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General Masters
Numbered Masters
Credits
THE KEY CONCEPT: WORLDVIEWS

Worldview is a collection of values and beliefs about life and the universe that is common to a group of people. Worldview is a lens through which the world is viewed.

- The worldview of a society or group is shaped by several factors, such as geography, contact with other groups, and ideas and knowledge.
- Worldview affects the way a society operates: its culture, social systems, and political and economic systems are visible manifestations of the society’s worldview.

The authors struggled with the concept of worldview throughout the design and development of Our Worldviews. The concept is broad and open to many interpretations. Our Worldviews focuses the discussion of worldview to being a group’s values and beliefs and ways of looking at the world. As well, all aspects of a society’s existence affect its worldview, but for the Grade 8 audience, we have limited the discussion to three key factors affecting worldview, as shown in the model to the right.

You will work through three cases studies of very different societies. Elements of worldview are illustrated in these societies. To make this manageable for the Grade 8 audience, we have chosen to examine the case study societies through three key elements of worldview, as indicated in this model to the right.

The chapters of Our Worldview are organized around these models. They are also useful as organizers for mind maps as students study the big ideas illustrated through the case studies.

The Introduction in Our Worldviews provides the basic definition of worldview. Students will learn the nuances of worldview as they work through the case studies. They will learn the details of each factor and element. They will learn that there is interplay back and forth between the factors and the elements as worldview is fluid and changing over time.

In the end, we trust you and your students will find the power in the concept of worldview and the positive effects its study can have on identity, citizenship, and the understanding of our own and other societies.
OUR WORLDVIEWS AND THE PROGRAM OF STUDIES

The new social studies program of studies has at its centre the concepts of citizenship and identity in Canada. The program reflects multiple perspectives, particularly Aboriginal and Francophone perspectives, contributing to a Canada that is pluralistic, bilingual, multicultural, inclusive, and democratic. The importance of diversity and respect for differences are emphasized. A pluralistic view of Canada recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality, and philosophy.

Our Worldviews was written specifically for this program of studies and reflects its philosophy and central concepts. The discussion of worldviews fits well with this program of studies. Each case study society is presented respectfully, examining the elements of the historical society and its decisions made through its worldview at that time. The emphasis is to have students understand why individuals and institutions in a society make the decisions they do.

You will find Aboriginal and Francophone perspectives infused throughout the resource. The Teaching Resource includes more information for possible activities and research.

Citizenship and identity are core elements throughout the resource. The concepts are always brought back to the student reality so they can see themselves as involved individuals and citizens.

On its website, Alberta Education provides many useful supporting documents for Alberta’s social studies teachers. The program of studies for Grade 8 social studies is available for download. This teaching resource refers specifically to the outcomes listed in the program of studies. Also available are Teacher Resource Manuals, Guides to Implementation, the Focus on Inquiry document, Resource Lists, Annotated Bibliographies, and so on.

The LearnAlberta.ca website can also provide valuable social studies resources online.
THE NEW PROGRAM OF STUDIES AT A GLANCE

The new program of studies takes a whole new approach to social studies. The following diagrams illustrate some of the key differences between the new and the old. Note the general Program Foundation and key Strands, and then the specifics of the new Skills and Processes and Organization. For more detail, refer directly to the new Program of Studies on the Alberta Education website.

### Program Foundations

- Core Concepts of Citizenship and Identity
- Social Studies and Aboriginal Perspectives and Experiences
- Social Studies and Francophone Perspectives and Experiences
- Pluralism: Diversity and Cohesion
- Social Studies: Learners and Learning
- Issues-Focused Approach to Teaching Social Studies

### Strands

The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.
- Time, Continuity and Change
- The Land: Places and People
- Power, Authority and Decision Making
- Economics and Resources
- Global Connections
- Culture and Community

### The Role of Social Studies

- Values and Attitudes
- Knowledge and Understanding
- Skills and Processes

Outcome categories suggest a deeper approach to student learning experiences.
Skills and Processes

Process Skills (1990)
Dimensions of Thinking (2003)
Emphasis on skills of critical, creative, historical, and geographic thinking, and decision making and problem solving

Participation (1990)
Social Participation as a Democratic Practice (2003)
Emphasis on skills of cooperation, conflict resolution, and consensus building as well as age-appropriate behaviours for social involvement as responsible citizens contributing to their community

Inquiry (1990)
Emphasis on purposeful deliberation and critical reflection

Communication Skills (1990)
Communication (2003)
Emphasis on skills of oral, written, and visual literacy

Organization

Topic A: Geography of Canada and the United States (1989)
8.1 From Isolation to Adaptation (2003)
Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society’s isolation or adaptation.

Topic B: Canada: History to the Twentieth Century (1989)
Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the western world.

Topic C: South America: A Case Study of Brazil (1989)
Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact impacts the worldviews of societies.
A GUIDE TO THE FEATURES

**OUR WORLDVIEWS STUDENT RESOURCE**

*Our Worldviews* is written in student-friendly language and is very appealing visually. Illustrations were carefully chosen to support the text content, promote interest, and help visually learners. Maps, charts, graphic models and organizers are found throughout.

The **inquiry approach** is built into the resource. Each chapter’s **Focus on Inquiry** feature emphasizes a different phase of the Inquiry Model. Chapter titles and major section headings act as inquiry questions. The **I wonder** questions found throughout the resource promote students’ asking their own questions of the content; they can also serve as mini-inquiry starting points.

**Think About It** and **Reflect and Respond** questions are provided to engage the students with the content; they promote thinking and further research.

**End-of-Chapter Questions** review the material and provide a number of focused inquiry questions.

*Our Worldviews* contains a number of specific features:

**Worldview Investigations**: Engaging group activities to kick off every chapter, introducing the big ideas for each chapter.

**Skills**: Key skills are introduced at the beginning of each chapter; skills work is embedded throughout the resource. A Skills Centre is provided as a reference centre to give detailed information about skills required for Grade 8 social studies, as needed.

**Profile**: Presents key individuals of each case study society; promote the idea that individual citizens can have major impact on their societies.

**Influence**: People, groups, or ideas that had major influence in shaping the worldview of the societies.

**Perspectives on History**: Explorations of the variety of perspectives through which history is recorded; promotes historical thinking.

**Same Time, Different Place**: Gives key events that happened in other areas of the world at the same time as the historical case study; promotes historical thinking.

**Definitions**: Important or difficult words are defined on the page, in context, and also defined in the Glossary.
Our Worldviews: An Introduction

Who Are You?

Understand your worldviews and what is important to you. What are your values and beliefs? How do you define what is right and wrong? How do you define yourself and your place in the world?

It is important to reflect on your values and beliefs. It is important to understand how they shape your actions, decisions, and choices. It is important to understand how they influence your interactions with others and your perception of the world around you.

You can explore your values and beliefs by asking yourself questions about what is important to you. You can reflect on your experiences and how they have shaped your values and beliefs. You can also consider the values and beliefs of others and how they may differ from your own.

Our worldviews are shaped by our experiences and the experiences of those around us. We are influenced by cultural, social, and personal factors that shape our understanding of the world and our place in it.

Factors Affecting Worldview

Elements of Society Affected by Worldview

This diagram shows the ways in which a society can be divided into three categories: social, political, and cultural. Social categories are affected by the distribution of power and resources within a society. Political categories are affected by the distribution of power and resources within a political system. Cultural categories are affected by the distribution of power and resources within a cultural system.

The diagram shows that the division between these categories is not always clear-cut. For example, political and cultural categories can overlap, and social categories can influence political and cultural categories.

Text Feature: Graphic Organizers

Differentiated Learning Support; Literacy Support: Present complex concepts like worldview in graphic form to aid understanding; provide the basis for discussion of concepts throughout the text; provided for use as mind maps/concept maps.
CHAPTER 5
What Were the Factors That Shaped the Renaissance Worldview?

The Renaissance began in the 15th century CE in the cities of the Italian peninsula in southern Europe. Developments in literature, painting, sculpture, architecture, and invention were all supported by the increased wealth of the new trading and industrial economy. This chapter focuses on the concept of the Renaissance worldview.

In this chapter, you will engage in a variety of activities designed to help you understand the Renaissance worldview. You will learn about the key factors that shaped this worldview and how it influenced the arts and sciences of the time. You will also have the opportunity to explore the perspectives of different peoples and cultures that were part of the Renaissance era.

Text Feature: Chapter Opener
Literacy Support: Sets the context for learning; includes focus questions; allows students to contextualize their learning from the beginning.

Text Feature: Focus Questions
Literacy Support: Allows students to make connections between their prior knowledge and the chapter topic; prepares students for new knowledge acquisition; encourages students to think.

Text Feature: Maps
Differentiated Learning Support and Literacy Support: Colourful, detailed maps provide visual support to the content and link to skills outcomes.

Text Feature: Worldview Investigations
Differentiated Learning Support: Introductory group activity in every chapter; sets the context for the big chapter ideas; links personal knowledge and experiences to new knowledge and content; group discussion involves every student; can set the stage for assessment.

Text Feature: Skills
Differentiated Learning Support; Literacy Support: Key skills introduced in context for each chapter; icon linking to Skills Centre for more detailed information, if needed.

Text Feature: Skills Centre
Literacy Support: Guidance and tips for students on key skills, such as critical thinking, historical thinking, inquiry and research, geographic thinking, graphic organizers and much more!
Text Feature: Influence
Differentiated Learning Support; Literacy Support: Presents content about an individual or a group that had a major influence on the society of the time; illustrates a person or group's ability to impact society.

Literacy Support: Cross-curricular linkage possibilities in mathematics, science, English language arts, and art.

Text Feature: Focus on Inquiry
Differentiated Learning Support; Literacy Support: Helps students understand each phase of the inquiry process, in context; develops specific skills; sets student up for success in full inquiry process.

Text Feature:
I wonder Questions
Literacy Support; Differentiated Learning Support: I wonder... questions personalize the content for student; serve as springboard for student's own inquiry questions; optional lead to mini-inquiry projects based on student interest.
Text Feature: Same Time, Different Place
Literacy Support: Highlights events occurring in other societies around the world in the timeframe of the case study; develops historical thinking; develops geographical skills.

Text Feature: Profile
Literacy Support: Profiles key people, illustrative of the time; examines viewpoints that affected society of the time.

Text Feature: Reflect and Respond
Differentiated Learning Support and Literacy Support: Conclude key sections of chapters; provide guidance for in-class activities and discussions; provide a variety of question types and levels.
Text Feature: Map
A variety of map styles set the location of the discussion; promote geographical thinking and map skills.

Text Feature: Interesting Fact
Differentiated Learning Support: Short facts that students will find interesting and motivating; unique aside to the case study content; often relate Aboriginal or Francophone perspectives.

Differentiated Learning Support; Literacy Support: Images throughout are colourful and motivating; useful for teaching and discussion; captions are detailed and informative, enhancing understanding of the images and promoting historical thinking.

Text Feature: Perspectives on History
Promotes historical thinking; stresses the context and slants of historical records; personalizes history.

Text Feature:
Take an Internet Fieldtrip
Differentiate Learning Support; Literacy Support: Motivating explorations of the Internet; targeted in areas to support work in the case studies: galleries and museums, mapping, and analyzing primary and secondary documents.
Text Feature: Conclusion
Differentiated Learning Support:
Summarizes key knowledge and ideas covered in the chapter; presented in point form or graphic organizers.

Text Feature: End-of-Chapter Questions
Literacy Support: Questions target skills and knowledge outcomes that students have practised and learned; categories include Review and Synthesize, Inquire, Show What You Know, and Closure.

Text Feature: Case Study Conclusion
Ties back to introduction; brings discussion back to student experience; personalizes ideas of identity and citizenship.
OUR WORLDVIEWS TEACHING RESOURCE

The Our Worldviews Teaching Resource was written by an experienced Alberta teacher who knows the importance of a guide that gives practical ideas and suggestions for teaching the outcomes demanded by a rigorous program of studies.

Each chapter of this guide begins with an at-a-glance table that shows everything needed to work through the chapter: the suggested instructional sequence, the lesson focus, student resource pages, related resources, and formal assessment tools.

This is followed by a listing of the outcomes covered in the chapter, broken down by suggested lesson and the depth of coverage of the outcome.

Inquiry is front and centre. Activities are designed to promote inquiry and provide students with the tools to do successful research. Chapter 10 provides a final wrap-up inquiry project.

Differentiated Instruction ideas are provided throughout in the feature entitled Supports for Learning. The choice of activities and approaches wide and varied. Extension also provides opportunities for those students who wish to venture further.

Assessment is a major focus of the teaching resource, dividing the suggestions and tools into Assessment for Learning and Assessment of Learning. A number of black line masters provide assessment activities and rubrics for the assessment. Checklists are also provided to record student success at meeting each required outcome. A performance assessment task is provided for each case study.

A number of other features are provided throughout the resource:
- A selection of Whole Class, Group, and Individual activities are provided throughout each lesson.
- Cross Curricular Links relating the social studies material to other subjects.
- PowerPoint Slideshows to introduce each case study, and Chapter Openers to kick start each chapter.
- General Masters that include black line masters that can be used throughout all chapters, including rubric templates and graphic organizers.
- Numbered Masters that provide chapter-by-chapter support, such as maps, activities, assessment, and rubrics.
- Teacher Features that give background on specific skills and processes.

Three icons are used in the teaching resource:

- Indicates the use of computer technology in the activity.
- Indicates the use of Internet websites; connect to www.nelson.com/albertasocialstudies to access a listing of appropriate sites for the activity.
- Indicates the use of Teacher’s Audio/Visual Support CD that is included with the Our Worldviews Teaching Resource. This CD includes PowerPoint slideshows to introduce each case study. It also includes each slide for individual projection. Other folders include projectable maps and some of the images/illustrations from the Student Resource.
Three case studies are used to explore worldview. A case study is a method of exploring an idea by analyzing examples, one at a time. Each case study in the student book is an example of the worldview of a society at a certain place and time.

Each case study consists of three chapters, which are based upon key inquiry questions.

The introduction to each case study helps the teacher to plan by providing:
- Timelines
- Key terms and concepts
- Skill development highlights
- Assessment overview
- Preparation activities.
### Suggested Lesson Sequence

**Lesson** | **Focus of Lesson** | **Student Resource Pages** | **Related Resources** | **Assessment**
---|---|---|---|---
1.1 | Introduction | p. 1-4 | Student Introduction | 1.1 Chapter 1 Observation Checklist
1.2 | Renaissance at Work | p. 12-13 | Case Study One: | 1.1 Chapter 1 Observation Checklist
1.3 | The Middle Ages | p. 15-16 | How did the Black Death impact the landscape? | 1.1 Map of Western and Eastern Empires
1.4 | Impact: Black Death | p. 23-24 | How might the Black Death have changed the way people lived in the world? | 1.1 Chapter 1 Observation Checklist

### Assessment for Learning

(Formative) is an integral part of each lesson. An observation checklist is provided in the Handouts section. Assessment of learning (summative) occurs in the chapter closure.

### Related Resources Provided on CD
- Music
- Maps
- Computer slideshows
- Templates

### Instruction and Assessment

Instruction and assessment are consistent with the Alberta Program of Studies. ICT outcomes are infused throughout.

### Plan for Each Chapter

The plan for each chapter shows when outcomes are introduced, developed, and applied.
Planning information for each lesson includes:
- The purpose of each lesson in straightforward language.
- Relevant pages in the student resource.
- Other materials and resources.

Activity suggestions are provided for:
- Whole class
- Working in groups
- Working alone

Handouts provide scaffolding and assessment rubrics to help students complete the summative assessment activities on the ‘End-of-Chapter’ pages.

Handouts are provided as blackline masters and as modifiable computer templates.

The teaching resource assumes that there will be a diverse range of students in a typical classroom. Therefore, activities and assessment tasks provide students with choices in the type of product, presentation or response that they make.
Supports for Learning provides ideas for differentiating instruction to meet varying student needs.

Tips for the teacher are provided in sidebar boxes.

At least one ‘Assessment for Learning’ strategy is included in each lesson. The observation checklist is provided as a template so that teachers can modify the checklist to suit their needs and record their assessments using a computer.

Answers to ‘Reflect and Respond’ questions and ‘End-of-Chapter’ activities are provided for the teacher.

Sample text:

**THEME:** Social 8

**ASSOCIATIVE LEARNING:**
- Students are asked to match different historical events with the appropriate chapter.
- They are expected to provide reasons for their choices.

**GUIDE FOR ASSESSMENT:**
- Identify key dates and events and explain their significance.
- Discuss the impact of different events on society.

**TEACHING RESOURCES:**
- Maps and timelines to visualize historical periods.
- A glossary of key terms and concepts.
SECTION 2: PREPARING TO TEACH

ORGANIZATION

The student and teacher resources have been organized around three significant case studies that explore the concept of worldview. The introduction to the student resource is an advance organizer that explains worldview in general terms, but the ideas will only become clear and fully developed as students examine the case studies. The last chapter suggests that students should complete their own case study by selecting a society of interest based upon current events.

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Suggested timing</th>
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<tbody>
<tr>
<td>Case study One – Renaissance Europe</td>
<td>9-10 weeks from early September to mid-November</td>
</tr>
<tr>
<td>• Introduction</td>
<td></td>
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<tr>
<td>• Chapter 1</td>
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<td>• Chapter 2</td>
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<td>• Chapter 3</td>
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<tr>
<td>Case study Two – Japan</td>
<td>9-10 weeks from mid-November to late February</td>
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<td>• Chapter 4</td>
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<td>• Chapter 5</td>
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<td>• Chapter 6</td>
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<tr>
<td>Case study Three – Spanish and Aztec</td>
<td>9-10 weeks from early March to late May</td>
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<td>• Chapter 7</td>
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<td>• Chapter 8</td>
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<td>• Chapter 9</td>
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<tr>
<td>Chapter 10 – Final Research Project</td>
<td>3 weeks from early to late June</td>
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APPROACH TO INSTRUCTION

The Our Worldviews Teaching Resource provides ideas about how to use the student resource in a classroom setting. The authors have assumed that a class will consist of 30 grade 8 students who are cognitively and culturally diverse. They also assumed that the teacher will select the activities that appeal to his or her teaching style and adapt them to the unique needs of the students in the class. The teacher should arrange the activities in a suitable order to create a coherent lesson plan, adding other ideas to enrich the experience and make it relevant to the local situation.

There are five essential aspects about the approach to instruction.

• Inquiry – Activities are based upon a Social Studies inquiry model that focuses on key questions and engages students in research activities and social action.

• Multiple resources – The student resource is the primary source of information for students. However, students should also have access to library resources, community resources, and the Internet.
• Active learning – A variety of techniques are used to ensure that student are physically and mentally active and that activities appeal to different learning styles.
• Group work – Students learn together in pairs and groups using several different cooperative learning strategies.
• Choice – Most activities and assessment tasks can be accomplished in more than one way, so that students can choose the ways that they prefer to learn and demonstrate their learning.

**APPROACH TO ASSESSMENT**

The assessment strategies and materials in *Our Worldviews* resources are designed to provide teachers with tools and ideas that are easy to use and that will provide solid evidence of student learning.

The teaching resource assumes that there will be a diverse range of students in a typical classroom. Therefore, assessment tasks provide students with choices in the type of product, presentation or response that they make.

**Assessment for Learning (Formative)**

Formative assessment experiences flow naturally from the lesson design. Each lesson provides opportunities for teachers to observe students at work. It is through these observations that teachers determine on an ongoing basis that learning has taken place. Assessment for Learning experiences are designed to provide feedback to students to help them improve. Students use self-assessment rubrics to assess their own skills during the inquiry project in some chapters.

*Our Worldviews* Teaching Resource provides an observation checklist in the blackline masters for each chapter. The checklist is limited to the specific skills that students will develop and apply in the chapter. Each lesson suggests how to use the checklist to assess a specific set of skills and how to provide Supports for Learning, if necessary.

**Assessment of Learning (Summative)**

Assessment of Learning experiences are culminating experiences in which students demonstrate what they know and can do. Handouts in the teaching resource provide scaffolding and assessment rubrics to help students complete the summative assessment activities.

End-of-Chapter activities provide opportunities for summative assessment and include

• **Review and Synthesize:** Activities that help students to review the content and skills of the chapter in preparation for the summative assessment tasks.
• **Inquiry:** An inquiry task that requires the same skills developed in the Focus on Inquiry feature in the chapter. Students’ performances and products are judged to determine how well they have mastered the research skills developed in the chapter.
• **Show What You Know:** Questions that require knowledge and understanding of the content and ideas of the chapter.
• **Closure:** Activities to celebrate what students have learned and to provide time for personal reflection.
At the end of each case study, students may complete a Performance Assessment Task. The task is complex and requires that students draw upon many of the skills and much of the knowledge that they have gained during the entire case study. Students produce a product or create a performance within an authentic, real-life context. These assessments are designed to capture the imagination of the students and engage them further in their learning.

In conclusion, the assessment approach in Our Worldviews is consistent with the four guiding principles of effective assessment – the four Cs. Assessment is continuous, collaborative, comprehensive, and involves criteria.
Case Study One
CASE STUDY ONE — RENAISSANCE EUROPE

How Did the Exchange of Ideas and Knowledge Shape the Worldview of the Western World?

PREVIEW OF CASE STUDY ONE

In Case study 1, students explore the origins of the Western worldview by examining how ideas and knowledge were exchanged during the Renaissance in Europe.
INTRODUCTION AND CHAPTER 1—WHAT WERE THE FACTORS THAT SHAPED THE RENAISSANCE WORLDVIEW?

Suggested timing: three weeks from early to late September

Students are introduced to the concept of worldview and to two models that will help them during this and other case studies to understand the worldview of each society.

- Worldview affects the way a society operates — culture, social systems, political and economic systems.
- Worldviews are shaped by three factors — geography, ideas and knowledge, contact with other groups.

Students begin using these models to explore the factors that shaped the Renaissance worldview in Italy and eventually the Eastern worldview of today.

CHAPTER 2 — HOW DID THE IDEAS OF THE ITALIAN RENAISSANCE SPREAD THROUGHOUT EUROPE?

Suggested timing: three weeks from late-September to mid-October

The philosophy of humanism represented a shift of thinking that was at the core of the Renaissance. People began to believe in the value of life on earth and the potential of each individual person. Humanism led to new attitudes toward art, science, philosophy, religion and government.

People played a central role in spreading the ideas of the Italian Renaissance throughout Europe, often building upon existing knowledge to create new ideas, techniques and processes. The ideas were usually modified by those who adopted them to suit the needs of their own society. Students will learn how to use biographies to understand and tell the story of the Renaissance.

CHAPTER 3 — WHAT IS THE WESTERN WORLDVIEW THAT GREW OUT OF THE RENAISSANCE?

Suggested timing: three weeks from late-October to mid-November

Life in Europe began to change as the ideas of humanism were adopted and adapted to local situations. Four significant changes are explored in this chapter:

- religious reform during the Protestant Reformation
- the emergence of European nations
- the Age of Exploration in which certain European nations explored new trade routes and developed new navigation tools
- the rise of imperialism in which certain European nations established colonies around the world

Students will learn how to use maps to understand and tell the story of the Renaissance.
Worldviews Are Shaped by These Factors

Worldview: Values and Beliefs
- Geography
- Ideas and knowledge
- Contact with other groups

Worldview Affects the Way a Society Operates

Worldview: Values and Beliefs
- Social systems
- Culture
- Political and economic systems

Key Terms and Concepts

humanism: a philosophy of life that focuses on human beings, their values, abilities, and individual worth

Renaissance: a historical period that originated in Italy in the 14th century, known for the revival of classical art, architecture, literature, and learning

worldview: a collection of beliefs about life and the universe held by an individual or group; the overall perspective from which one sees and interprets the world. Our Worldviews generally approaches worldview as the values and beliefs of a group - the collective outlook of a group. An individual operates within the worldviews of the groups he or she belongs to.

Skill Development

Many outcomes are introduced, developed and applied in Case Study One. This section highlights the key skills that are developed in some detail in the student resource.

Inquiry Skills in Case Study One

Inquiry is infused throughout all aspects of Case Study One, from the titles of pages to the nature of student questions and activities. A Focus on Inquiry feature in each chapter is used to develop inquiry skills. The inquiry model is introduced for the first time with a focus on planning to conduct a research project.

The inquiry skills developed in Case Study One include

- Planning phase (Chapter 1): Identify a topic; identify possible information sources; identify audience and presentation format; reflect
- Retrieving phase (Chapter 2): Find a focus; find appropriate resources; create a working list of resources; reflect
- Internet Museums and Art Galleries (Chapter 2) — online searches; citing online resources
- Reflecting phase (Chapter 3): Explore thoughts and feelings; think about reflecting

Group Work Skills in Case Study One

Students engage in a Worldview Investigation at the beginning of each chapter, exploring the big ideas that will be introduced in the chapter. The investigation is intended to stimulate interest in the story being told in the chapter. A new group work skill is also introduced through this activity.

The group work skills developed in Case Study One include

- Think-Pair-Share discussions (Chapter 1)
- Jigsaw group work (Teaching Resource only — Chapter 1)
- Gallery Walk group work (Chapter 2)
- Roundtable Discussions (Chapter 3)
ASSESSMENT IN CASE STUDY ONE

Teachers collect various types of evidence to determine if students are developing the skills they will need to develop a deeper understanding of worldview throughout this case study. They also monitor student progress in developing sufficient knowledge and understanding to critically examine the factors that shaped the worldview evolving in Europe during the Renaissance.

Assessment for Learning (Formative)

An observation checklist is provided in the blackline masters for each chapter. The checklist is limited to the specific skills that students will develop and apply in each chapter. Each lesson suggests how to assess a specific set of skills and how to provide Supports for Learning, if necessary.

Additional formative assessment strategies introduced in this case study:

• Exit cards: Students are given a note card and a meaningful prompt, such as “Worldview is ….” The cards are completed at the end of the lesson and handed into the teacher so that he/she can get a sense of student understanding.

Assessment of Learning (Summative)

The summative assessment strategies used in Case Study One include

• End-of-chapter inquiry tasks: Students demonstrate how well they have mastered the inquiry skills developed in the chapter. Their performance and product is assessed using a holistic or analytic rubric.

• End-of-chapter questions: The Show What You Know questions can be used to determine how well students are able to critically examine the factors that shaped the Renaissance worldview. For each question, a handout that provides scaffolding and a holistic rubric is provided.

• Case Study — Performance Assessment: This task that requires students to organize and synthesize their knowledge and understanding of the entire case study and can be completed at the end of the case study. Students’ performances and products are assessed using an analytic rubric.

PREPARATION ACTIVITIES

MAKE A PLAN

The case study consists of the introduction to worldview and three chapters, which can be completed in about 9–10 weeks. Preview the case study by reading the suggested lesson sequence for each chapter, looking at the associated pages in the student resource book and locating the related resources that are provided. Notice the following aspects of the case study:

• A PowerPoint™ slideshow is provided with images of Renaissance Europe to open the case study.
• Each chapter includes a Focus on Inquiry feature that develops some aspect of the inquiry process, but it is not the intent that students should complete a full inquiry project every time.

• A lesson is a sequence of activities that can be completed over several days. The suggested activities in the teacher resource are examples and are not meant to be prescriptive.

Map out the three chapters on the class calendar to ensure that the case study can be completed by the end of November. Include activities that must be scheduled, such as field trips, library research periods, and events for parents. Include assessment and reporting milestones.

**CREATE A RENAISSANCE ENVIRONMENT**
Think about how to provide a classroom environment that immerses students in the ideas of the Renaissance. Some ideas:

• Simulate architectural arches and columns, such as those on pages 30 and 45, by drawing shapes onto rolls of brown paper and attaching them to the walls and windows of the classroom. Use sepia tones and light colour washes to set the mood.

• Hang pictures and posters of Renaissance art.

• Hang travel posters showing buildings and art in Italy that have survived from the Renaissance.

• Play Renaissance music.

• Set up a still-life display and an artist’s easel, as if an artist was working to paint the scene.

**ORGANIZE BULLETIN BOARD DISPLAYS**
Create bulletin board displays and add to them during the course of the case study. Before the first lesson, prepare the bulletin boards as follows.

When the students first enter the classroom, they should see a small bulletin board that will be used throughout the year to orient them to the big picture of what they are learning. The components of the bulletin board could be:

• a title, *Our Worldviews: Explore-Understand-Connect*, which is also the title of the student book.

• a map of the world with sub-titles for each of the three case studies connected to the appropriate location on the map.

• a timeline from the 14th century to the present in 100-year intervals.

• posters of the two models that show the elements of worldview as on pages 9 and 10 of the student resource.
# Chapter 1

**How did the exchange of ideas and knowledge during the Renaissance shape the worldview of the Western world?**

## Suggested Lesson Sequence

Duration — 3 weeks from early to late September

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Focus of Lesson</th>
<th>Student Resource Pages</th>
<th>Related Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Introduction to Worldview</td>
<td>Students begin to explore the concept of <em>worldview</em> and consider why it is relevant to their lives in Canada. Through graphical models, they begin to understand that worldview is affected by different factors and that worldview affects the way a society operates.</td>
<td>pp. 2–11 Our Worldviews: An Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Renaissance as ‘rebirth’</td>
<td>Students are introduced to the first case study, in terms of time and place.</td>
<td>pp. 12–13 Case Study One (opener) pp. 14–15 Chapter One (opener)</td>
<td>Renaissance Introduction, computer slideshow (CD)</td>
<td>BLM 1-1: Chapter 1 Observation Checklist</td>
</tr>
<tr>
<td>1.3 The Middle Ages</td>
<td>Students examine how life in the Middle Ages began to change because of contact through trade and travel.</td>
<td>pp. 16–18 How Did Other Civilizations Set the Stage for the Renaissance in Europe? pp. 19–21 How Did the Renaissance Begin? p. 22 Influence: Leonardo Pisano Fibonacci pp. 23–24 How Did the Social Structure During the Middle Ages Reflect the Worldview of the time?</td>
<td>Renaissance music, selections from the CD BLM 1-2: Map of Western and Eastern Empires CD Maps</td>
<td>BLM 1-1: Chapter 1 Observation Checklist</td>
</tr>
<tr>
<td>1.4 Inquiry — Black Death</td>
<td>Students learn to pose inquiry questions and make a research plan.</td>
<td>pp. 25–28 Focus on Inquiry: How might the “Black Death” Have Changed the Way People Viewed the World?</td>
<td>BLM 1-3: Research Plan Template BLM 1-4: Jigsaw Template</td>
<td>BLM 1-1: Chapter 1 Observation Checklist</td>
</tr>
<tr>
<td>Lesson</td>
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</tbody>
</table>
| 1.5 Growth of Cities | Students use a variety of ways of organizing information as they participate in a Jigsaw activity to learn about the city-states of Florence, Venice, and Genoa. | pp. 29–32 How Did the Growth of Cities Contribute to a Changing Worldview?  
pp. 33 Same Time, Different Place  
pp. 34–35 How Did the City-State of Florence Reflect the Renaissance Worldview?  
pp. 36 Profile: The Medici Family  
pp. 37–41 How Did Venice Contribute to the Renaissance?  
pp. 42–44 How Did Genoa Help Shape the Renaissance Worldview? | BLM 1-4: Jigsaw Template  
BLM 1-1: Chapter 1 Observation Checklist | BLM 1-5: Rubric  
BLM 1-6: Ch 4 Assessment — Inquiry  
BLM 1-7a: Ch 4 Assessment — Show What You Know, page 49, question 5  
BLM 1-7b: Ch 4 Assessment — Show What You Know, page 49, question 6  
BLM 1-7c: Ch 4 Assessment — Show What You Know, page 49, question 7 |
| 1.6 Chapter Closure | Students review, demonstrate, and celebrate their learning.                      | pp. 45 Perspectives on History  
pp. 46–47 End-of-Chapter                                                          |                                     |                                     |
### SOCIAL STUDIES OUTCOMES

I = Introduce concept or skills  
D = Develop concept or skills  
A = Apply, practise or reinforce concept or skills  
— = not applicable

<table>
<thead>
<tr>
<th>Lessons</th>
<th>1.1</th>
<th>1.2</th>
<th>1.3</th>
<th>1.4</th>
<th>1.5</th>
<th>1.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the western world</td>
<td>—</td>
<td>—</td>
<td>I</td>
<td>—</td>
<td>D</td>
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<tr>
<td>8.2.2 demonstrate a willingness to consider differing beliefs, values, and worldviews</td>
<td>I</td>
<td>—</td>
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<tr>
<td>8.2.3 recognize how beliefs and values are shaped by time, geographic location, and societal context</td>
<td>I</td>
<td>I</td>
<td>D</td>
<td>—</td>
<td>D</td>
<td>A</td>
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<tr>
<td>8.2.4.1 What was the Renaissance?</td>
<td>—</td>
<td>I</td>
<td>I</td>
<td>—</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>8.2.4.2 How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, arts)?</td>
<td>—</td>
<td>—</td>
<td>I</td>
<td>—</td>
<td>D</td>
<td>A</td>
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<tr>
<td>8.2.4.3 How did the physical geography of Renaissance Europe impact trade among, and competition between, European countries?</td>
<td>—</td>
<td>—</td>
<td>I</td>
<td>—</td>
<td>D</td>
<td>A</td>
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<tr>
<td>8.2.4.4 How did increased trade lead to the emergence of powerful city-states, (i.e., Florence, Venice, Genoa)?</td>
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<td>D</td>
<td>A</td>
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<tr>
<td>8.2.4.5 In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance?</td>
<td>—</td>
<td>—</td>
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<td>I</td>
<td>—</td>
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<tr>
<td>8.5.2.1 distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations</td>
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<td>D</td>
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<tr>
<td>8.5.2.2 analyze the historical contexts of key events of a given time period</td>
<td>—</td>
<td>—</td>
<td>I</td>
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<tr>
<td>8.5.3.1 interpret historical maps to broaden understanding of given topics</td>
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<td>—</td>
<td>I</td>
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<td>8.5.3.2 use thematic maps to describe cultural and political regions</td>
<td>—</td>
<td>—</td>
<td>I</td>
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<tr>
<td>8.5.3.3 construct and interpret various maps to broaden understanding of given topics</td>
<td>—</td>
<td>I</td>
<td>D</td>
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<td>D</td>
<td>A</td>
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<tr>
<td>8.5.3.4 define geographic problems and issues and pose geographic questions</td>
<td>—</td>
<td>I</td>
<td>D</td>
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<tr>
<td>8.5.3.5 use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps</td>
<td>—</td>
<td>I</td>
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<tr>
<td>8.5.3.6 access and operate multimedia applications and technologies from stand-alone and online sources, e.g., GIS</td>
<td>—</td>
<td>I</td>
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<tr>
<td>8.5.7.3 draw conclusions based upon research and evidence</td>
<td>—</td>
<td>—</td>
<td>I</td>
<td>—</td>
<td>D</td>
<td>A</td>
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<tr>
<td>8.5.7.5 organize and synthesize researched information</td>
<td>—</td>
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<td>8.5.7.9 plan and conduct a search, using a wide variety of electronic sources</td>
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<td>I</td>
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<tr>
<td>8.5.7.13 make connections among related, organized data and assemble various pieces into a unified message</td>
<td>—</td>
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<tr>
<td>8.5.7.14 refine searches to limit sources to a manageable number</td>
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<td>D</td>
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<tr>
<td>8.5.8.3 elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions</td>
<td>I</td>
<td>D</td>
<td>A</td>
<td>A</td>
<td>D</td>
<td>A</td>
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<tr>
<td>8.5.8.4 offer reasoned comment relating to the topic of discussion</td>
<td>I</td>
<td>D</td>
<td>A</td>
<td>A</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>8.5.8.5 listen to others in order to understand their perspectives</td>
<td>I</td>
<td>D</td>
<td>A</td>
<td>A</td>
<td>D</td>
<td>A</td>
</tr>
</tbody>
</table>
LESSON 1.1
INTRODUCTION TO WORLDVIEW

PLANNING INFORMATION

PURPOSE
During Lesson 1.1, students will
• begin to understand the concept of worldview.
• develop an interest in learning how the worldviews of different groups of people at different times affected how they lived
• begin to think about how their worldview defines who they are

STUDENT RESOURCE PAGES
• pp. 2–11 Our Worldviews: An Introduction

MATERIALS AND RESOURCES
• Case Study One, a PowerPoint slideshow on CD
• computer with presentation system
• chart paper and felt pens for each group

TEACHING ACTIVITIES

ADVANCE ORGANIZER
The introduction to the student book is an advance organizer, which begins to define the concept of worldview and paints a picture of the three broad topics that will be studied throughout the school year. Students are not expected to master the concepts and ideas in these few pages. In fact, throughout the year they will continue to learn more and more about worldview in three case studies — Renaissance Europe, Edo and Meiji Japan, and the contact between the Spanish and the Aztecs.

There are several ways to introduce worldview, depending on the resources available to you and your personal style.

Whole class
• Read the first paragraph on page 2, aloud to students. Ask three volunteers to read the words of the students on pages 2–3 aloud for the class. Explain that these students represent three areas of the world that they will learn more about this year. Note the locations in relation to Alberta.
• Use a multimedia map, such as Google Earth, to show the locations of the case studies. (Students will learn how to use Google Earth or a similar resource later in the second case study, page 148.)
• Discuss the question from page 2 “Who are you?” Tell students to make a few notes about themselves in preparation for introducing themselves to other students.
• Explain that an **advance organizer** is a way to help students learn by painting the big picture of what will come. Point out the aspects of the classroom bulletin board display as you discuss the introduction to the student book.

• Explain that a **case study** is a method of exploring an idea by analyzing examples, one at a time. Each case study in the student book is an example of the worldview of a society at a certain place and time. Browse ahead in the book to preview the three case studies.

### Working in groups

• Organize students into groups of four to six to begin discussing worldview. They can begin by introducing themselves to each other and sharing what is important to them.

• Read pages 2–7. As a group, make a bulleted list of important ideas about worldview.

• Read pages 2–7. Discuss the worldviews/perspectives of key Canadian groups — Aboriginal, Francophone, and British. Examine perspectives of other cultural groups. Students may also identify the groups which are part of their heritage.

• Read pages 8–10. Discuss the two models, i.e., elements and factors.

• Provide each group with felt pens and chart paper. Challenge them to define worldview using words, shapes and colours.

• Discuss identity and citizenship. Students have already discussed some of this in Who Are You? Have students elaborate to further describe their identities. Ask what they see their roles in society being. How are they citizens?

• Think About It, question 2 on page 11 — This is a starting point for a group discussion about values and beliefs.

### Working alone

• Notebook/journal — Show students how to use their notebooks for note-taking, assignments, and personal reflection. For example, the main area of the page can be for notes and assignments; whereas, the margins of the page can be for reflective comments and their own *I wonder* questions. Encourage students to express their question about the content and ideas as *I wonder* questions. The teacher may also add comments and questions in the margins when s/he collects the notebook/journals periodically.

• Notebook/journal — Tell students to write a definition of worldview in their own words. Have students sketch and label the two models on pages 9 and 10.

• Think About It, question 1 on page 11 — Use this as a long-term homework activity. Tell students to set aside a double-page spread in their notebooks to collect their ideas. Periodically in future lessons, encourage them to record more ideas on these pages.
EXIT CARDS
Give each student a note card and ask them to complete this thought, “In my worldview, it important to …”

VISUAL INFORMATION
Students need to know how to extract information from the visual elements of the student book as well as from the text. Review the introduction (pages 2–11), focusing on the photographs, maps, models, shapes, symbols, and other visual presentations of information.

Many of the maps and images from Our Worldviews are found on the accompanying CD. You may project these images.

Whole class
- Examine the map on pages 2–3. What details are provided in this map? What details are missing? What is the purpose of the map on this page?
- Examine the photographs in the collage on page 5. Read the caption and discuss the messages that are being conveyed.
- Examine the photographs on pages 6–7. Review how to find information in photos by focusing on the foreground and background.
- Examine the shapes used on page 4. Focus on the meaning of the shapes, using the commentary in the caption.
- Examine the models on pages 9–10. Focus on the meaning of the shapes, arrows, and colours, using the commentary in the caption.

ASSESSMENT FOR LEARNING
Observe students as they work.

- Use a seating chart to make a few anecdotal records of your first impressions.
- • Who is struggling with the concept of worldview? Who seems to understand it already?
- • Who can participate confidently in a group? Who is shy and quiet? Who might be disruptive?
- • Who can record information and ideas effectively in their notebook/journal (or on computer)?
- • Who may need more coaching to get organized?
LESSON 1.2
RENAISSANCE AS REBIRTH

PLANNING INFORMATION

PURPOSE
During Lesson 1.2, students will
• Understand that the purpose of the first case study is to explore how the Renaissance shaped the Western worldview
• Consider how the worldview of a group of people can be affected by contact with other people
• Learn how to participate effectively in groups using the Think-Pair-Share strategy

STUDENT RESOURCE PAGES
• pp. 12–13 Case Study One (opener)
• pp. 14–15 Chapter 1 (opener)

MATERIALS AND RESOURCES
• Case Study One PowerPoint slideshow
• Renaissance music, if possible
• BLM 1-1: Chapter 1 Observation Checklist, one per student (to be used by the teacher)
• mind-mapping software (optional)
• atlases, one per student

TEACHING ACTIVITIES

INTRODUCE THE CASE STUDY
The introduction to the case study is another advance organizer. It introduces Renaissance Europe using a timeline, definitions, and the key questions addressed in the chapters.

Whole class
• Show the slideshow, providing appropriate commentary. Encourage discussion of impressions or questions that might have come up during the slideshow.
• If possible, play Renaissance music in the background throughout the case study.
• Timeline, page 12. Discuss the timeline, pointing out the era of the Renaissance. Indicate the same time period on the timeline on the bulletin board. Read the definitions — century, era, CE
Working in groups

- Organize students into groups to read pages 12–13 and to scan the student book to preview Chapters 1–3.
- Think About It, first activity — Brainstorm a list of Canadian values and beliefs. Discuss whether Canada is experiencing a Renaissance, or rebirth, in any area of society.

LOOK FOR

- freedom of speech (but not hate speech or literature)
- freedom to chose and practise the religion of your choice
- free education, K–12
- equal treatment under law, regardless of gender or ethnic group
• individual rights (e.g., to be innocent until proven guilty; to be safe on the streets, at school, or in the workplace; to choose music, entertainment, literature; to vote; etc.)
• technology/science
• government protects the safety of its citizens
• taxation for social needs such as education, health care, roads, unemployment insurance, welfare, handicapped, etc.
• democracy
• freedom to speak any language you choose
• freedom to belong to any social group you choose
• freedom of multicultural groups to continue
• freedom to operate a business
• other

Working alone
• Think About It, second activity — Students can copy the web you created earlier for the class and add their own questions about worldview and the Renaissance. Some students may prefer to use a more textual or linear format, such as an outline or chart.

LOOK FOR
• Students will have their own questions and knowledge, but some ideas might be

![Diagram of Renaissance Europe with questions]

- Did everyone go to school?
- What kind of schools did they have?
- What happened if you got sick?
- How important was religion during the Renaissance?
- What countries were part of the Renaissance?
- What kinds of sports did they have?
- What kinds of sports did they have?
- Did all people in the Renaissance have the same worldview?
- What kind of governments did those countries have?
INTRODUCE THE CHAPTER

Whole class
• Add the chapter questions on page 14 to the web of chapters created earlier. Browse ahead, locating each question as a page title. Point out that the list of questions is really a table of contents for the chapter.
• Use a multimedia map, such as Google Earth, to show the locations of the empires shown in the map on page 14.
• Distribute atlases. Challenge students to find a map, or part of a map, that shows the locations of the areas in the map on page 14. If the map shows more, tell them to use their hands to show how they would crop it to show the same area. Identify present-day countries in the western and eastern empires.
• As a class, make a list of times in Canada’s history that involved contact among groups. This can be a good review of the grade 7 Social Studies program.

Working in groups
• Discuss the map of the western and eastern empires. Using more detailed maps in the atlases, make a list of geographic questions that come to mind in relation to the Renaissance.
• Tell students to read the Worldview Investigation activity and list the things that must be done in point form.
• Introduce (or review) how to conduct a Think-Pair-Share discussion. You may want to facilitate each step in the process as students complete the Worldview Investigation activity.

Working alone
• Notebook/Journal — Tell students to draw a large thought bubble in their notebooks, similar to the ones that cartoons use to show that a character is thinking. Inside the bubble, write what worldview means in your own words and why it is important to you. Before you begin writing, review your notes and highlight key ideas. (If students are using computers, show them how to use the highlighter in their word processor.)

EXIT CARDS
Give each student a note card and ask them to complete this thought, “The Renaissance was...”

Each chapter is introduced in a similar way:
• a list of questions (which are also the page titles)
• a Worldview Investigation activity
• a skill that is introduced for the first time

ASSESSMENT FOR LEARNING
Observe how well students can record information. Collect students’ notebook/journals (or review their computer files) and provide them written feedback by jotting comments and questions in the margins. Do not grade their work or correct spelling and grammar. Provide feedback that will encourage each one to think more deeply about worldview and what it means to them.

Record your observations using BLM 1-1: Chapter 1 Observation Checklist.

SUPPORTS FOR LEARNING
• Coach individual students whose notebooks/journals are poorly organized, showing them how to improve.
• Select an example of good student work and show it to the class, commenting on the aspects that make it effective.
Lesson 1.3
The Middle Ages

Planning Information

Purpose
During Lesson 1.3, students will
• construct and interpret various maps to explore how trade and travel spread new ideas and knowledge across Western Europe (8.5.3.3)
• identify the factors that began to change the worldview of people in Europe during the Middle Ages

Student Resource Pages
• pp. 16–18 How Did Other Civilizations Set the Stage for the Renaissance in Europe?
• pp. 19–21 How Did the Renaissance Begin?
• P. 22 Influence: Leonardo Pisano Fibonacci
• pp. 23–24 How Did the Social Structure During the Middle Ages Reflect the Worldview of the Time?

Materials and Resources
• BLM 1-1: Chapter 1 Observation Checklist, also used in previous lesson
• BLM 1-2: Map of Western and Eastern Empires, one per student
• Maps from the CD: The Silk Road, Opicinus de Canistris Map of Europe, Crusades to the Holy Land, 1095-1291
• Atlases, one per student
• Globes, one per group

Teaching Activities

Read Stories in Maps
As students read pages 16–21, they should use maps to make meaning of the story being presented. (If students use computers, they can view the maps in the student book in more detail. Copy the maps from the CD to a shared folder on the network.) The maps can also be projected if desired.

Working in groups
• Map page 16–17. Estimate the distance of the Silk Road using the scale presented in the map. Explain different scales: some are created so a centimetre on the map equals a certain number of kilometres or metres in reality. Others use any nonstandard length to represent a certain distance on the map. The map on page 16 and 17 uses a nonstandard measure to equal 1000 km.
• Globes. Locate the cities of the Silk Road on the globe. About how much of the Earth is circumnavigated — more or less than half? What modern-day countries do the routes of the Silk Road pass through?
• Atlases. Use physical maps to identify the geographical challenges that traders would face as they traveled along the Silk Road.
• Atlases. Locate the Arabian Peninsula and the locations of the Islamic libraries mentioned on page 18.

• Map page 20. Discuss how this historical map is different from our maps today. What does it tell us about the worldview of the people at that time?

• Map page 21. If you were a knight of the round table with King Arthur in Britain, what route would you take during a crusade to the Holy Land? What challenges would you face?

• Reflect and Respond, page 18. Discuss questions 1, 2, 3.

1. **LOOK FOR**
   - land, rail, air, and water transportation much faster
   - travel much safer from piracy and bandits in most areas than in the Middle Ages
   - size of shipments much larger
   - less contact amongst traders — usually point to point, rather than through middle men
   - direct ordering, not through traders
   - uses gas or other fuel as energy, not animal feed
   - most trade would be by ocean or air, and not use the land route
   - other

2. **LOOK FOR**
   - Islamic empire controlled trade routes since it was the centre of the then-known world
   - Islamic empire on the eastern shores of the Mediterranean, the trade centre of Europe. Merchant ships from the west went there to trade.
   - Islamic empire was at the end of the Silk Road: goods and materials from the far east and the west were all moved through its trading centres.
   - Since most trade occurred through its cities, new ideas arose from the new goods and materials that people saw and used
   - Technologies from the far east reached the Islamic empire, because it was at the end of the Silk Road, and Islamic scientists refined and studied these technologies.
   - Existing and new documents and books were exchanged in this area, resulting in expanded scholarship and study.
   - other

3. **LOOK FOR**
   - the tag on the shirt
   - school library resources
   - Internet
   - interviews
   - videos
   - other
The maps in the student book are also provided on the CD so that they can be viewed on a computer monitor, projected onto a screen by a computer, or printed in colour.

General BLMs with the two Worldview models are provided for students to use as the basis for mind maps.

ASSESSMENT FOR LEARNING

Observe students as they work with maps to determine how well they can interpret maps and construct maps. Also, collect the maps that students created in this activity. Record your observations using BLM 1-1: Chapter 1 Observation Checklist (also used in the previous lesson). Determine how well they can

- estimate distances using the scale of a map
- locate cities and countries on a globe
- identify physical features on a map, such as mountains, lakes, rivers, deserts
- interpret information in an historical map that differs from modern maps
- create a map by synthesizing information from several maps into one


Cross curricular math: Students can explore the Fibonacci sequence and its spiral in more depth.

SUPPORTS FOR LEARNING

Some students may need to review mapping skills. Use How to Interpret and Make Maps in the Skills Centre to conduct a small group tutorial.

Canadians might

- value information from many different sources, rather than one source
- understand that different people have different views of things
- appreciate the diversity of viewpoints in information
- understand the need to research
- broaden our values and beliefs since different values will be found in some information
- understand the need to evaluate the information you find, rather than accepting it as factual
- importance of making decisions after considering more than one source of information
- importance of questioning what you read
- other

Working alone

- BLM 1-1: Map of Western and Eastern Empires. Use the blank map, to create a version that shows the Western and Eastern Empires (page 14), a segment of the Silk Road (page 16) and the travel routes of the crusaders (page 21). Draw conclusions about the areas that were most affected by travelers.

ANALYZE THE FACTORS

Review the model on page 12, ‘Worldviews Are Shaped by These Factors’. Show students how to use the model as the central shapes in a mind map about the worldview of people in the Middle Ages, connecting short notes to each factor as they read pages 16–24.

Working in groups

- How did the geography of western Europe affect the worldview of people in the Middle Ages?
- How did the people have contact with other groups because of the Silk Road and the Crusades?
- What ideas did people have about their place in the world? How were Islam, Judaism, and Christianity similar and different? How did the feudal system reflect their worldview?
- How did mathematical knowledge spread to Europe from the Arabic world? What other knowledge spread to Europe from other places along the Silk Road?

Whole Class

- Discuss the elements of feudalism and the hierarchical class structure. Indicate how the power structure was clearly defined. Compare to the class structure in today’s Canada.
- Are there social class distinctions in Canada? Point out differences between rich and poor, but that we have mobility.
• Examine the illustration and caption on page 24. Discuss answers to the questions in the caption. The illustrations quite clearly show the differences between serfs and manual labour and the nobles and a life of leisure.

• Reflect and Respond, page 21. Discuss questions 1, 2, and 4.

• Reflect and Respond, page 24. Discuss question 1.

PAGE 21

1. LOOK FOR
   • mountains — barriers to communication
   • Mediterranean and Black Seas — trade and contact with Asian societies — more open to new ideas
   • nearness of Holy Land led to crusades — cultural contact
   • Regions of good farmland had strong feudal system, e.g., France — limited change
   • Regions of poorer farmland — feudal system not as entrenched — more accepting of change
   • trading contact with Asia brought the Black Plague, first to port cities

2. LOOK FOR
   • Culture:
     • artwork (e.g., paintings, statues) was about religion
     • literature was about religion
     • churches were the biggest buildings besides castles
   • Social Systems:
     • charity was through the church
     • education was offered through the church for the most part
   • Political and Economic Systems
     • people who worked for the church had power

4. LOOK FOR
   • Yes, if individuals thought of themselves as citizens of the Roman Catholic Church, then the Bible told them they were responsible for looking after the poor.
   • No, wealthy individuals wanted to be sure they got to heaven when they died and thought that God would reward them for helping the poor.
1. IF YOU WERE A MEMBER OF THE FAMILY OF SERFS WHO LIVED IN THE SMALL HUT, WHAT WOULD BE YOUR DAILY CONCERNS?

**LOOK FOR**
- staying alive
- getting enough food, water, fuel
- staying warm
- finding clothing
- working the land

**HOW MIGHT YOU DESCRIBE YOUR IDENTITY — WHO YOU ARE, WHAT YOU VALUE, WHERE YOU SEE YOURSELF BELONGING?**

**LOOK FOR**
- I am part of the ……family, and make our living by farming
- I value food, water, warmth, rest, good health, good crops, lots of farm animals, shelter, a place to sleep, no beatings, shoes, the church, a kind master, not being sent away from my family, and …
- I belong to the lord who owns the land and will always work and stay on this land.
- Boy: I belong to the lord and if there is a war, I must fight in it.
- I will marry someone else who lives on the estate or nearby.
- Girl: If I marry someone from the next estate, I will go there to live.

**HOW DO YOU THINK A FAMILY MEMBER LIVING IN THE MANOR HOUSE WOULD ANSWER THE SAME QUESTIONS?**

**LOOK FOR**
- I am part of the … family, a member of the upper class and do not have to work for a living.
- I value fine foods and drink, a large place to live, lots of servants, lots of clothes and furs, fine horses to ride, hunting, the church, my family, learning to read and write, and …. 
- Boy: I belong here, in charge of this estate, and will always be the master...
- Boy: I must obey the king, and will go to war for him if he commands.
- Girl: I will belong to whomever is chosen to marry me.
- Boy: I will marry whomever my father chooses for me.

**Working alone**
- Reflect and Respond, page 21. Write a response to question 3.
- Reflect and Respond, page 24. Write a response to question 2.
3. LOOK FOR
- Experiences will vary. Examples might be eating different foods, hearing different music, watching different sports, chatting online to someone from a different culture, etc.
- For example, students might notice
  - how the words in a song made them think differently about....
  - how the different foods used in a meal made them think differently about...
  - how the different clothing styles made them think about fashion....

2. LOOK FOR
- He introduced an easy way to calculate how to use money to make money.
- Before he showed people how to use numbers to figure out how to make money from buying and selling, merchants did not have an easy way of making these calculations.
- Merchants now knew what money from the different places around the Mediterranean was worth. They could now figure out how much items were worth in their own money.
- Merchants became willing to purchase and trade more goods, since they now knew how to calculate their expenses and profits.
- More people became merchants, increasing the amounts of good available to customers.

EXIT CARDS
Give each student a note card and ask them to complete this thought, “Geography affects my worldview...”
LESSON 1.4
THE BLACK DEATH (INQUIRY)

PLANNING INFORMATION

PURPOSE
During Lesson 1.4, students will
• review the process steps in an inquiry project
• plan a research project to answer inquiry questions

STUDENT RESOURCE PAGES
• pp. 25–28 How Might the Black Death Have Changed the Way People Viewed the World?

MATERIALS AND RESOURCES
• BLM 1-1: Chapter 1 Observation Checklist, also used in previous lessons
• BLM 1-3: Research Plan Template, one per student

TEACHING ACTIVITIES

There is a Focus on Inquiry feature in each chapter, providing skill development in each phase of the inquiry process. In Chapter 1, students will review the inquiry process that is described in detail in the Skills Centre. Then, they will create a plan for a research project. They will not follow through with the plan, however, because in this chapter, the focus is only on planning.

POSING INQUIRY QUESTIONS

Whole class and groups
• Read the heading and the first two paragraphs on page 25 to the class. Lead a class brainstorming session to list other I wonder questions.
• Conduct a Think-Pair-Share discussion in which students read the rest of the information about the black death on pages 25–27 and pose additional questions.
• Review the Skills Centre How to Develop Good Inquiry Questions. Ask students to contribute their best questions to add to a list.
**PLANNING A RESEARCH PROJECT**

**Whole class**
- Review the Skills Centre How to Carry Out an Inquiry, referring to the bulletin board version of the inquiry model. This process model should already be familiar to students from previous grades. You may choose to project the image of the Inquiry Model.
- Examine the map on page 25. Where did the plague enter Western Europe? (Marseille, Genoa area). Discuss the pattern of the spread of the disease. Why might some regions have escaped major outbreaks?
- Discuss the images on pages 26 and 27. What are they showing about worldview (societies' values and beliefs about the world)?
- Write the focus question from page 28 on the board and review the list of questions that the class generated earlier. Tell students to select one question that they would want to explore as a research project.
- Distribute the BLM 1-3: Research Plan Template to students. Refer to the activity steps on page 28 as you describe the components of the research plan. There are four components:
  1. Topic
  2. Sources of Information
  3. Product or Presentation
  4. Evaluation
- Take the class to the school library and review how to locate sources of information using the online catalogue. (See also the Skills Centre, How to Find Information in the Library.)
- Give students time to write a research plan individually as suggested in the student book.

**EXIT CARDS**
Give each student a note card and ask them to complete this thought, “I wonder about worldviews…”

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**ASSESSMENT FOR LEARNING**
Collect the students’ research plans and review how well they can plan a research project.
Record your observations using BLM 1-1: Chapter 1 Observation Checklist.
Determine how well they can
- identify the topic, posing a focus question and several related questions
- identify a few suitable information sources
- describe the product or presentation, including the audience and format
- reflect on the planning process

**SUPPORTS FOR LEARNING**
- For each step in the Inquiry process model, help students to visualize what they will be doing. Help them to list several action words for each phase. Students can use the list as a reference for future projects.
- If you have samples of exemplary research plans from students in previous years, explain why they represent quality work.

**EXTENSION**
Encourage some students to follow through with their research plans. Plan to incorporate their products and presentations into the end-of-chapter closure activities.
Teacher Feature

**JIGSAW**

Jigsaw is a group work strategy that is well-suited to learning about four to six topics that are organized in a similar fashion, even though the content is different. For example, jigsaw is effective when students are learning about the political systems of several different countries, or the resources of the regions in Canada, or about the city-states of Italy.

Students are organized into two types of groups — Home groups and Expert groups.

- Each Home group consists of 4–6 students, depending on the number of topics to be covered. For example, if there are 5 countries or regions, there will be 5 students in each Home group. In a class of 30, there will be 6 groups.

- Each Expert group consists of 4–6 students, depending on the number of groups in all. One person from each group will come together to form each Expert group. If there are 6 Home groups, there will be 6 in each Expert group. (The groups should never have more than 6 students. It is possible to have more than one Expert group studying the same topic.)

There are three steps in the Jigsaw process — Home groups, Expert groups, Home groups.

**STEP 1: HOME GROUPS**

- Introduce students to the task and the topics.
- Each person selects one topic so that the group has an *expert* for each.

**STEP 2: EXPERT GROUPS**

- Students work together to master the information about a topic.
- They prepare materials to take back to their Home groups.

**STEP 3: HOME GROUPS**

- Each *expert* shares what he or she has learned with their team members. Each team member is engaged in learning more about all topic areas.
- The group prepares a single group product that combines and synthesizes what they have learned.

![Diagram of Jigsaw groups](image-url)
LESSON 1.5
THE GROWTH OF CITIES

PLANNING INFORMATION

PURPOSE
During Lesson 1.5, students will
• Understand that in the 1400s populations became concentrated in city-states in which
  the way of life reflected the worldview of the citizens.
• Participate effectively in groups using the Jigsaw strategy
• Locate information about significant historical figures in library and online
  encyclopedias.
• Organize information using webs, timelines, cause-effect diagrams, and charts/tables.

STUDENT RESOURCE PAGES
• pp. 29–32 How Did the Growth of Cities Contribute to a Changing Worldview?
• pp. 33 Same Time, Different Place — Cities, 1400s
• pp. 34–35 How Did the City-State of Florence Reflect the Renaissance Worldview?
• pp. 36 Profile: The Medici Family
• pp. 37–41 How Did Venice Contribute to the Italian Renaissance?
• pp. 42–44 How Did the Genoa Help Shape the Renaissance Worldview?

MATERIALS AND RESOURCES
• BLM 1-1: Chapter 1 Observation Checklist, also used in previous lessons
• BLM 1-4: Jigsaw Template, one copy per student (teacher must add directions for
  students before photocopying)
• Chart paper and felt pens, for each group

TEACHING ACTIVITIES

The content in this section lends itself to a Jigsaw activity in which students
share the responsibility for learning a certain amount of content and
 教学 it to the members of their group. There are three stages in a Jigsaw:

1. Home groups — Students establish the purpose of the activity and
distribute responsibilities for part of the content. Sometimes, skill
development or review also occurs at this step.

2. Expert groups — Students with the same responsibilities work together
to become ‘experts’ and complete a task.

3. Home groups — Experts return to their home groups and teach each
other what they have learned. A group task is also completed.

Create a handout for students with instructions about what they will do
at each stage of the Jigsaw activity. Use BLM 1-4: Jigsaw Template, filling in
each section with activities such as the ones suggested in this lesson.
HOME GROUPS — INTRODUCTION TO CITY-STATES

Use the content on pages 29–32 to introduce students to all of the city-states and to review various ways of organizing information that will be useful during the expert group activities. Begin by organizing students into groups of 6. (If there are 6 in a group, two students will become experts on the same city-state. Although there can be 3 students in a home group, it is better to have 6 so that each group will have at least one topic expert even if some students may be absent.)

Possible activities

• Read page 29. Discuss the location of the city-states of Florence, Venice, and Genoa. Tell students to add them to the map they created in Lesson 1.3. Project the map if desired.

• Model note-taking for students, showing them how to make bulleted lists, highlight key ideas (on a photocopied page), and make a web of key ideas. For example, take notes that explain how trade contributed to a rebirth of ideas and knowledge. Read the Skills Centre, How to Organize Information.

• Create a group timeline and add key events from pages 29–32. Then, add to the timeline when the experts return to their groups with more information. Read the Skills Centre, How to Make a Timeline and How to Make a Timeline with Technology. (e.g., Provide mailing labels that students can use to record each event. They can move them around on the blank timeline before sticking them down permanently. Or, show them how to create a timeline using a computer application, such as MS Visio or a spreadsheet.)

• Review how to create cause-effect diagrams to explain how life changed in Italy during urbanization. (page 30 top)

• Review the worldview model on page 9 of the student book and show students how to use this as the central part of a web for note-taking.

• Discuss in groups: Reflect and Respond, page 32, questions 1, 2, 3, and 4.

PAGE 32

1. LOOK FOR

IN WHAT WAYS DID CONTACT AMONG PEOPLE INCREASE DURING THIS TIME?

• Increased trading meant more people (e.g., sailors, merchants) traveled

• Increased trading meant people were exposed to more and different goods and materials

• Increased trading meant the merchant class grew wealthier and could afford to visit other areas

• Towns and cities grew larger, so people were in daily contact with more people

• Some traveled to Avignon, rather than Rome, to see the Pope or clergy

• Royal families intermarried, taking their servants with them
• Warfare meant soldiers saw more and different lands
• The treaties that ended the wars meant that travel was safer, and more people had more money to travel
• Diplomacy increased contacts

WHAT AFFECT MIGHT THIS CONTACT HAVE HAD ON THE LIVES AND WORLDVIEWS OF THE PEOPLE?

• Culture
  • artwork began to include new materials and ideas from other areas
  • books and documents from other areas brought new ideas
  • new materials meant new fashions
  • building styles and materials from other areas led to new architecture
  • new foods and spices

• Social systems
  • education might incorporate the new ideas from other areas
  • education might be offered by other organizations
  • people might be able to chose where they wanted to work

• Political and Economic Systems
  • wealthy people became powerful
  • the power of the church weakened
  • city-states became strong and citizens became proud of where they lived

2. LOOK FOR
• Trade brought different goods and materials from other societies. These new items made people aware that other civilizations, with different values and beliefs, existed.
• Trade also brought different ethnic groups into contact with western Europeans. They became aware that there were different ways to view life.

3. LOOK FOR

HOW DID THE GOVERNMENTS IN ITALIAN CITY-STATES CHANGE DURING THE RENAISSANCE?
• Most changed from republics to oligarchies or despots.
• More centralized control during the Renaissance

HOW MIGHT THESE CHANGES IN GOVERNMENT...PEOPLE?
• Citizens had less say in government decisions.
• There was less infighting in the government, since only a few were in power.
• Governments were either more stable or less stable, dependent on the leader.
• Wealthy merchants were able to purchase some power.
• Jobs were in steady supply, in industry, shipbuilding, construction, and markets.
HOW WOULD THE CHANGES HAVE AFFECTED THEIR WORLDVIEW?

- Political and Economic systems:
  - central control
  - less power to the church
  - more local industries developed
  - people began to feel like citizens of a city-state, rather than servants of a lord
  - Military to protect the city-state was important

- Culture
  - Artisans and their products were in demand by the wealthy.

- Social Systems
  - Strong, wealthy leaders donated buildings, statues, and paintings to beautify their city-state.

4. LOOK FOR

HOW DO YOU THINK THIS HAS AFFECTED PEOPLE’S IDENTITIES?

- Urban people do not have as much contact with the natural environment.
- Urban people might become used to not knowing the people in their community.
- Urban people may travel out of their communities to work, play, or go to school.
- Urban people have more access to entertainment and recreation facilities.
- Urban people have more access to advanced education opportunities.
- Urban people have access to a greater variety of jobs.
- Urban people have greater access to a larger variety of goods and services.

HOW MIGHT HAVING MOST OF THE POPULATION LIVE IN CITIES AFFECT CANADIANS?

- Political and Economic systems
  - expect a wide variety of services and supports
  - expect many job opportunities
  - may have less say in local government decisions

- Culture
  - more entertainment and recreation opportunities
  - more fine arts training opportunities
  - architecture is more varied
  - more diverse cultures (including languages)

- Social Systems
  - more libraries, schools, and advanced education
  - anonymous support for families or individuals in need
  - need to provide services for the homeless

ASSESSMENT FOR LEARNING

As students work together throughout the jigsaw activities, observe how well they participate in groups. Record your observations using BLM 1-1: Chapter 1 Observation Checklist. Determine how well they can

- initiate discussions and provide leadership within groups
- listen to others
- offer reasoned comments relating to the topic
- cooperate
• Same Time, Different Place, page 33: Add event cards to the bulletin board timeline that summarize the key ideas in this feature. List other I wonder questions that arise.
• Groups should prepare for the expert group activities by deciding who will be responsible for learning about each of the city-states, i.e., Florence, Venice, Genoa.

EXPERT GROUPS — FLORENCE, VENICE, GENOA

Expert groups are organized by bringing together all those who are responsible for Florence into one group; those responsible for Venice into another; and those responsible for Genoa into a third group. No group should be larger than 6 students, however. In most classes, there will be two groups for each topic.

POSSIBLE ACTIVITIES

• Students read the relevant pages in the student book, taking notes using one of the strategies reviewed earlier in their home groups.
• Create labels of key events to take back to the home group for their timeline, which was started earlier.
• What information does each image give about the particular city-state?
• Use atlases to examine the location and geography of the city-state. Identify the advantages and challenges of this location.
• Use encyclopedia to research the lives of the people in the Famous and Talented display of the city-state. Add relevant information to the web summary and/or create a timeline label for each home group.
• Use other resources to find pictures and information about historical and modern-day Florence, Venice, and Genoa.
• Reflect and Respond, page 36/41/44 question 1. Create a single group summary of life in the city-state using the model on page 9 as a starting point. Make photocopies to take back to the home groups.

PAGE 36

1. LOOK FOR

FLORENCE

• Political and Economic systems
  • strong central ruling family — oligarchy
  • Trade was most important.
  • Industry (especially wool) was also important.
  • Peace led to increased wealth.
  • Banking was important.
• Culture
  • Many new buildings were designed and constructed
  • Art flourished, especially painting and sculpture.
  • Libraries were built.

Worldview Affects the Way a Society Operates

Students may be interested in exploring these Italian city-states further. Discuss the I wonder… statements provided on pages 34-44. Are there any the students would like to research? For example, a student might have his or her interest piqued about Mardi Gras and Lent and wish to explore these further. Also have students express other questions they may have about the city-states and the content presented on these pages.

You may tie the competition for trade between Venice and Genoa to students’ previous knowledge about the competition between the main fur trading rivals, the Hudson’s Bay Company and the Northwest Company. What are the similarities? Are there positive results that came from this competition?
• Social Systems
  • Education was encouraged.
  • The social system was less rigid, although there still was a nobility class.
  • Merchant class became important.

PAGE 41

1. LOOK FOR

VENICE
  • Political and Economic systems
    • Strong central ruling families formed an oligarchy.
    • a leading Mediterranean trading centre
    • Shipbuilding was a key industry.
  • Culture
    • Architecture reflected both eastern and western styles.
    • Arabian influence in architecture
    • Many new buildings were designed and constructed.
    • Art flourished, especially painting and sculpture.
    • centre of the book trade
  • Social Systems
    • education was important
    • university was very well known
    • citizens belonged to scuoles which provided some charity
    • strong merchant class

PAGE 44

1. LOOK FOR

GENOA
  • Political and Economic systems:
    • controlled most of the eastern trade on the Mediterranean and Black Sea
    • Strong central ruling families formed oligarchies.
    • Strong despot later provided stable government
    • a leading Mediterranean and European trading centre
    • Shipbuilding was a key industry.
    • banking another key industry
    • powerful navy
• Culture
  • Architecture and construction were very important.
  • Many new buildings were designed and constructed
  • Art flourished, especially painting.
• Social Systems
  • Its university was regarded highly
• Reflect and Respond, page 36/41/44, question 2. Use the Think-Pair-Share strategy to discuss why this city-state became so important.

PAGE 36

2. LOOK FOR
  FLORENCE
  • On an established trade route
  • Population of willing workers increased after the Black Plague.
  • Wool industry already established
  • Its rulers were powerful and stable.
  • Wealthy merchant class

PAGE 41

2. LOOK FOR
  GENOA
  • A key port on the Mediterranean
  • Traded with many other ports on the Mediterranean
  • Stable government
  • Wealthy and educated merchant class
  • Many industries
  • Powerful navy

PAGE 44

2. LOOK FOR
  FLORENCE
  • An important trade centre
  • Controlled many ports in the eastern Mediterranean
  • Controlled the Black Sea trade for a long time
  • At peace for many years
  • Wealthy banking industry
  • Wealthy merchant class
Remainder of Cities Reflect and Respond Questions

PAGE 36

3. LOOK FOR

FLORENCE
- showed civic responsibility by constructing public buildings and increasing the beauty of Florence
- followed the beliefs of the Roman Catholic Church
- worked hard to improve the power of their city-state
- were supportive of education and learning

PAGE 41

3. LOOK FOR

VENICE
- Women may not have been allowed to be educated.
- Women may not have been allowed to go out in public.
- Women may not have been educated.
- Women were not given a chance to work outside the home.

4. LOOK FOR
- Scuole provided charity to their members.
- Scuole provided some schools for their members.
- Canada’s social systems provide health care, education, pensions, unemployment insurance, social assistance, disable allowances for all Canadians.

PAGE 44

3. LOOK FOR

GENOA
- Competition to be the better city led to bigger and more beautiful buildings and artworks
- The universities would each try to outdo the other in the scholars they attracted
- They would each try to build larger and faster ships
- Cities in your province
  - in Alberta, Calgary and Edmonton; in Saskatchewan, Regina and Saskatoon; in Manitoba, Winnipeg and Brandon; in B.C., Kelowna and Penticton; in Ontario — lots; in Québec, Montréal and Québec City; in Nfld., St. John’s and Cornerbrook, etc., etc.
- Countries in today’s world
  - the world and U. S.
  - China and the U.S.
  - India and Pakistan
  - Australia and New Zealand
  - Cuba and the U.S.
• Venezuela and the U.S.
• Japan and South Korea

WHY DOES THIS HAPPEN?
• Cities in your province
  • The biggest city usually attracts the most industries and businesses.
  • The bigger the city the bigger the services that can be provided.
  • The bigger the population, the more taxes are collected to provide increased services.
  • The better rated university attracts more highly rated researchers.
  • The better rated hospitals attract more highly rated medical specialists.
  • The bigger the city, the more political influence it has.
  • The bigger the city, the more events it attracts and hosts.
• Countries in today’s world
  • Countries want to be considered powerful so that other countries will not attack them.
  • Countries want to be considered powerful so that more countries will trade with them.
  • Countries want to control the economy of the world.
  • Countries want their own worldviews to take over other worldviews.
  • Countries want more money.
  • Countries want increased technology so that they can get richer.

ELEMENTS OF WORLDVIEW ARE ILLUSTRATED BY THIS COMPETITION?

CITIES IN YOUR PROVINCE
• Political and Economic systems
  • democracy
  • local government elected by the citizens
  • strong industrial and business sector
  • citizenship is very important
  • pride in community and its offerings
• Culture
  • diverse ethnic groups
  • usually, diverse religions
  • diverse recreation and sports
  • diverse entertainment
• Social systems
  • strong education sector
  • good health care
  • good social services
  • good police and fire services

COUNTRIES IN TODAY’S WORLD
• Political and Economic systems
  • strong military
  • stable government
  • strong business sector
  • strong economic sector
  • citizenship is very important
• Culture
  • a common shared language
• Social Systems
  • standardized education system

ASSESSMENT FOR LEARNING
As students work, observe to judge how well they can locate information. Record your observations using BLM 1-1:
Chapter 1 Observation Checklist. Determine how well they can
• locate relevant information in an encyclopedia;
• refine the search in an online encyclopedia to limit the search results to a manageable number
ASSESSMENT FOR LEARNING
As students work individually and in groups observe to judge how well they can organize information. Record your observations using BLM 1-1:
Chapter 1 Observation Checklist. Determine how well they can
• take notes using bulleted lists, highlighting, and/or webbing
• organize information using timelines (sequence) and cause-effect diagrams
• summarize the key ideas about life in a city-state

SUPPORTS FOR LEARNING
Use the observation checklist to identify students who need additional skill development. Possible strategies:
• Conduct small group tutorials about specific skills.
• Pair up students so that strong students can tutor those needing help.
• Review certain skills again in future lessons.

EXTENSION
Challenge some students to research other city-states that could be added to the Same Time, Different Place feature on page 33.

HOME GROUPS — WAY OF LIFE
The experts return to their home groups and share what they have learned. The group works together to compare life in the three city-states.

Possible activities
• Each expert (or pair of experts) should make a presentation to the home group about one of the city-states, referring to images and passages in the student book and to notes on the copies of the web summary.
• Add events to the group timeline. Notice any patterns that are evident.
• Use chart paper to create a single group chart that compares life in the three city-states.

<table>
<thead>
<tr>
<th>Social Systems</th>
<th>Political and Economic Systems</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genoa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXIT CARDS
Give each student a note card and ask them to complete this thought, “Worldview means...”
LESSON 1.6
CHAPTER CLOSURE

PLANNING INFORMATION

PURPOSE
During Lesson 1.6, students will
• review the factors that shaped the Renaissance worldview — geography, ideas and knowledge, and contact with other groups.
• demonstrate what they know about the changing worldviews during the Renaissance.
• consider how the values and beliefs of the Renaissance worldview have influenced the worldview of Canadians today.

STUDENT RESOURCE PAGES
• pp. 45 Perspectives on History
• pp. 46–47 End-of-Chapter

MATERIALS AND RESOURCES
• BLM 1-5: Rubric Glossary, one per student
• BLM 1-6: Chapter 1 Assessment — Inquiry, one per student
• BLM 1-7a: Chapter 1 Assessment — Show What You Know page 47, question 6, one per student
• BLM 1-7b: Chapter 1 Assessment — Show What You Know page 47, question 7, one per student
• BLM 1-7c: Chapter 1 Assessment — Show What You Know page 47, question 8, one per student

TEACHING ACTIVITIES

PERSPECTIVES ON HISTORY
This is a regular feature that encourages students to be critical consumers of information regardless of the source or format.

Whole class
• Review the group timelines created in Lesson 1.5 and note the people who are acknowledged. Discuss: What types of people are represented here? (famous, rich, powerful, male)
• Consider how the histories of Florence, Venice, and Genoa might be different if told from the perspectives of its women.
• Read page 45. List the types of primary sources of data about the Renaissance used by those who write history books. How do they change this data into information?
• Discuss how historians will write about our time. What types of records are being generated by our society? (databases, email, web pages, blogs, electronic bank records, audio files, video records, books, newspapers, television programs, movie, etc.) Of whom? (everyone, celebrities, politicians, etc.) How might historians in the future deal with this overwhelming amount of data?
Review and Synthesize

Select one or more of the activities in this section to engage students in reviewing the key information and ideas in this chapter.

1. Compare the powerful city-states of Florence, Venice and Genoa.

Students should use the chart they developed to compare the city-states during the Jigsaw activities of Lesson 1.5. Here is an example:

<table>
<thead>
<tr>
<th>Social Systems</th>
<th>Political and Economic Systems</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Florence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• merchant class gained status</td>
<td>• centre for wool, cloth, silk</td>
<td>• painters, sculptors, architects</td>
</tr>
<tr>
<td>• guilds organized</td>
<td>• banking; richest city-state</td>
<td>• patrons of the arts</td>
</tr>
<tr>
<td></td>
<td>• ruled by Medici oligarchy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• oligarchy of wealthy noblemen</td>
<td></td>
</tr>
<tr>
<td><strong>Venice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3 social classes</td>
<td>• Doge as head of state</td>
<td>• religion — cathedrals built</td>
</tr>
<tr>
<td>• scuole provided support to members and the poor</td>
<td>• sea trade</td>
<td>• merchant class supported the arts</td>
</tr>
<tr>
<td></td>
<td>• centre of book trade</td>
<td>• Carnevale celebrations</td>
</tr>
<tr>
<td><strong>Genoa</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• social class system</td>
<td>• founded Bank of St. George</td>
<td>• arts, architecture</td>
</tr>
<tr>
<td></td>
<td>• navy, shipbuilders, merchants</td>
<td>• University of Genoa</td>
</tr>
<tr>
<td></td>
<td>• clans/families controlled sections of the city; dictator took over power</td>
<td></td>
</tr>
</tbody>
</table>

A complete review includes

- The city-states had in common:
  - located on important trade routes
  - commercial centres
  - populations of more than 100 000
  - hierarchical social class systems
  - wealthy were patrons of the arts

- The unique aspects of each city-state:
  - Florence — richest; centre of the Renaissance
  - Venice — canals as streets; centre of trade between Asia and Europe
  - Genoa — strongest; controlled other ports in eastern Mediterranean
• The geography of each area contributed to its success:
  • Florence — hilly area was good for sheep; good trading location on Arno River.
  • Venice — on shallow islands along coast of Adriatic Sea; good trading location.
  • Genoa — on narrow strip of land between sea and mountains; on Tyrhenean Sea, crossroads between Europe and Mediterranean area.

2. CREATE A GRAPHIC ORGANIZER TO SUMMARIZE THE KEY IDEAS FROM THIS CHAPTER FOR A NEW STUDENT TO USE AS A STUDY GUIDE.

• Key ideas that should be reviewed:
  • The Renaissance is — when, where

• Elements of worldview:
  • social system — hierarchical, feudal system
  • political and economic system — trading, merchant class, wealth, city-states
  • culture — arts, architecture

• Worldview was affected by
  • geography
  • bubonic plague
  • trading and contact with other societies, i.e. the Silk Road, Islamic societies, the Crusades, increased trade
  • new ideas supported by patrons of the arts

3. CONDUCT A THINK-PAIR-SHARE DISCUSSION TO REVIEW HOW CONTACT WITH OTHER GROUPS SHAPED THE RENAISSANCE WORLDVIEW.

Key ideas that should be reviewed:

• Type of contact
  • trade and travel, e.g., Silk Road, Crusades, city-states as centres of trade between Europe and Asia
  • contact with the past, e.g., historical ruins of Greeks and Romans

• How contact shaped worldview
  • new ideas and knowledge from other societies, such as Arabic, Asian, historical Greek and Roman
  • provided different perspectives about the world

• How their experience was similar to Canadian experiences
  • new ideas and knowledge were spread through contact among different societies
Inquiry

4. PLAN A RESEARCH PROJECT TO FIND OUT ABOUT A CITIZEN IN YOUR COMMUNITY WHO HAS GIVEN MONEY TO COMPLETE A CIVIC BUILDING OR TO ESTABLISH A SOCIAL PROGRAM. WHAT WERE THE MOTIVES OF THE DONOR? WHAT DOES THIS PHILANTHROPY SHOW ABOUT HIS OR HER WORLDVIEW?"

Distribute BLM 1-3: Research Plan Template, BLM 1-5: Rubric Glossary and BLM 1-6: Chapter 1 Assessment — Inquiry. Review the task and the assessment rubric. Note that students do not have to conduct the research project; they must develop a research plan.

Help students to identify a list of examples of individuals in your community who have donated or contributed to public buildings or social programs. To find examples, talk to long-time residents, contact the city or town hall, or search through newspaper archives.

Collect students’ work and use the rubric on BLM 1-6 to assess how well they can plan a research project.

Knowledge and Understanding

Select one or more of the activities in this section to assess students’ knowledge and understanding.

5. HOW DID CONTACT AMONG PEOPLE SHAPE THE WORLDVIEW OF RENAISSANCE ITALY?

Distribute BLM 1-7a: Chapter 1 Assessment — Show What You Know, page 47, question 5, which provides scaffolding for this activity.

A complete response includes

<table>
<thead>
<tr>
<th>When contact occurred</th>
<th>How contact affected worldview</th>
</tr>
</thead>
</table>
| Silk Road — trade between Asia and Europe | • People learned new ideas and ways of doing things, e.g., inventions such as the waterwheel, ideas about astronomy  
• People desired things from afar |
| Crusades — armies from Europe tried to recapture the Holy Land of the Middle East  
Bubonic plague — rats spread disease as the trading ships visited various places | • Armies and pilgrims encountered new ideas and goods from Islamic areas. They became more aware of different cultures.  
• People didn’t understand why this was happening. They thought it was because of god, the devil or magic, the alignment of the planets, or caused by certain ethnic groups. |
| Growth of city-states — large numbers of people moved to urban centres of trade | • Merchants and traders became a wealthy and respected group; the social class system changed.  
• Workers found jobs outside of the feudal system.  
• Sense of belonging to a community grew, rather than belonging to a nobleman. |
6. HOW DID THE LIVES OF PEOPLE CHANGE DURING THIS PERIOD? 
USE A CHART OR GRAPHIC ORGANIZER TO SUMMARIZE YOUR IDEAS. 
Distribute BLM 1-7b: Chapter 1 Assessment — Show What You Know, page 47, question 6, which provides scaffolding for this activity.

<table>
<thead>
<tr>
<th>Elements of Worldview</th>
<th>Life during Middle Ages</th>
<th>Life during Renaissance</th>
</tr>
</thead>
</table>
| Social Systems        | • feudal system, rigid hierarchy divided rich and poor | • merchants and workers changed the feudal system  
• emergence of social support systems (scuola) |
| Political and Economic Systems | • barter  
• trade; Silk Road  
• feudal landlords as unit of government | • currency  
• trade; city-states  
• urbanization; city-states as unit of government |
| Culture               | • purpose of life was to prepare for the hereafter; harsh life on earth  
• arts, architecture influenced by religion | • importance of life on earth  
• arts, architecture valued and supported |

A complete response includes

In conclusion
• More people lived in cities.
• The feudal system was gradually replaced with a class system based upon wealth.
• Life on earth had value, although religion was still important.

7. HOW DID THE DEVELOPMENT OF THE ITALIAN CITY-STATES CONTRIBUTE TO CHANGING WORLDVIEWS DURING THE RENAISSANCE? 
Distribute BLM 1-7c: Chapter 1 Assessment — Show What You Know, page 47, question 7, which provides scaffolding for this activity.

A complete response includes
• definition of city-state.
• map showing Venice, Florence, Genoa
• an explanation of success of one city-state — Venice/Florence/Genoa developed because it was on a good trading route, located on the Adriatic Sea/Arno River/ Tyrrhenean Sea.
• A merchant may have thought that — life on earth was comfortable; individuals can prosper; the arts should be supported; faraway places have different cultures and are sources of different products; religion is important in my life; etc.

• In conclusion, city-states changed the worldview of people by facilitating contact among people, and providing opportunities for jobs and a better quality of life.

CHAPTER CLOSURE

Select one or more of the activities in this section to bring closure to the chapter and connect what students have learned to their own lives. The closure activities should be completed in one class period or less.