

Important Concepts . . .

Preview Review



Social Studies
W1 - Lesson 1:

Grade 8 TEACHER KEY
Introduction to
Worldview

Important Concepts of Grade 8 Social Studies

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Materials Required

Textbook Required
Worldviews: Contact
and Change

Social Studies Grade 8
Version 5
Preview/Review W1 - Lesson 1

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Preview/Review Concepts for Grade Eight Social Studies

Teacher Key



W1 – Lesson 1:

Introduction to Worldview

OBJECTIVES

By the end of this lesson, you should

- understand what a worldview is and how it is influenced by new information
- be able to demonstrate an understanding of the worldview of Middle Age Europeans
- recognize how beliefs and values are shaped by time, geographic location, and societal context

GLOSSARY

allegiance – the devotion or loyalty of an individual to a knight, noble, or king

Black Death – a disease that began in southern Europe in 1347; five years later 25 million Europeans have died. It is also known as the Black Plague or the Bubonic Plague.

cathedral – the main Christian church building used by a bishop

feudalism – a political system in which land was granted for loyalty. Those who did not own land worked for those who did and were protected by the landowner.

freeman – a rent-paying tenant farmer who did not owe service to a landlord

hierarchy – a system that ranks persons according to status or authority

journeymen – individuals who have learned a trade and passed a test to be admitted into a guild

isolation – when a person or group is entirely cut off from others

manors – districts over which individuals had control. They included a large house built apart from the village where the peasants lived. Noblemen, knights, bishops, or the king could control manors.

Middle Ages – a period of time beginning with the fall of the Western Roman Empire to the beginning of the 16th century

monastery – a place where monks performed their religious duties

Peasants' Revolt – This revolt began as a reaction to a tax and resulted in the beginning of the end of serfdom.

perspective – a way of looking at situations or facts and judging their relative importance based on one's cultural beliefs

point of view – an individual's personal beliefs and opinions

GLOSSARY continued...

serfdom – a labour system in which serfs were legally bound to reside and work on land owned by their lord

sumptuary laws – a set of laws that controlled the expenditure for clothing, food, and furniture. These laws ensured that the class structure was maintained.

tithe – a percentage of earnings or crops given to the church

worldview – the framework of beliefs about life and the universe held by an individual or a group. It is the overall perspective from which one sees and interprets the world.

W1 – Lesson 1: Introduction to Worldview

Reading 1: What Is A Worldview?

What is a **worldview**, and why is it important? A simple definition is that a worldview is a view of the world based on an individual's values and beliefs. People tend to judge things on what they know and believe. What you know and believe comes from the education and beliefs you receive from your family and your society. Your worldview can change as new knowledge becomes available. As you grow, you continue to increase your knowledge about the world. Your view of the world changed soon after the first day of school. It happened as you made new friends and met your teachers and has been changing ever since. Each new friend and teacher brought new ideas and knowledge about the world around you. Your worldview usually changes slowly and over a period of time, but at other times changes in your worldview happen more rapidly.

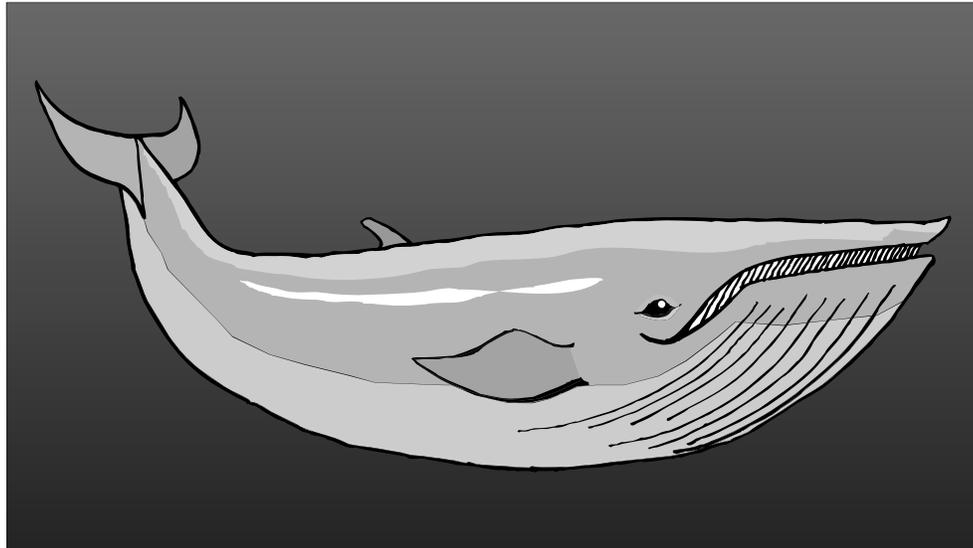
The Social Studies 8 course is a study of how contact with other cultures changed people's worldview. How did the worldview of Renaissance Europeans change when they came into contact with other cultures? How did the Aztecs' worldview change after first contact with the Spanish? Why did the Japanese change their policy of **isolation** from the rest of the world to opening their borders to western countries? These are some of the questions you will examine.

You also need to understand that not everyone's worldview is the same as yours. Each culture develops unique worldviews based on its beliefs and acquired knowledge. Over time, worldviews change as new knowledge becomes available.

Have you ever eaten whale meat? Unless you are Inuit, chances are the idea does not appeal to you. However, in Japan, whale meat, fish, and shellfish are considered part of the marine food resources. These foods represent over 55% of the total meat consumption in Japan¹. Whale meat is provided in 15% of Japanese students' school lunches.² The preservation of this traditional food source is important to Japan. As a result, Japan is one of a very few countries that still hunt certain species of whales on a commercial base.

Canada's worldview differs from Japan when it comes to whales. Canada once had a rich tradition in whaling before the west was opened and new sources of meat were developed. Nowadays, Canadian consumption of such marine food resources is less than 9%.³ Laws have been established banning all commercial whaling to preserve whales from extinction. In addition, Canada changed shipping lanes in the Bay of Fundy to help avoid ships from striking and killing whales, and whale watching has become a major tourist industry. Only Inuit groups are allowed to carry out whaling because it is still an important food source and part of their traditional way of life.

This whaling example shows different worldviews of Japanese and Canadian society. Activity 1 asks you to examine the elements that make up your worldview.



¹ "Whaling Issues and Japan's Whale Research", Institute of Cetacean Research (ICR), 1993, Shigeko Misaki

² "Whale is Back on the School Menu after 20 Years." Deborah Cameron, May 21, 2005, The Sydney Morning Herald

³ Statistics Canada 2007

Activity 1: What Is A Worldview?

Answer the following questions. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

- List 5 to 10 of your beliefs and values that contribute to your worldview.

Answers will vary. Teachers should look for an understanding of worldview concepts. Samples of beliefs are provided as an example.

- I believe that people should have the freedom to make their own decisions.***
- I believe that government should protect the way of life of all Canadians.***
- I believe in the survival of the fittest and that people will do what they need to survive.***

- Now that you have identified the values and beliefs that have contributed to your worldview, consider the whaling issue mentioned in your reading. Write a few sentences below that summarize your view on the whaling issue.

Answers will vary. Teachers should look for an understanding of worldview concepts. Teachers should look for a connection between the students' general values and beliefs and their view on the whaling issue.

Reading 2: Developing a Worldview

Most Alberta students who were born and raised in Canada have developed a “Western worldview”. What is a Western worldview? It is a view that has been developing over the centuries and is what you will learn about in Social Studies 8. In Alberta, there is a mixture of cultures represented in most schools. Students may come from First Nations or Inuit cultures. Some are descendants of the first European settlers, while others have come from other parts of Canada, and still others come from all corners of the world.

Each individual has a **point of view**. Your point of view is not to be confused with a worldview. Your point of view is the way you look at things as an individual. You may like country music while others prefer hip-hop and still others like heavy metal. The type of music a person likes is a personal preference or point of view. If many people share a liking of hip-hop music, then that becomes a group’s **perspective**.

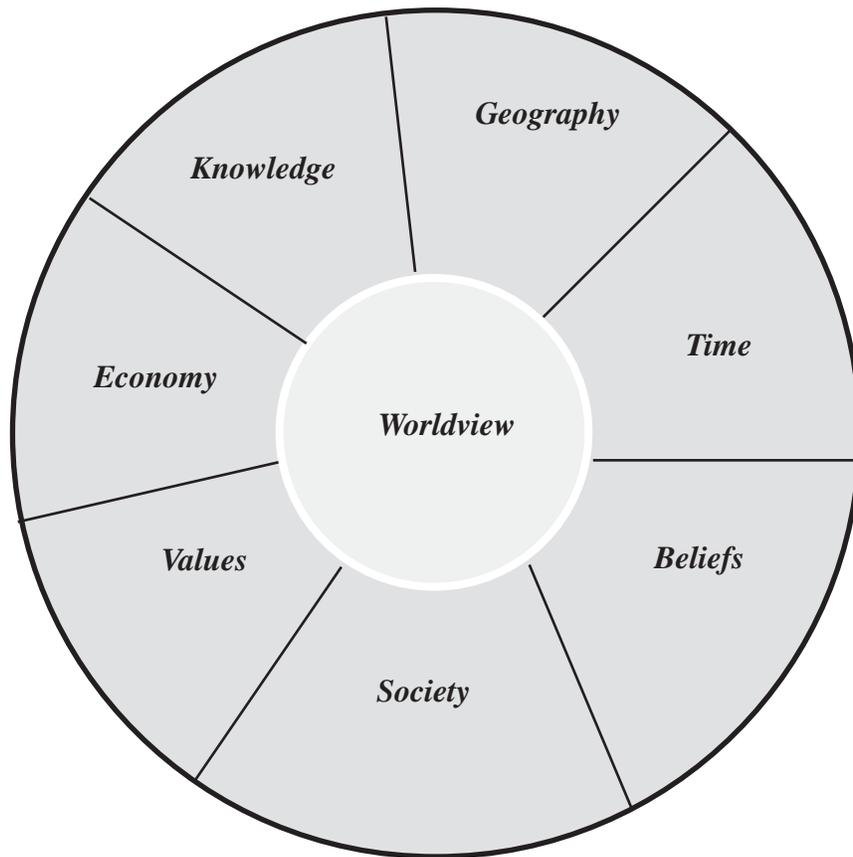
Points of view and perspectives are included in a worldview. However, a worldview also creates meaning to us that answers important questions. To learn what those questions are and how Alberta students develop a “Western worldview”, read pages 2 to 5 of your textbook, *Worldviews: Contact and Change*. Then complete Activity 2.



Activity 2: Developing a Worldview

To complete the activity, you must finish the worldview icon below and the chart on the following page. The information needed to complete this activity can be found on pages 4 and 5 of your textbook. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. Complete the icon below by using the information found in Figure 3 on page 4 of your textbook, ***Worldviews: Contact and Change***.



2. Each of the seven elements contributes to how you develop a worldview. Look at the chart on page 5 of your textbook, *Worldviews: Contact and Change*. Then, complete the missing sections of the following chart. The first element is completed for you.

Thinking About the Worldview Elements

Worldview Element	Possible Questions
TIME	Why do some celebrate Christmas two weeks after December 25 th ?
KNOWLEDGE	<i>References to schools, libraries, and colleges may be among the questions.</i>
BELIEFS	What do people believe about marriage?
ECONOMY	How do people control the supply and demand of materials?
GEOGRAPHY	<i>Students may refer to cultures that are isolated or to unique events revolving around weather conditions.</i>
VALUES	How do people treat individuals who commit murder?
SOCIETY	<i>Students may refer to current events. Students may ask questions related to roles in society and/or who holds power.</i>

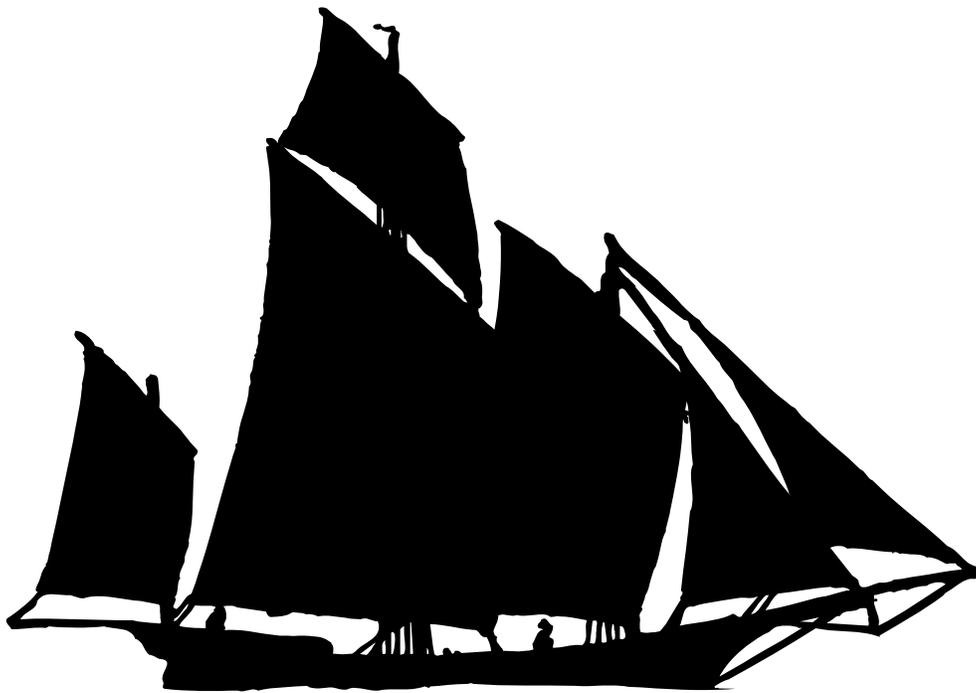
Students may use the textbook questions or add their own.

Reading 3: A Changing Society

In 1347, a ship arrives off the coast of Italy and heads for one of the many city ports that will welcome its cargo. It comes from the Eastern Mediterranean and carries a cargo of spices and other materials. It also carries a cargo of death. The fleas on the ship's rats have infected the crew. The fleas carry a disease people would call the **Black Death**. Within five years, 25 million Europeans would die.

In 1434, a ship from China arrives in Tuscany, Italy. The Chinese are received by Pope Eugenius IV in Florence. They bring maps and a vast treasure of knowledge.

These two separate events brought about a change in Europe's worldview. To understand the change, you need to review Europe's worldview during the **Middle Ages**. To do this, read pages 18 and 19 and pages 22 to 27 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 3.



Activity 3: A Changing Society

To finish the activity, you must complete each given statement with the correct word on the provided line. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. Twenty-five million Europeans died of a disease called the **Black Death**.
2. During the Middle Ages, much of Europe used a system called **feudalism**.
3. When a noble or knight swore **allegiance** he promised his **loyalty** to the king.
4. In a **hierarchy** system, people were born into a level of society and expected to stay at that level for the rest of their lives.
5. Most peasants were known as **serfs**. Some paid rent for their land or worked for pay. These peasants were known as **freemen**.
6. A peasant who was good at making shoes could become an apprentice and take a test to become a **journeyman** and join a **guild**.
7. The feudal system began to breakdown when peasants started to **revolt or rebel**.
8. The Black Death resulted in severe **labour** shortages and many feudal estates went **bankrupt**.
9. As peasants left the farms, they began to work in the towns. **Time** became more important because it was used to judge how much money an individual could earn.
10. Political and social power began to change from the ownership of **land** to the amount of **money** one had acquired.
11. **Sumptuary** **laws** were introduced to control the level of consumption.

Reading 4: A Religious Society

Many people thought that God had sent the Black Death. During the Middle Ages, life was hard. Sickness, famine, and war were a way of life. The Church provided a way for people to reach heaven after they died, if they led good lives.

Everyone in the Church had a role to play and they had a duty to obey the group above them. For example, the people followed the wishes of their local priest, and he, in turn, followed the wishes of his Bishop. At the top of the Roman Catholic Church was the Pope. Because each member of the Church paid a **tithe** to the Church, over time the Church became very wealthy.

The Church also became the centre for learning. Many **monasteries** educated their nuns and monks; they learned to copy religious texts and ancient works of the Romans and Greeks. Universities grew from these monasteries and people came, not to be a nun or a monk, but to study grammar, geometry, art, music, and astronomy.

After the Black Death, many people began to question the Church. It seemed that prayers did not work because many of their family members had died. Some even thought God had turned his back on them. At this time, people also began to examine the Church and saw things they felt were wrong. The Church had become very wealthy. Some of the Church leaders seemed more interested in maintaining a wealthy lifestyle than saving souls.

Towns and cities were growing and a merchant class was developing. Universities were beginning to question old beliefs. The worldview of Europe was changing and this affected the way people lived.

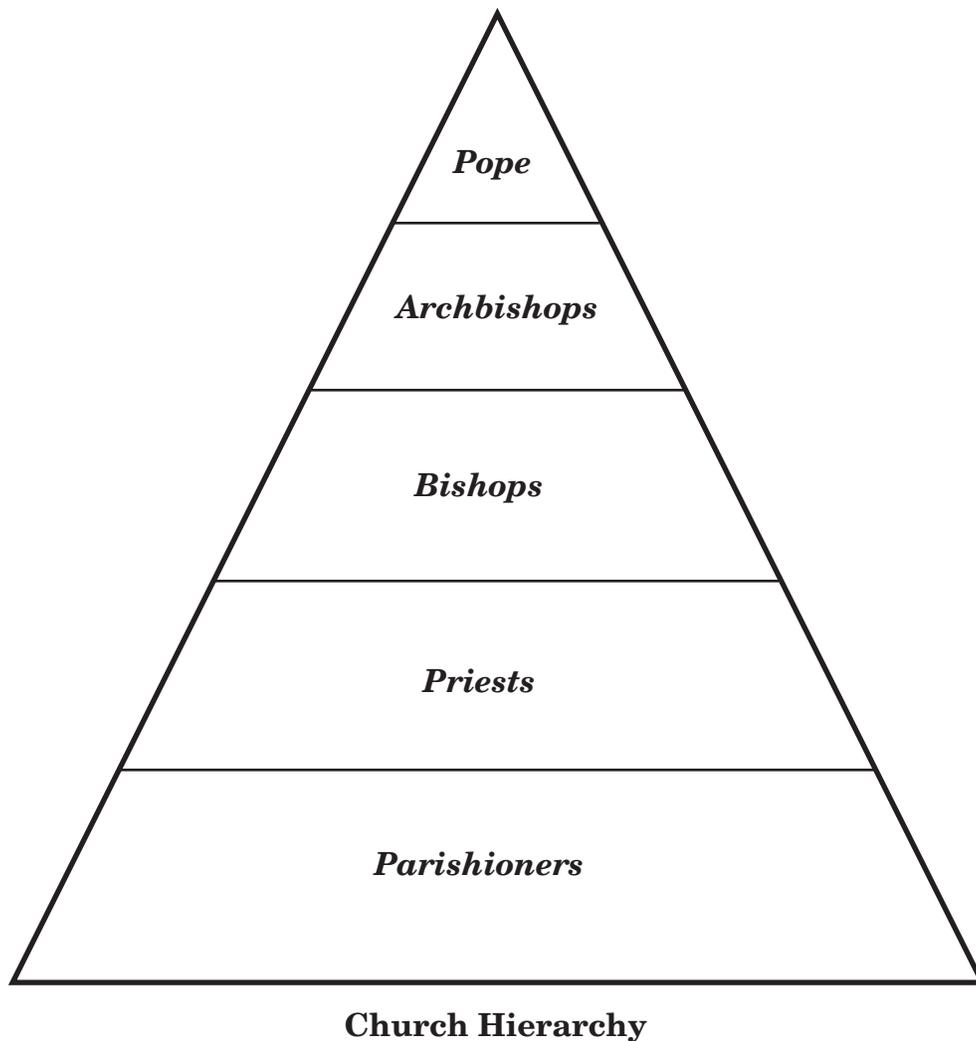
The use of tithes had an important role in the way the Church influenced the lives of Europeans. Read pages 31 to 36 in your textbook, ***Worldviews: Contact and Change***, to see how the role of the Church influenced the way of life and how that influence changed after the Black Death. Then complete Activity 4.



Activity 4: A Religious Society

Complete the following questions. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. Complete the chart below using information on page 31 of your textbook, ***Worldviews: Contact and Change***.



2. Match the individual or event on the left with the contribution or result on the right. Write the letter of the correct answer on the line provided.

- C da Vinci
- D Copernicus
- F Luther
- G Black Death
- I universities
- H tithes
- J Francis I
- B Michelet
- E de Pisan
- A Vasco da Gama

- A. Portuguese explorer who sailed to India
- B. French historian who coined the term “Renaissance”
- C. painted the *Mona Lisa*
- D. said the Sun was the centre of the universe not the Earth
- E. believed that women should have a more significant role in society
- F. reformer against the corruption of the Church
- G. made some people question their faith
- H. a way the Church collected money
- I. developed around religious schools
- J. supported the construction of the Louvre in Paris



W1 – Lesson 1: Introduction to Worldview Review Assignment

Complete pages 12 to 15 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from this lesson to help you. This assignment is worth 25 marks.

Section A: Fill-in-the-Blanks

Use the following list of words to choose the best word to complete each statement. Write the correct words on the lines. Not all the words will be used. This section is worth 10 marks.

allegiance	freemen	isolation	perspective	sumptuary
Black Death	hierarchy	manors	open	tithe
feudalism	journeyman	monastery	serfs	worldview

1. _____ **Serfs** _____ were legally bound to work and live on land owned by their lord.
2. Fleas spread the _____ **Black** _____ **Death** _____ throughout Europe.
3. When a knight swore his _____ **allegiance** _____ to his king, he gave his loyalty to the king.
4. A university often developed near a _____ **monastery** _____.
5. _____ **Freemen** _____ did not owe service to a landlord.
6. The _____ **hierarchy** _____ of the Church had the Pope at the top.
7. _____ **Feudalism** _____ was a political system that separated landowners from those who did not own land.
8. The Church gained wealth because parishioners paid a _____ **tithe** _____.
9. The _____ **sumptuary** _____ laws ensured that the class structure was maintained.
10. Knights and nobles promised to fight for the king in exchange for the rights to land called _____ **manors** _____ or fiefs.

Section B: True or False

Read each statement carefully. If the statement is true, write **T** on the line provided. However, if the statement is false, write **F** on the line provided. Then **rewrite the sentence correctly to make the statement true**. An example is given to help you begin. This section is worth 5 marks.

 F The Black Death was spread by bats biting humans.
 *The Black Death was spread by **fleas** biting humans.*

 F 1. Members of a Church had a duty to respect a priest’s authority and pay his salary.
 Members of a Church had a duty to respect a priest’s authority and pay a tithe.

 T 2. Cooperative organizations called “guilds” organized the production of goods and trade in most towns.

 F 3. Both religious men and women entered monasteries to devote their entire lives to God.
 Religious men entered a monastery and religious women entered a convent to devote their entire lives to God.

 F 4. Your point of view is the way you and your friends see things.
 Your point of view is the way you see things as an individual.

 F 5. As universities developed during the Middle Ages, both women and men attended.
 As universities developed, only men attended.

Section C: Short Answers

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 10 marks.

1. What are **four** of the seven elements that are used to explore a worldview? Explain the role of each element you name. (4 marks)

Answers may vary.

- *Geography refers to how the climate or location can affect how people look at the world.*
- *Time refers to how a society views and values time.*
- *Society refers to the roles available to individuals in a society. It can also refer to who holds power and status in a society.*
- *Values refer to how people in a society behave toward each other and toward other societies or groups.*
- *Beliefs refer to what beliefs people hold about life, death, and their environment.*
- *Economy refers to who controls the resources and what, how, and for whom goods will be produced. It also refers to how property is distributed and protected.*
- *Knowledge refers to how people develop knowledge and what ways of knowing are accepted. It also refers to who has access to knowledge and how knowledge is valued.*

2. Name **three** changes that Europeans faced during the period of the Black Death that changed their worldview. An example is provided. (3 marks)

People began to doubt the Church because it seemed that God had abandoned them when their prayers were unanswered.

Answers will vary, but should cover the effects listed. Students require three points.

- *Peasants began to revolt against the landlords and move into towns.*
- *Money began to become more important than landownership.*
- *People became more dependent on the need to track time.*
- *Society became less rigid.*

3. What role did monasteries play in growth of knowledge? (1 mark)

Monasteries became the centres for learning. Monks and nuns were well educated and they copied most of the books of knowledge. Universities grew up around these religious schools.

4. Name a type of religious building found throughout Europe. Why were they built? (1 mark)

Cathedrals were built throughout Europe. Cathedrals became sources of pride and competition among cities to see who could produce the tallest or most beautiful building.

5. Why did people in Europe begin to change their thinking about time? (1 mark)

In the beginning, people worked from sunrise to sunset on farms. When they moved into towns, they began to work for money based on time. Time was money and money became the key to success and wealth.

Total: _____
25 marks

Worldview Bonus Crossword Puzzle

Use the clues below to identify the word(s) in the crossword puzzle below.

Across

1. a place where monks performed their religious duties
5. a political system in which land was granted for loyalty
6. the main Christian church building used by a bishop
7. a percentage of earnings or crops given to the church
9. laws that ensured the class structure was maintained
11. a rent-paying tenant farmer who did not owe service to a landlord
12. also known as the Black Plague or the Bubonic Plague
14. districts over which individuals had control
15. individual's personal beliefs
16. a person or group entirely cut off from others
17. a way of looking at situations or facts

Down

1. the period of time beginning with the fall of the Western Roman Empire
2. a system that sorts persons according to rank or authority
3. individuals who have learned a trade and have passed a test to be admitted into a guild
4. devotion or loyalty of an individual to a knight, noble, or king
8. a revolt which led to the end of serfdom
10. a labour system legally binding serfs to reside and work on land owned by their lord
13. the overall perspective from which one sees and interprets the world



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