

Important Concepts . . .

Preview Review



Social Studies Grade 8 TEACHER KEY
**W3 - Lesson 1: Shaping a Unique
Worldview**

Important Concepts of Grade 8 Social Studies

W1 - Lesson 1	Introduction to Worldview
W1 - Lesson 2	The Expansion of Trade and the Development of a Humanist Approach
W1 - Lesson 3	The Exchange of Ideas
W1 - Lesson 4	The Age of Exploration
W1 - Lesson 5	Quiz
W2 - Lesson 1	The People of the Sun
W2 - Lesson 2	Spain Looks Westward
W2 - Lesson 3	A Deadly Meeting
W2 - Lesson 4	Changing a Worldview
W2 - Lesson 5	Quiz
W3 - Lesson 1	Shaping a Unique Worldview
W3 - Lesson 2	Japan Under the Shogun & Edo Japan: A Closed Society
W3 - Lesson 3	Contact and Change in Meiji Japan
W3 - Lesson 4	Return to Roots
W3 - Lesson 5	Quiz

Materials Required

Textbook Required

*Worldviews: Contact
and Change*

Social Studies Grade 8

Version 5

Preview/Review W3 - Lesson 1

Publisher: Alberta Distance Learning Centre

Written by: Tom Dirs

Reviewed by: Donna Klemmer

Project Coordinator: Jerry Pon

Preview/Review Publishing Coordinating Team:

Kelly Kennedy and Marlyn Clark



Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2009, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from Alberta Distance Learning Centre.

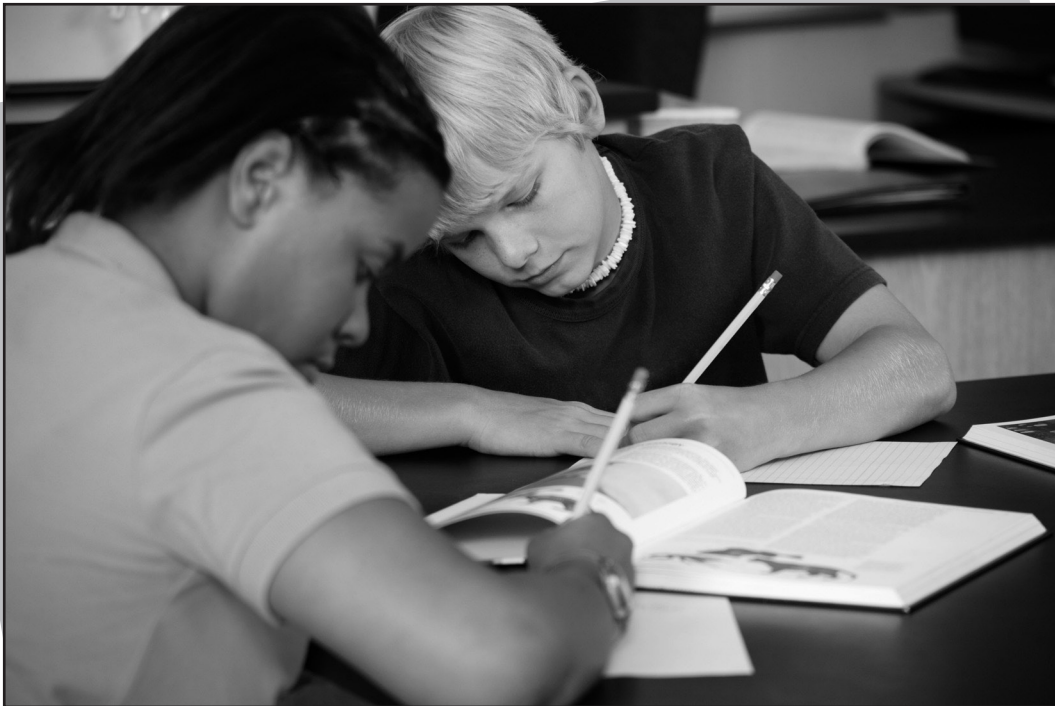
No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Preview/Review Concepts for Grade Eight Social Studies

Teacher Key



W3 – Lesson 1:

Shaping a Unique Worldview

OBJECTIVES

By the end of this lesson, you should

- understand how the physical geography of Japan impacts its worldview
- understand the ways the natural environment can influence religious practices and values
- realize how Japan's self-sufficiency contributed to the Japanese worldview

GLOSSARY

Ainu – an ethnic group on the northern Japanese island of Hokkaido

arable – land that is appropriate for cultivation

archipelago – a group of many islands in a large body of water

assimilation – when an ethnic group loses distinctiveness and becomes absorbed into a majority culture

haiku – a popular Japanese form of poetry developed in the 17th century

homogenous – made up of things that either look the same or are the same

isolated – standing apart or alone

kami – spirits believed to be the original ancestors of an early Japanese clan

kamikaze – a Japanese word, usually translated as divine wind, believed to be a gift from the gods

kamuy – an Ainu word for a spiritual or divine being

kanji – Chinese writing adopted by the Japanese

kana – modern Japanese scripts

matsuri – a Japanese festival

monsoon – a seasonal wind in southern Asia

ritual – a prescribed method for the performance of a religious ceremony

Shinto – the ancient indigenous religion of Japan

stoic – someone seemingly indifferent to emotions

tsunami – a destructive sea wave caused by an earthquake or volcanic eruption

W3 – Lesson 1: Shaping a Unique Worldview

Reading 1: The Land of the Rising Sun

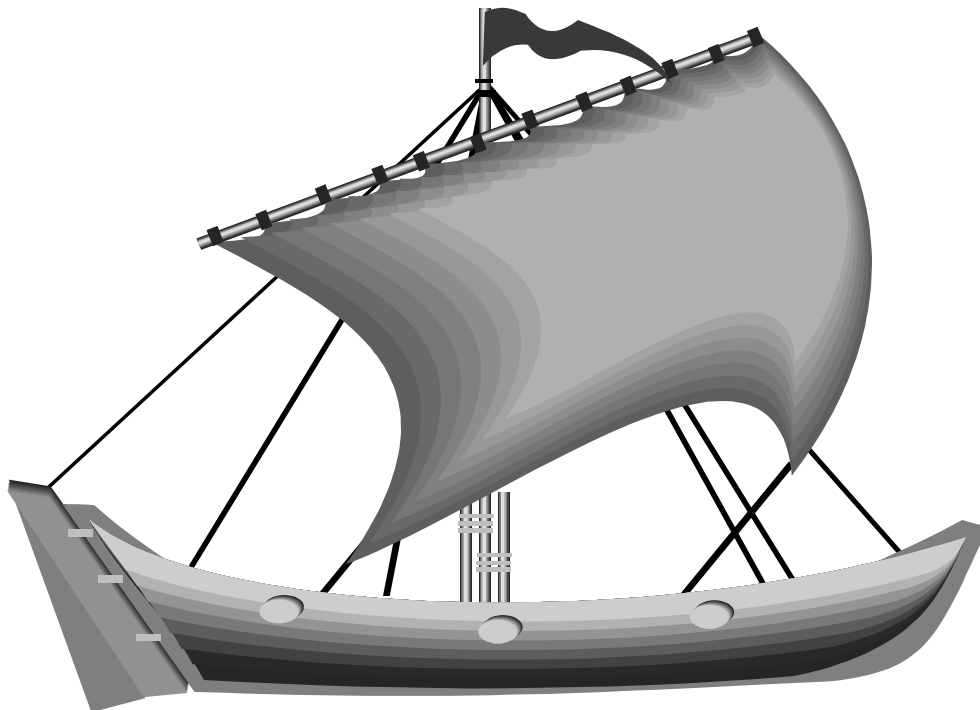
Kono looked down into Hakata Bay and what he saw chilled his blood. As far as he could see, there were Chinese ships filled with Mongol warriors. There were so many ships he could hardly see the water.

Yesterday, Kono and his fellow Japanese warriors had been driven back by the Mongols and now he waited for a new attack. This was an attack he was sure they would lose. Then who would stop the Mongol invasion of Japan?

The next day, a massive typhoon came. This **kamikaze** wind destroyed and scattered the Chinese fleet. The Mongols either died by drowning, in battle, or they returned to China in defeat.

For many years, the people who lived on the Japanese **archipelago** remained **isolated** from the rest of the world. The Japanese believed that Japan was favoured and protected by its gods.

To learn more about the land of the rising sun, read pages 261 to 263, 265, and 266 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 1.



Activity 1: The Land of the Rising Sun

To complete Activity 1, use the list of words and terms provided. Choose the best word(s) to complete each statement, and write the correct word(s) on each of the lines. The words will only be used once. Not all the words will be used. 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.

Alberta	descendants	kamuy	Ontario
archipelago	four	kana	rising sun
arable	habitable	kanji	rituals
coast	isolated	land	three
deities	kamikaze	monsoon	tsunami

1. The kami were the **deities** that inhabited Japan.
2. The Japanese called the typhoon that destroyed the Mongol fleet a **kamikaze** storm.
3. For centuries, the Japanese described their country as the **land** of the **rising** **sun**.
4. The rulers of Japan were considered the **descendants** of Amaterasu.
5. Japan is about 60 percent of the size of **Alberta**.
6. The **habitable** areas of Japan with high population density are mainly along the **coast**.
7. Japan is geographically **isolated** from its nearest neighbours.
8. Japan is an **archipelago** consisting of **four** main islands and over 3000 smaller islands.
9. The Japanese borrowed the Chinese system of writing called **kanji**.

Reading 2: Nature Shaping a Worldview

For most Japanese, the sun rises in the east out of a blue ocean, and the land of Japan is a beautiful mixture of mountains, waterfalls, and cherry blossoms. The Japanese have always taken pride in their history, religion, and the beauty of their land.

As beautiful as Japan is, there are dangers. The country is located along a tectonic plate that is active with earthquakes and volcanoes. Earthquakes off the coast of Japan often produce **tsunamis** that threaten the people of Japan.

Japan's ancient religion of Shinto is based on the ideal of harmony with nature.

To learn more about the way the Japanese look at the world around them and some of the unique aspects of Japanese culture, read pages 268 to 271 in your textbook, ***Worldviews: Contact and Change***. Then complete Activity 2.



Activity 3: Nature Shaping a Worldview

Read each statement carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the lines provided. **Then rewrite the sentence correctly to make the statement true.** 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.

 F

1. Apple blossoms are the most beloved flowers among the Japanese.

 Cherry blossoms are the most beloved flowers among the Japanese.

 T

2. Japanese writers developed a form of poetry called haiku.

 T

3. Cherry blossoms represent new beginnings, beauty, and the shortness of beauty and life.

 F

4. Nature has a dominant role in the culture of the Oglala, Japan's indigenous people.

 Nature has a dominant role in the culture of the Ainu, Japan's indigenous people.

 F

5. Many indigenous people consider earth, air, fire, and gas the four key elements of life.

 Many indigenous people consider earth, air, fire, and water the four key elements of life.

- F** 6. Shinto is the ancient religion of Japan. Shinto is based on the belief that sacred spirits called kana take the form of objects such as mountains, trees, and stones.

Shinto is based on the belief that sacred spirits called kami take the form of objects such as mountains, trees, and stones.

- T** 7. The sun goddess Amaterasu is considered the most important kami.

- F** 8. The Japanese refer to festivals as kamidanas.

The Japanese refer to festivals as matsuri.

- T** 9. Japan experiences extremes of nature such as earthquakes, tsunamis, and typhoons.

- T** 10. Because of the constant possibility of a natural disaster, the Japanese have become stoic in their view of nature.

Reading 3: A Self-Sufficient Country

When you live on an island in the largest ocean on the planet, you quickly learn how to survive.

You learn to use the **arable** land to grow crops, and you hope the **monsoon** winds will bring needed rain at the right time.

You share very similar concerns with your neighbours and develop common values and beliefs. Your society becomes **homogenous** as time goes on.

To learn more about how Japan became a self-sufficient society and how they attempted the assimilation of the Ainu people, read pages 274 to 277 and 279 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 3.



Activity 3: A Self-Sufficient Country

Answer the following questions in complete sentences. 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. How did Japan's environment meet the basic needs of the people and allow them to be self-sufficient?

The forest provided wood for houses and boats. Silkworms and cotton plants provided the material for clothing. Artisans were able to use Japan's metals to make useful products for the people. The limited arable land was very fertile and the temperature climate resulted in a long growing seasons for crops.

2. What role did rice play in Japanese society?

Rice was the main food in Japan. Rice was used as the Japanese money system for years. Rice was used for tax purposes and to determine the value of land. A person's wealth and rank was determined by rice production.

3. What other foods (other than rice) were part of the Japanese diet?

The Japanese diet consisted of fish and seaweed provided by the sea. Soy is another significant part of the Japanese diet.

4. Why did the Japanese consider themselves a homogenous society?

The Japanese shared common values and beliefs. They were drawn together by the sea. Most people lived along the coast, and the sea provided a communication and trading corridor. Japanese ideas, beliefs, values, and goods were exchanged along the sea-lanes.

5. What did the Japanese do after they defeated the Ainu?

The Japanese renamed the island where the Ainu lived Hokkaido. The Japanese began a program of assimilation. They forbade the Ainu to speak their own language or practice many of their customs. They also forced the Ainu to change from a hunting-and-fishing society to become farmers.

W3 – Lesson 1: Shaping a Unique Worldview Review Assignment

Complete pages 9 to 11 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: Matching

Match the word on the left with the correct definition or idea on the right. Write the letter on the appropriate line to indicate your choice. This section is worth 10 marks.

<u>I</u>	isolated	A.	Japanese festivals
<u>G</u>	archipelago	B.	Ainu gods
<u>D</u>	rituals	C.	winds that bring rain
<u>J</u>	haiku	D.	special ceremonies
<u>B</u>	kamuy	E.	a destructive sea wave
<u>A</u>	matsuri	F.	to be indifferent to emotions
<u>E</u>	tsunami	G.	a group of islands
<u>F</u>	stoic	H.	absorbing one culture into another
<u>C</u>	monsoon	I.	standing or being apart
<u>H</u>	assimilation	J.	a form of Japanese poetry

Section B: Fill-in-the-Blanks

To finish the following section, you must complete each statement by writing the correct word(s) on the line provided. This section is worth 10 marks.

1. The Japanese borrowed the Chinese system of writing called *kanji*.
2. Over time, the Japanese developed a system of writing called *kana*.
3. Nature has a *dominant* role in the culture of the Ainu.
4. *Shinto* is based on the belief that sacred spirits called *kami* take the form of objects in nature.
5. Violent tropical storms known as *typhoons* develop over the Pacific Ocean.
6. Rice is the main food in Japan. Growing rice is *labour* intensive.
7. Another Japanese staple food harvested from the sea is *seaweed*.
8. The people of Japan have long thought of themselves as a *homogenous* society.
9. The word “*ainu*” means *human* in the Ainu language.

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 5 marks.

1. Identify **two** things that cherry blossoms represent to the Japanese. (1 mark)

Students are to identify two of these to receive 1 mark. Cherry blossoms represented new beginnings, beauty, and the shortness of beauty and life.

2. In what ways were the Japanese a self-sufficient people? Provide at least **two** ways. (2 marks)

Students should identify at least two of the following.

- *Japanese farmers and fishers provided sufficient food for the people.*
- *The forests provided wood for building and for fuel.*
- *Material for clothing came from silkworms and cotton plants.*
- *Available metals were used by artisans.*

3. How would this self-sufficiency affect the Japanese worldview? (2 marks)

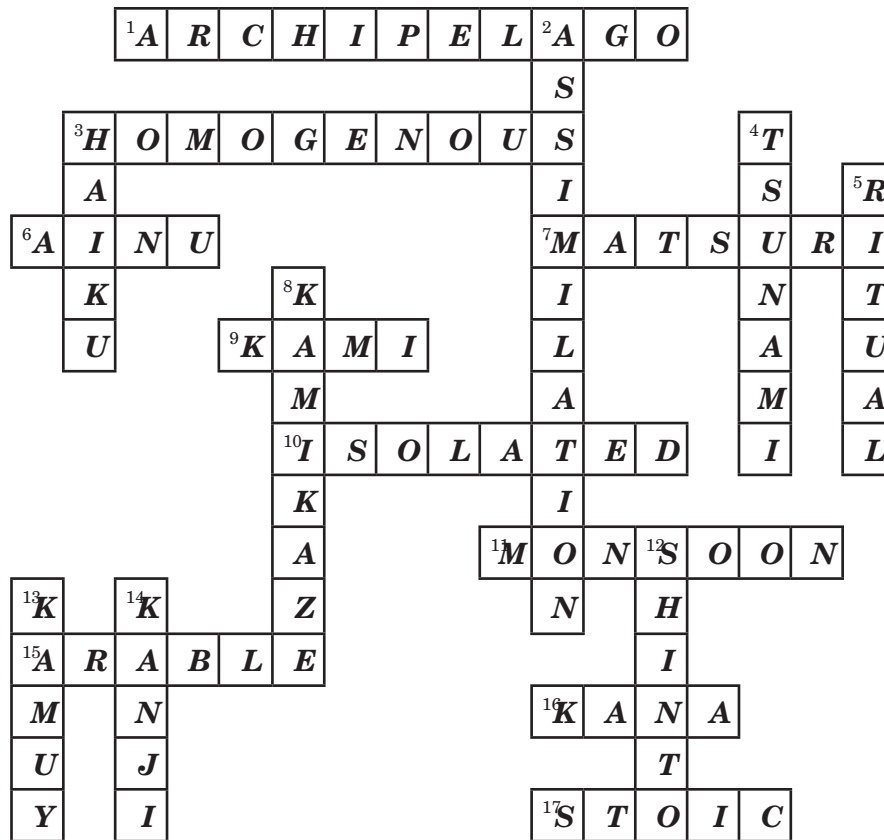
Answers will vary. Accept reasonable ideas presented by students.

Students should come to the conclusion that being self-sufficient may give the Japanese the worldview that they have no need for contact with others (others have nothing to offer them). Students could also suggest that the Japanese have a worldview that is reluctant to accept change because they do not see a need for change when all their needs are met.

Total: _____
25 marks

Shaping a Unique Worldview Bonus Crossword Puzzle

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



Across

1. a group of many islands
3. things that look or are the same
6. an ethnic group on the northern Japanese island of Hokkaido
7. a Japanese festival
9. spirits believed to be the original ancestors of the Japanese
10. standing apart or alone
11. a seasonal wind in southern Asia
15. land that is appropriate for cultivation
16. modern Japanese scripts
17. to be indifferent to emotions

Down

2. when an ethnic group is absorbed into a majority culture
3. a Japanese form of poetry
4. a destructive sea wave
5. a prescribed order of events at a religious ceremony
8. a Japanese word meaning "divine wind"
12. an ancient Japanese religion
13. the Ainu word for a spiritual being
14. Chinese writing adopted by the Japanese



Printed on 10%
Post-Consumer
Recycled Paper
Please Recycle

