

Important Concepts . . .

Preview Review



Social Studies

Grade 8

TEACHER KEY

W3 - Lesson 5:

Quiz

Important Concepts of Grade 8 Social Studies

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W1 - Lesson 2	The Expansion of Trade and the Development of a Humanist Approach
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W3 - Lesson 3	Contact and Change in Meiji Japan
W3 - Lesson 4	Return to Roots
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Materials Required

Textbook Required
Worldviews: Contact
and Change

Social Studies Grade 8

Version 5

Preview/Review W3 - Lesson 5

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Preview/Review Concepts for Grade Eight Social Studies

Teacher Key



W3 – Lesson 5:

Quiz

Review

If time permits, review concepts covered in W3 – Lessons 1 to 4.

Quiz

The quiz covers material studied in W3 – Lessons 1 to 4.

Be sure you have a pen, pencil, and eraser.

Print your name neatly on the quiz.

Complete all questions on the quiz.

Hand in the quiz when you complete it.

The quiz has five sections and is worth 50 marks.

W3 – Quiz

Part 1: Matching

Match the words on the left with the correct definitions on the right. Write the appropriate letter on the line provided. (10 marks)

<u> E </u>	Amaterasu	A. Portuguese explorers
<u> H </u>	shogun	B. samurai warriors without a master
<u> F </u>	Meiji	C. developing industries on a large scale
<u> J </u>	Ainu	D. the official religion of Japan
<u> A </u>	“Southern Barbarians”	E. the sun goddess
<u> D </u>	Shinto	F. an enlightened rule
<u> I </u>	indemnity	G. the adoption of Western ideas and lifestyles
<u> B </u>	ronin	H. a military ruler
<u> G </u>	Westernization	I. a payment for losses
<u> C </u>	industrialization	J. the indigenous people of Japan

Part 2: Fill-in-the-Blanks

Complete each of the following sentences by writing the correct word(s) on the lines provided. (10 marks)

1. The Japanese describe their country as the land of the ***rising sun***.
2. The Japanese borrowed the Chinese system of writing in characters called ***kanji***.
3. Nature has a dominant role in the culture of the ***Ainu*** people.
4. The Japanese call a devastating wave a ***tsunami***, which means harbour wave.
5. A ***homogenous*** society consists of people who see themselves as having a similar nature and character.
6. Powerful landowners or nobles known as ***daimyo*** competed with one another for territory and power.
7. Before the Meiji government, the emperor technically ruled Japan, but the ***shogun*** really held the power.
8. In Japan, the ***samurai*** were the much respected warrior class.
9. Supporters of the emperor formed an ***oligarchy*** to take control of the government.
10. Public bathing was an ***essential*** Japanese ritual.

Part 3: True or False

Read each of the statements 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 correctly rewrite the sentence to make the statement true.** (10 marks)

 T

1. In the new constitution, the emperor's powers were described as "sacred and inviolable".

 F

2. The Japanese wanted to strengthen their traditional values to acquire territory and influence in Asia.

The Japanese wanted to strengthen their military to acquire territory and influence in Asia.

 F

3. During the Meiji period, many people in Japan thought that their country was changing too slowly.

During the Meiji period, many people in Japan thought that their country was changing too quickly.

 F

4. Apple blossoms represent many things to the Japanese.

Cherry blossoms represent many things to the Japanese.

 T

5. Rice was the main food in Japan.

- T*** 6. To control the daimyo, the shogun required them to stay in Edo every other year.
- _____
- _____
- F*** 7. Christianity played an important role in the Japanese acceptance of class distinctions.
- The teachings of Confucianism played an important role in the***
- Japanese acceptance of class distinctions.***
- T*** 8. The shogun felt that loyalty to a Christian God and the Church were threats to his authority.
- _____
- _____
- T*** 9. A direct result of the peace and prosperity of Edo Japan was that art and culture flourished.
- _____
- _____
- T*** 10. The arrival of Commodore Perry caused a reaction in Japan similar to Cortés' arrival in Mexico.
- _____
- _____

Part 4: Multiple-Choice

Be sure to read each question carefully. Write the letter of the **best** answer on the line in front of each question. (10 marks)

- D** 1. Japanese cultural activities took place in areas called the
- A. kabuki theatre
 - B. diet
 - C. ronin
 - D. floating world
- B** 2. Under the bakuhan system, the shogunate had control over
- A. farmers
 - B. foreign trade
 - C. road building
 - D. religion
- C** 3. The emperors of Japan were considered the descendants of
- A. Confucius
 - B. Izanagi
 - C. Amaterasu
 - D. Matsuri
- A** 4. What is a form of Japanese poetry?
- A. Haiku
 - B. Kamuy
 - C. Kami
 - D. Matsuri
- D** 5. Which group of people were shunned or ignored by the Japanese?
- A. Merchants
 - B. Women
 - C. Peasants
 - D. Outcasts

- B** 6. Which American taught English to a group of interpreters?
- A. Mathew Perry
 - B. Ranald MacDonald
 - C. Millard Fillmore
 - D. William Graham
- C** 7. Japanese commoners were given new rights after the passage of the
- A. Imperial Rescript on Education
 - B. Edo Doctrine
 - C. Charter Oath
 - D. Meiji Restoration
- D** 8. When the shogun felt his authority was threatened by outside influences, he passed a series of laws called the
- A. Charter Oath Laws
 - B. Isolation Policy
 - C. Alternate Attendance Laws
 - D. Exclusion Laws
- A** 9. The dispute between those who wanted the shogun to return to power and those who favoured the emperor resulted in
- A. a civil war
 - B. the return of the shogun
 - C. the daimyo gaining control
 - D. the emperor resigning
- C** 10. Which group was **not** expelled from Japan in 1639 as others had been?
- A. French
 - B. American
 - C. Dutch
 - D. Portuguese

Part 5: Short Answers

Answer the following questions in complete sentences. (10 marks)

1. Identify **three** of the terms of the Exclusion Laws. Did the Exclusion Laws work? Support your answer. (5 marks)

Students may identify any three of the following.

- *All Christian missionaries and foreign traders were forced to leave Japan.*
- *Japanese were not allowed to go abroad.*
- *Ships large enough to make long voyages could not be built or were destroyed.*
- *Japanese who were out of the country could not return to Japan.*
- *Most foreign objects were forbidden.*
- *Travel documents were needed to travel within Japan.*
- *Curfews were introduced to prevent movement at night.*
- *Wheeled transportation was banned.*

Student responses to the second question will vary. Many students will likely indicate that the Exclusion Laws didn't work because foreigners eventually did influence Japan. Whatever the students' argument, they must support their opinion.

2. Identify **three** factors that allowed Japan to recover after losing World War II. How did Japan's economic success affect Japanese society? (5 marks)

Students may identify any three of the following.

- *The Japanese showed the ability to learn from others and adapt and improve the things they learned.*
- *Importance was placed on learning and education.*
- *The Japanese desired to make their country powerful and respected.*
- *They were willing to work hard and make sacrifices for the greater good of the society.*

Japan's economic success affected the country in the following ways. Students should identify two effects.

- *Japan earned respect from other countries that studied Japanese management practices.*
- *The strong Japanese economy led to Japanese prosperity and consumerism.*
- *The younger generation that has grown up prosperous has been accused of rejecting traditional Japanese ways.*



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