mexico no longer worked to increase the riches of the Aztecs, but to increase the wealth of the Spanish.
b. In the encomienda system, Aztecs did all the work, but had to share the fruits of their labours equally with the Spanish.
c. Because the Spanish followed the Code of Chivalry, they treated the Aztecs with respect by offering them comfortable homes and good food.
d. The new landowners treated the Aztecs with respect and educated them in the Christian religion.

Use the following information to answer question 65.

After the successful conquest of the Aztecs, Cortés needed his fighting men to help him in his mission to make Mexico a Spanish colony. He put two policies in place to do this:
- Every Spaniard in New Spain either had to bring his wife over from Spain or marry an Indigenous woman.
- He adopted the encomienda system.

65. Which of the following was not a direct consequence of these two policies?

a. Cortés shifted the soldiers’ focus from finding gold and returning to Spain to the long-term project of colonizing New Spain.
b. The men’s ties to the colony strengthened because they married Indigenous women.
c. King Carlos of Spain rewarded Cortés by making him the governor of New Spain.
d. A mixed-race people called Mestizos eventually became the largest part of Mexico’s population.
66. Which of the following most contributed to the movement to make Mexico independent from Spain?

a. The residents of New Spain were not happy because all the resources from New Spain were being shipped back to Spain, while New Spain received few benefits
b. Spain was finding it increasingly difficult to govern New Spain.
c. Don Antonio de Mendoza was appointed as viceroy in New Spain.
d. The king of Spain lost interest in Mexico because greater riches could be found in South America.

67. Which of the following does not describe Mexico today?

a. It is a fusion of Indigenous, Mestizo, and Spanish traditions.
b. There is a movement to honour Mexico’s Aztec history and culture.
c. Many Catholic Church festivals include Aztec traditions.
d. The Mexican government has outlawed any practices that relate to the Aztec culture.

*Use the information below to answer question 68.*

- Myths and legends about Japan’s origins
- An island country
- Homogeneous society
- Placing the welfare of the group before the individual
- Emperor is representative of gods on earth
- Traditions that date back more than a thousand years

68. What do things in the boxes have in common?

a. All contribute to Japan’s identity.
b. All were part of Japan’s Westernization.
c. All are factors in Japanese religion.
d. None influence Japan’s worldview.
69. Which of the following best illustrates Japanese views toward nature?

a. Natural disasters such as volcanic eruptions, earthquakes, tsunamis, and typhoons occur regularly.
b. The love of nature is the most important aspect of Shinto, the official religion of Japan.
c. Nature is a force to overcome.
d. More than eighty percent of the land area of Japan is mountainous and tree-covered.

70. Which of the following is most similar to the treatment of Japan of the Ainu?

a. Spain’s treatment of religious minorities during the Spanish Inquisition.
b. Canada’s treatment of its Indigenous peoples.
d. The Christian Church’s treatment of Muslims during the Crusades.

Use the information below to answer question 71.

![Bar chart: Foreign Nationals Living in Japan, 1980 – 2004](image)

71. From the information above, you can conclude that

b. Japan’s population is becoming less homogeneous.
c. Between 1980 and 2004, Japan’s birthrate increased.
d. Between 1980 and 2004, Japan’s birthrate decreased.
72. In feudal Japan, what was a shogun?
   a. an elected official
   b. the emperor’s representative
   c. a member of an oligarchy
   d. the top military leader

73. Which of the following best describes how the shogun ruled in Edo Japan?
   a. using democratic principles
   b. creating a well organized society and enforcing rules strictly
   c. close consultation with the daimyo
   d. creating strong governments in each of the regions

74. Which of the following best describes how society was organized in Edo Japan?
   a. There were two main classes. Within each class there were several subclasses.
   b. There were no social classes.
   c. The shogun was at the top in a class by himself. All other citizens formed one large social class.
   d. All citizens formed one large social class. Outcasts and Ainu were treated as if they did not exist.

Use the following information to answer question 75.

In 1701, when Lord Asano was repeatedly insulted by a court official named Lord Kira, Lord Asano became angry and cut Kira’s arm with his sword. This was a forbidden act so the shogun ordered Asano to commit suicide. With Asano’s dead, his 47 ronin (samurai) became warriors without a master. They knew what they must do. The 47 ronin kills Lord Kira in is home and then killed themselves. This is part of the Japanese way.

75. The actions of the 47 ronin demonstrate the ideal Japanese character traits of
   a. love, obedience, and duty.
   b. loyalty, honour, and duty.
   c. revenge, pride, and love.
   d. Intelligence, loyalty, and obedience.
76. The relationships shown in the graphic above

a. describe social controls in Edo Japan.
b. describe ways that Chinese society differed from society in Edo Japan.
c. point out how relationships in modern Japan differ from those in Edo Japan.
d. do not apply to Edo Japan.

77. Which Western country was the first to interact with Japan?

a. Spain
b. Germany
c. Italy
d. Portugal
78. How was Renaissance Western society different from Edo Japanese society?

a. Western society did not favour exploration.
b. Western society favoured competition, the individual, and a more flexible social structure.
c. Western society had no social classes.
d. In Western society, the head of state was elected.

79. Why is it that the shogun outlawed Christianity and ordered Christian priests and missionaries to leave Japan?

a. The shogun believed that the Christian Church was plotting to take over his position as shogun.
b. The shogun did not support the idea of using taxpayer money to build Christian houses of worship.
c. The shogun felt that loyalty to a Christian God and the Church were a threat to his authority.
d. The shogun was being pressured by China to expel the Christians.

Use the following information to answer question 80.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Missionaries continued to come to Japan, usually disguised as traders.</td>
<td>The shogun passed the Exclusion Laws.</td>
</tr>
<tr>
<td>B The Dutch had showed interest only in trade and not spreading Christianity.</td>
<td>Dutch traders were allowed on a small island in Nagasaki harbour.</td>
</tr>
<tr>
<td>C An English sailor, Will Adams impressed the shogun with his knowledge.</td>
<td>The shogun engaged Adams as his personal advisor.</td>
</tr>
<tr>
<td>D The shogun did not want any interaction between foreigners and Japanese.</td>
<td>Foreign ships were allowed to stop in Japan long enough to get fuel and supplies. They could stay for no more than one year.</td>
</tr>
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</table>

80. Which of the above pairs of cause and effect statements is not accurate?

a. A  
b. B  
c. C  
d. D
81. Which of the following best tells why crime was not common in Edo Japan?

- a. There was no need to steal because everyone was equally wealthy.
- b. Social controls were tight and lawbreakers were harshly punished.
- c. The Japanese simply did not have the emotions of greed and jealousy.
- d. Social programs like employment insurance and welfare were available for those in need.

*Use the following information to answer question 82.*

<table>
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<tr>
<th>Why the Economy Expanded</th>
<th>What Held the Economy Back</th>
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<tbody>
<tr>
<td>A Farmers increased production by irrigating and growing two crops on the same piece of land during one growing season.</td>
<td>All citizens were willing work hard and do what was best for the country.</td>
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<td>B Road improvements financed by the daimyo helped increase trade within the country.</td>
<td>There was little foreign trade.</td>
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<tr>
<td>C The population increased in urban centres</td>
<td>Peasants were overtaxed.</td>
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<tr>
<td>D Silver and gold coins were introduced as currency or money</td>
<td>Rice continued to be used for payment in most transactions.</td>
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82. In which row of the chart above is there an error?

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

83. During the Edo period, kabuki, noh, tea ceremony, sumo wrestling, and bunraku flourished because of which Japanese ideal?

- a. peace, safety, and security
- b. harmony, respect, and a sense that everyone has his or her place
- c. leisure time and opportunities for personal expression and enjoyment of the arts, sports, entertainment, and crafts
- d. loyalty, honour, and duty

84. Which of the following was not a factor in the eventual breakdown of Edo Japan?

- a. Some merchants in the peasant class were gaining in wealth.
- b. Citizens were unhappy with the shogun’s response to natural disasters.
- c. Foreigners continued to pressure Japan to open its doors.
- d. The shogun wished to overhaul Japanese society.
Use the following information to answer question 85.

You stupid Americans have been making fun of us Japanese for the past two or three years. You have come and pushed us around too much. Stop this useless talk of trade; we don’t need it. Since we don’t need you, hurry up and put your back to us. Fix your rudder and sail away at once.

85. Which of the following would be the root cause of the above comments?

a. differing worldviews
b. fear
c. jealousy
d. friendliness

86. Which of the following was not a strategy used by Commodore Perry in his visits to Japan in 1854 and 1855?

a. diplomacy
b. display of military arms
c. violence
d. patience

87. What was the main reason that Japan decided it had to sign the “unequal treaties”?

a. Perry convinced the Tokugawa shogunate that the United States would help Japan to westernize.
b. Perry’s men took the shogun hostage and forced him to sign the treaties.
c. The Tokugawa shogunate had observed how the military might of Western countries had left China in ruins.
d. American President Millard Fillmore had threatened to annex Japan to the United States.

88. What was the direct consequence of the shogun resigning and his petitioning the emperor to take over power?

a. Civil war broke out between those who wanted to restore the shogunate and those who favoured rule by the emperor.
b. The shogun made all the daimyo retire or placed them under arrest.
c. The Americans were asked to help Japan make the transition from rule by a shogunate to rule by an emperor.
d. Foreign ships began to fire on Japanese shores.
89. Which of the following did not occur as a result of the emperor returning to power?

a. Japan set up elections to select the emperor’s advisors.
b. The imperial court was moved from Kyoto to Tokyo (formerly called Edo).
c. The samurai who had worked to defeat the shogunate formed an oligarchy.
d. Steps were taken to create a strong central government that could unite the country and rule it effectively.

90. What was the main purpose of the Five Charter Oath?

a. to ensure that the shogunate was gone for good
b. to punish the daimyo who opposed the emperor
c. to transform Japan by emphasizing that the allegiance to the emperor was the foundation of a strong nation
d. to find a place in Japanese society for the Outcasts and Ainu.

*Use the information below to answer question 91.*

The Meiji leaders wanted to reform the Japanese education system to bring it closer to those of the West. For a time, it was modelled on the American and French systems. But in the early 1880s, the leaders decided that education needed to be based on traditional values and centred on developing respect for the emperor. Emperor Meiji issued the “Imperial Rescript on Education”.

91. What were the main messages in the rescript?

a. The emperor stated the virtues he wanted the Japanese to develop, the relationships people should have with each other, and his desire for all to pursue learning and cultivate the arts.
b. The emperor outlined the aspects of Western culture that he found desirable and the way in which citizens could become more westernized.
c. The emperor encouraged citizens to take courage and be ready for war.
d. The emperor expressed his desire for students to study hard and adopt Western technologies.

92. What effect did the Five Charter Oath have on Japanese society?

a. Japan developed into a one-class society.
b. Fathers were no longer seen as the head of the family.
c. Even the poorest families’ children became educated.
d. Life stayed the same for most, even a century later.
93. Which of the following types of changes did the Japanese implement most successfully?

a. changes in traditions
b. changing from Shinto to Christian religions
c. changes from a feudal society to an industrialized society
d. changes to adopt Western values.

94. Which of the following is not a strategy that Meiji Japan used to help the country westernize?

a. Invite foreign experts to become Japanese citizens.
b. Send students to foreign countries to study.
c. Send representatives to Europe and the United States to learn about Western culture.
d. Invite foreign experts and advisors to help set up machinery imported from the West.

Use the following information to answer question 95.

The economic system in Renaissance Europe emphasized individualism and competitiveness in the marketplace. Japan adapted this practice to fit its worldview. Large, essential industries were planned, built, and paid for by the government. Once these businesses were prosperous, they were sold at low prices to established large family firms. The family firms were expected to operate these industries with Japanese values and traditions in mind.

95. Which of the following best reflects how the expectations described above are evident in modern Japan?

a. Japanese companies diversify so that if the price of one type of good is low, it can rely on other goods it produces to make money.
b. Japanese companies show loyalty to their employees by guaranteeing they have employment for life, by ensuring that they are respected in the workplace and their families have a good quality of life.
c. Many Japanese companies must relocate their factories to rural areas as urban areas become crowded.
d. Japan has set up a good transportation system.
96. The Meiji government officials wanted to change the unequal treaties with the Western countries. They felt the way to do this was to become a modern, "civilized" country.

In the passage above the word **civilized** means

a. peaceful.
b. well-organized.
c. westernized.
d. having a strong military.

97. Why is it that there was so much criticism of the rate at which Japan was westernizing.

a. Many Japanese felt it was causing Japan to lose its identity.
b. It was obvious to most that westernization was not improving the economy.
c. Most Japanese felt that Japan was not westernizing quickly enough.
d. Many Western countries felt that Japan was westernizing so quickly that the quality of its industries was too low.

98. Which of the following was not a major reason that Japan built up its military and engaged in imperialistic activities in the late 1800s and early 1900s?

a. Japan wanted to gain the respect of Western countries, most of which had engaged in imperialistic activities.
b. Japan wanted to acquire territory and influence in Asia.
c. Japan wanted to protect itself against Western aggression and conflict with its closed neighbours.
d. Japan wanted to become military allies with Russia and China.

99. What incident demonstrated to Japan that its strong military and imperialistic activities would not help it to earn the respect of the Western nations so that it could renegotiate the unequal treaties?

a. Some Western powers stepped in and made changes to the peace treaty between China and Japan after the Sino-Japanese war.
b. Japan annexed Korea five years after the end of the Russo-Japanese War.
c. In 1868, Japan annexed the Ryukyu Island chain.
d. When Japan attacked the American state of Hawaii, the United States dropped atomic bombs on two Japanese cities.
100. Which of the following best describes modern Japan?

a. It is totally westernized.
b. It is an industrialized country, but all other parts of its culture are strictly traditional Japanese.
c. It is an industrialized country, that maintains a distinct identity while adopting some aspects of Western culture.
d. It has a culture that is distinct from any other culture in the world.
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