

Important Concepts . . .

Preview Review



Social Studies Grade 8 TEACHER KEY
W1 - Lesson 2: The Expansion of Trade
and the Development of
a Humanist Approach

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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..... A Closed Society
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Materials Required

Textbook Required
*Worldviews: Contact
and Change*

Social Studies Grade 8

Version 5

Preview/Review W1 - Lesson 2

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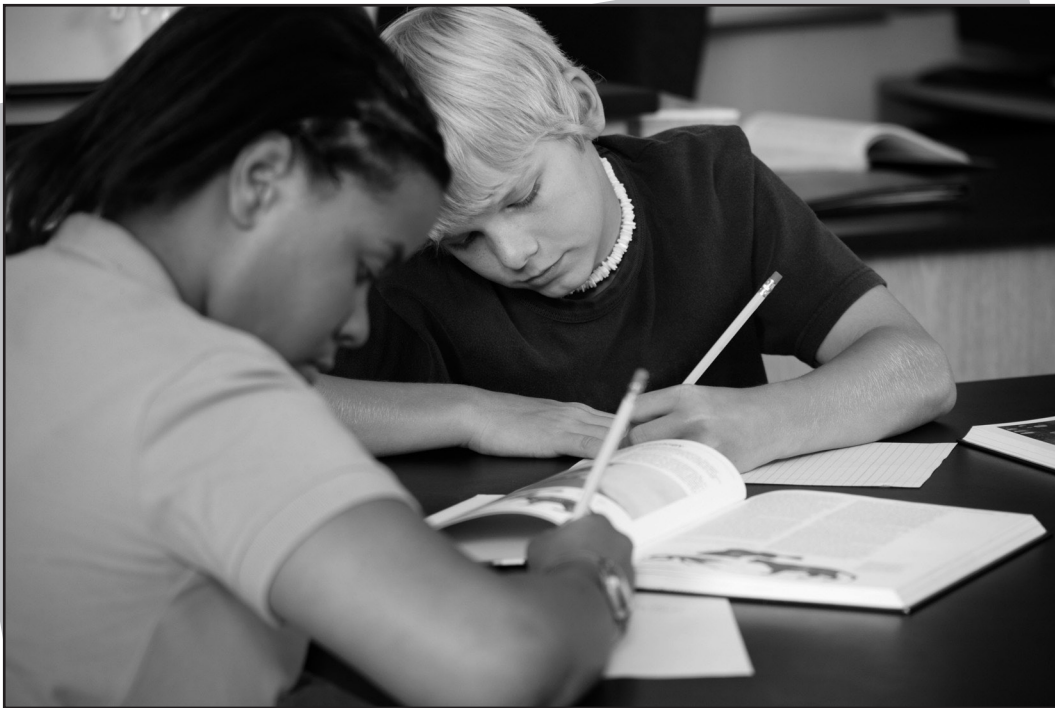
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Preview/Review Concepts for Grade Eight Social Studies

Teacher Key



***W1 – Lesson 2:
The Expansion of Trade and the
Development of a Humanist
Approach***

OBJECTIVES

By the end of this lesson, you should

- know how increased trade led to the development of powerful city-states such as Florence, Venice, and Genoa
- appreciate the ways thinkers and philosophers influenced society in the development of a humanist worldview during the Renaissance

GLOSSARY

city-states – a political region that includes an independent city and its surrounding area

civic – affairs concerning or affecting a community or a society

Crusades – military expeditions organized by European Christians against external and internal opponents. Crusades were mainly against the Muslims, with the goal of gaining control of Jerusalem and the Holy Land.

hinterland – a region of land that is remote and away from the coast

humanist – an individual who places faith in the dignity of humankind and rejects the perception of the individual as a weak, fallen creature. Humanists believe that reason and education will improve the interests and welfare of humans.

monarchy – a type of government that is controlled and ruled by a single individual, such as a king or queen, and control is passed on to members of his or her family

open-minded – the ability to understand beliefs and opinions expressed by others who do not agree with an individual's personal beliefs and opinions

patrons – individuals or groups that support, protect, or champion someone or something. During the Renaissance, patrons supported artists and craftsmen.

pervasive – a thought or belief that has spread throughout all parts of a society

petroglyphs – ancient carvings or inscriptions in a rock

pictographs – the use of pictures to represent an idea or an event. Ancient pictographs are found as drawings or paintings on cave walls.

Renaissance – the rebirth or revival of art and knowledge beginning in the 14th century in Italy and spreading throughout Europe by the 16th century

GLOSSARY continued...

Silk Road – a term used to describe major trade routes that connected Asia with Europe

sonnet – a poetic form that consists of fourteen lines and was used during the Renaissance. The sonnet was first developed in Italy and made famous by Shakespeare.

usury – the charging of interest on borrowed money

vernacular – the language or dialect spoken in a region or country

W1 - Lesson 2: The Expansion of Trade and the Development of a Humanist Approach

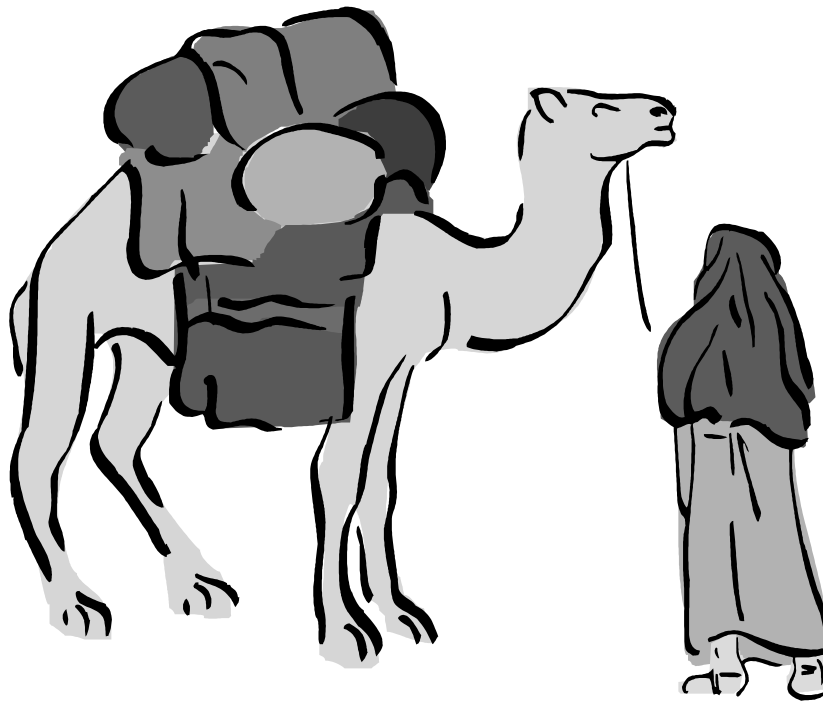
Reading 1: The Rise of International Trade

During the **Crusades**, Europe was able to re-establish contact with the Eastern lands that once were part of the old Roman Empire. The Crusades allowed for the exchange of ideas and goods between Europe and the Muslim civilization. This exchange resulted in an expansion of trade between the two civilizations. Eventually, Marco Polo and his family would follow the **Silk Road** to the distant lands of the Far East.

Upon his return, Marco Polo brought many goods that Europeans found desirable. Some of the goods were spices, which greatly improved the taste of European food. Because of the high cost of transportation, and limited supply, pepper became worth its weight in gold!

Marco Polo also wrote a book about his travels, which caught the imagination and interest of many Europeans.

As trade with the East increased, the cities of Italy became very prosperous. Italian cities grew wealthy and became centres of commerce and learning. To discover why Italian cities became centres for trade and commerce, read pages 40 to 43, 47 to 50, 52 to 53, and page 55 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 1.



Activity 1: The Rise of International Trade

Use your readings in the textbook to 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. Why was Italy's location important for trade with the East?

Italy is the western European country closest to the east and was accessible by sea. Italy became known as the "gateway to the East".

2. What were **two** important events that resulted from the Crusades?

The first event was the development of contact with the Muslim civilization. The second event was the establishment of trade.

3. What were some of the products that came from the East that were not available in Europe?

Items from the East included jewels, silk, spices, rugs, muslin, satin, and taffeta.

4. How was Italy's political system different from the rest of Europe?

Most of Europe was made up of kingdoms, empires, or principalities. Italy was a collection of independent city-states.

5. What factors led to Italian cities becoming successful? (Identify and explain at least **three** factors.)

- ***Geography – Italy was the closest western European country to the port cities of northern Africa and eastern Mediterranean.***
- ***Climate – Italy had a milder climate than the rest of Europe; this allowed trade to occur year round.***
- ***Leadership – Italy’s city-states became the centres for trading, business, and banking.***
- ***Social Organizations – Most nobles in Italy were businessmen rather than landowners and were more open to trade. Feudalism was less entrenched in Italy.***

6. Why did the Church change its view towards usury?

The Church began to allow charging of interest for loans to encourage investments in international trade.

7. How did bankers and merchants spread Italian values and ideas across Europe?

Italian merchants and bankers displayed their wealth when they travelled Europe on business with fine cloths and jewelry. Other Europeans wanted to share in this wealth. Italian ideas and values spread throughout Europe.

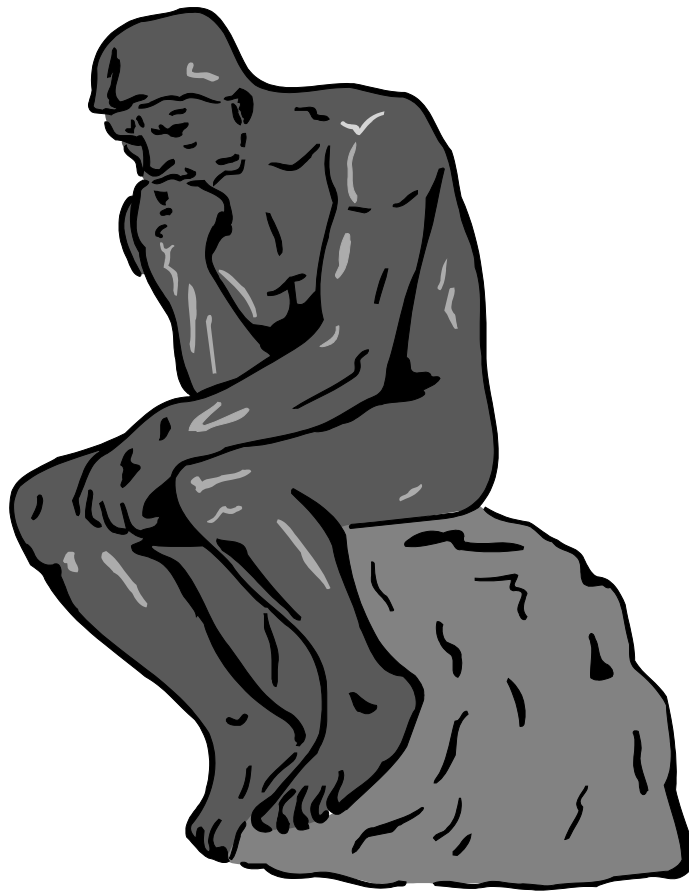
Reading 2: The Humanist Approach

People returning from the Crusades brought back more than just stories of their adventures. They also brought back new ideas, new forms of art, new food, and unique cloth.

These new, different, and unique products resulted in an increase in trade, which caused a growth in wealth. The wealthy wanted to show others their good fortune and turned to the arts. Literature, painting, and sculptures blossomed during this period. There was a rebirth of ideas, both old and new.

This period of time became known as the **Renaissance**. Scholars began studying the ancient works of the Greeks and the Romans. Educators of the day believed in the unique ability of the human mind.

Renaissance scholars were called **humanists**. They felt that humans could control their lives by their own efforts and talents and did not have to wait to die to be rewarded. To discover why the humanists believed that education was important, read pages 60 to 63 in your textbook, *Worldviews: Contact and Change*. Then complete Activity 2.



Activity 2: The Humanist Approach

To complete Activity 2, use the list of words provided. Choose the best word(s) to complete each statement. Write the correct word(s) on the lines. The words will only be used once and 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.

Anishinabe	fad	manuscripts	reason
classical	humanist	minds	Renaissance
dark	learning	open	set of rules

- The Greek and Roman civilizations form what is called a **classical** civilization.
- Reading and discussing ancient writers became a kind of **fad** among new merchants and the business class.
- Most cultures have a **set** **of** **rules** (3 words) that guide people's behaviour.

In the **Anishinabe** society, there is a Code for Long Life and Wisdom that told people how to live a good life.

- Humanists believed that human beings could use the power of **reason** to find truth for themselves.
- Humanists thought people could achieve great things through **learning**.
- For a humanist, it was important for a person to have an **open**, curious, and questioning mind.
- Francesco Petrarch was a **humanist** thinker of the early **Renaissance**.

Reading 3: Thinkers and Society

Renaissance humanists became the leaders of their communities. Humanists held key positions in royal courts, the government, and the Church. In these positions, they were able to influence many areas of society.

Humanists believed that it was everyone's **civic** duty to contribute to the improvement of society. Humanists also believed that an expanded education system was needed to ensure people were aware of the issues affecting society.

Read pages 65, 67, and 69 in your textbook, *Worldviews: Contact and Change*, to discover who influenced the humanists and how they changed the way people looked at life. Then complete Activity 3.



Activity 3: Thinkers and Society

To finish Activity 3, you must complete each given statement by writing the correct word(s) on the lines provided. 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. Renaissance humanists were often the *intellectual* *leaders* of their communities.
2. *Cicero*'s idea that public service was the duty of *everyone* in society influenced Renaissance humanists.
3. *Civic* humanists believed that being a responsible *citizen* meant educating oneself about history and political issues and *working* to improve society.
4. One of the most important ways humanists influenced Renaissance society was in the emphasis they put on *education*.
5. Many humanists were dedicated *teachers*. They believed it was important to train young people's *characters* and *bodies*, as well as their minds.
6. This approach to education is called "*educating* the whole *child*".
7. Many rulers and wealthy people hired humanists as *tutors* for their children.
8. Renaissance thinkers emphasized ideas and values such as individual *achievement* and the importance of *history* and the arts.
9. Desiderius Erasmus applied his knowledge of *Greek* to make a revised translation of the *Bible*.

Reading 4: Society and the Arts

As merchants and businessmen became wealthy from the increase in trade with the East, they became **patrons** of the arts. They began to support artists, writers, sculptors, and architects. In this way, patrons helped the growth of the arts. To see the effects of this growth, read pages 70 to 73 and pages 75 and 76 in your textbook, ***Worldviews: Contact and Change***. Then complete Activity 4.



Activity 4: Society and the Arts

Read each of the following 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 statement 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. People who paid artists to produce works were called tutors.
 People who paid artists to produce works were called patrons.

- F** 2. Michelangelo's painting, the *Mona Lisa*, is a very famous painting.
 Leonardo da Vinci's painting, the Mona Lisa, is a very famous
 painting.

- T** 3. Petroglyphs are carved into rock with sharp implements.

- F** 4. Renaissance architects included features of Chinese buildings in their work.
 Renaissance architects included features of classical buildings in
 their work.

- T** 5. Sculptors like Michelangelo became celebrities with international reputations.

- T** 6. During the Renaissance, books written in the vernacular became more accessible.

- F** 7. Petrarch was a leading Italian poet who wrote sonnets to a woman named Louise.

Petrarch was a leading Italian poet who wrote sonnets to a woman named Laura.

- F** 8. In Christine de Pisan's book, *The City of Women*, she argued that men and women should be judged on their gender and not on their ability or virtues.

In Christine de Pisan's book, *The City of Women*, she argued that men and women should not be judged by their gender but on their ability or virtues.



W1 - Lesson 2: The Expansion of Trade and the Development of a Humanist Approach

Review Assignment

Complete pages 11 to 13 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 individual or concept on the left with the accomplishment or idea on the right. Write the letter on the appropriate line to indicate your choice. This section is worth 10 marks.

<u> D </u>	Leonardo da Vinci	A. a type of poetry
<u> G </u>	Cicero	B. influenced Renaissance architects
<u> H </u>	patrons	C. drawings found on cave walls
<u> F </u>	Michelangelo	D. painted the <i>Mona Lisa</i>
<u> I </u>	vernacular	E. edited a new Greek version of the Bible
<u> B </u>	Marcus Vitruvius Pollio	F. a famous sculptor
<u> A </u>	sonnet	G. influenced civic humanists
<u> J </u>	Francesco Petrarch	H. individuals who supported the arts
<u> C </u>	pictographs	I. books written in the language spoken by the reader
<u> E </u>	Desiderius Erasmus	J. a famous Italian poet

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 5 marks.

1. Scholars called humanists looked back to the ancient Greek and Roman civilizations and applied classical ideas to their own lives and work.
2. Greek and Roman manuscripts had been preserved in libraries in the Muslim or Islamic world.
3. Civic humanists believed that being a responsible citizen meant educating yourself and working to improve society.
4. People who paid artists for their work were called patrons.
5. Christine de Pisan was one of the first women to receive a humanist education.

Section C: Short Answer

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. Humanists believed that people could shape their lives through their own efforts and talents. What were **three** of the four things humanists believed about people? (3 marks)

Students should have any three of the following beliefs.

- *Human beings can use the power of reason. They can find the truth for themselves.*
- *It is important to have an open, curious, and questioning mind.*
- *People can achieve great things through learning.*
- *Individuals should be skilled in many things and develop their bodies and spirits as well as their mind.*

2. What was the humanist approach to education sometimes called? How was it different from a traditional education? (2 marks)

The humanist approach was called educating the “whole child”.

Humanists wanted to educate a child’s character and body as well as his/her mind. A traditional education was only concerned with the development of the mind.

3. Why was the development of city-states successful in Italy? Provide **three** reasons in your response. (3 marks)

Students should have three of the following reasons.

- ***Geography – Italy was the closest western European country to the port cities of northern Africa and eastern Mediterranean.***
- ***Climate – Italy had a milder climate than the rest of Europe; this allowed trade to occur year round.***
- ***Leadership – Italy’s city-states became the centres for trading, business, and banking.***
- ***Social Organizations – Most nobles in Italy were businessmen rather than landowners and more open to trade. Feudalism was less entrenched in Italy.***

4. Identify **two** humanists mentioned in your readings. Identify **one** contribution for each of the individuals you have identified. (2 marks)

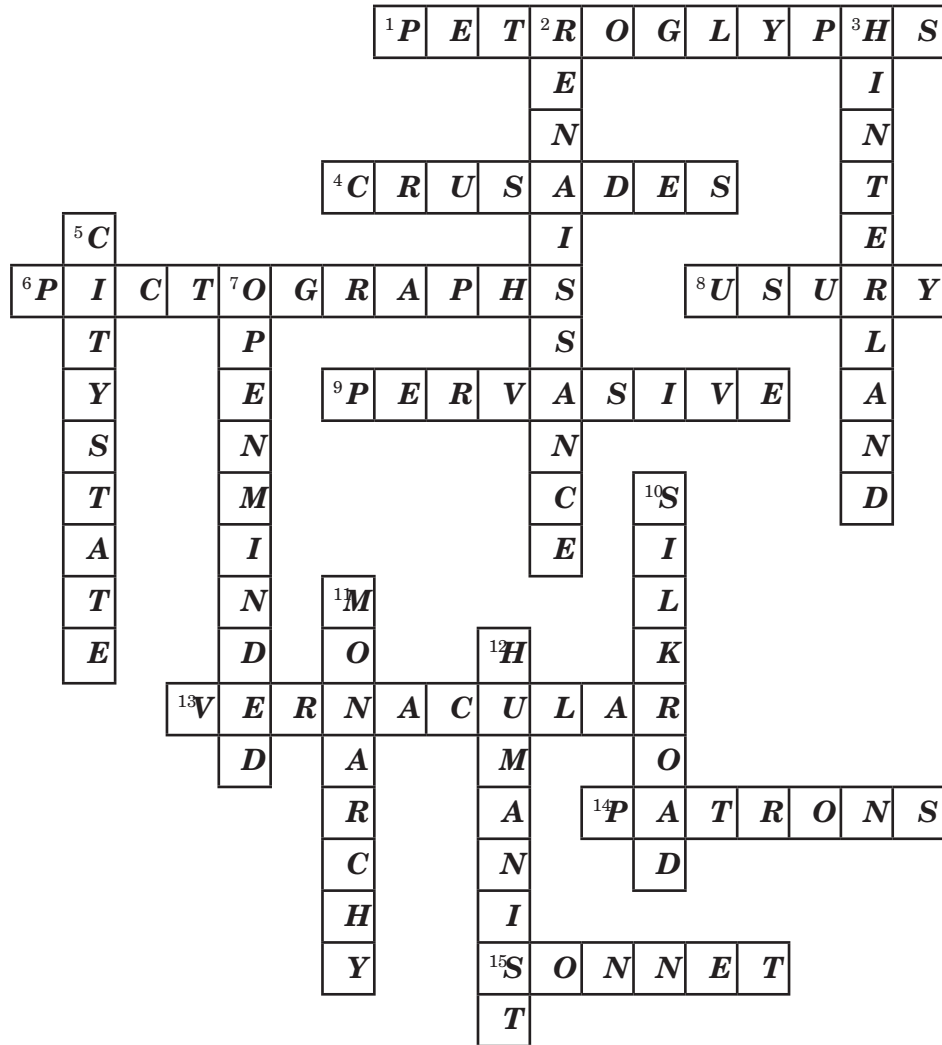
Students should have any two of the following possible answers.

- ***Francesco Petrarch was a humanist thinker and poet.***
- ***Leonardo Bruni was a humanist educator.***
- ***Desiderius Erasmus edited a new Greek version of the Bible.***
- ***Leonardo da Vinci was a humanist artist.***
- ***Michelangelo was a humanist sculptor.***
- ***Christine de Pisan was a female humanist who wrote The City of Women.***
- ***Sandro Botticelli painted The Birth of Venus.***

Total: _____
25 marks

The Expansion of Trade and the Development of a Humanist Approach Bonus Crossword Puzzle

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



Across

1. ancient carvings in a rock
4. military expeditions led by European Christians to gain control of the Holy Land
6. drawings or paintings on cave walls
8. charging of interest on borrowed money
9. a belief that has spread throughout all parts of a society
13. a language, or dialect, spoken in a region
14. supported artists and craftsmen
15. a poetic form that consists of fourteen lines

Down

2. the rebirth or revival of art and knowledge
3. a region of land that is remote and away from the coast
5. a political region that includes an independent city and surrounding area
7. the ability to understand beliefs and opinions expressed by others
10. important trade routes that connected Asia with Europe
11. a government controlled and ruled by a single individual
12. an individual who rejects the perception of a human being as a weak, fallen creature



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