

Name _____
Class _____

Social Studies 8 Final Exam REVIEW

- **Bring a free reading book** to the exam as students are required to remain at their desk for an hour and a half. An additional 30 minutes will be added for those students who need more time to complete the exam.
- Remember to eat a good breakfast before the exam. Studies have shown that students who eat breakfast tend to do better on tests.



I REALLY CRAMMED LAST NIGHT.

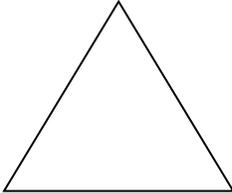
Vocabulary

Unit One – Origins of a Western Worldview: Renaissance Europe

Vocabulary

Definition

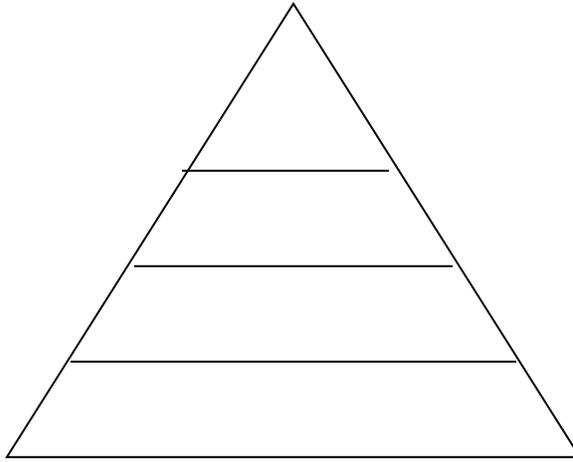
Picture or Symbol

Black Death (page 25 – 26)		
Renaissance (page 35)		
Feudalism (page 18)		<div data-bbox="1289 884 1552 926" style="border: 1px solid black; padding: 2px; display: inline-block;">Draw the feudal diagram</div> 
Serf		
Manorial system (page 18-20)		
Sumptuary laws (page 27)		
Tithe (page 31)		

Crusade (pages 41-42)		
City-states (page 47)		
Humanist (page 60)		
Imperialism (page 132)		
Enlightenment		
Silk road (page 40)		
Protestant Reformation		

QUESTIONS

1. Fill in the diagram below using Figure 1-2. Who made up the majority of the population in the Middle Ages?



2. What social structure does the Pyramid above depict? _____ system

3. Are people equal in the above system? _____

4. Describe the feudal system:

5. In European Feudal society, how was an individual's social status determined by:

6. Who were the few people who were educated in the Middle Ages?

free market—individuals have the right to buy and sell in the market without government intervention (modern American system)

socialism—some government intervention in the market system

7. manorialism-_____

command economy—total government control of the market system (Communist system)

8. Which of the above market systems is used in the feudal system? _____

9. The art, music, and philosophy of the medieval period in Europe generally dealt themes based on what?

Page 70:

10. What event was one of the **major** changes at the end of the Middle Ages that changed the structure of society? Pages 25-26

Study figure 1-11

11. How did the Bubonic Plague affect the economy and wages of the medieval society? Why were peasants and journeymen allowed to ask for more money?



12. Write the following labels on the map above:

1. Europe
2. Tenochtitlan City / Mexico
3. Japan
4. Jerusalem (The location of the Crusades)
5. The silk Road / Marco Polo's Route
6. Christopher Columbus' route to Asia in 1492

13. During the Middle Ages, what goods were valued? (page 42-43)

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- -
- -

14. Draw a **cartoon** representing the events of **THE CRUSADES** (who started it, what happened, how did it end?) (page 41-43)

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TRADE AND CITY STATES

15. Which 2 cities became great trading centers due to the Crusades and trading with the east? (page 49-50)

16. Which country are these **2 cities located**? (page 49-50)

HUMANISTS

17. How did **Humanists** change the way people thought during the Renaissance?



HUMANISTS

18. What were the 4 things humanists believed in? (page 62)

- 1. _____

- 2. _____

- 3. _____

- 4. _____

19. What technology was developed in 1450? (page 99- 101)

20. How did the above technology change the Western world?

SCIENTIFIC METHOD

21. The Scientific Method's greatest contribution was to:

22. Andreas Vesalius, Johannes Kepler and Leonardo Da Vinci were all Renaissance figures who: (Page 80)

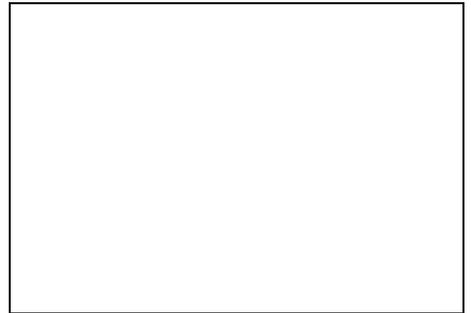
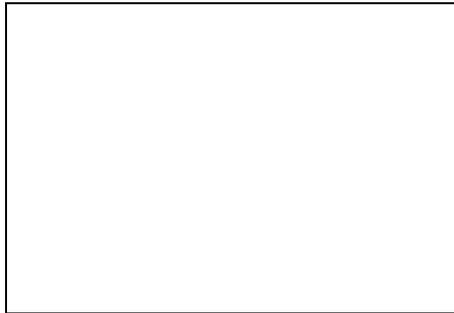
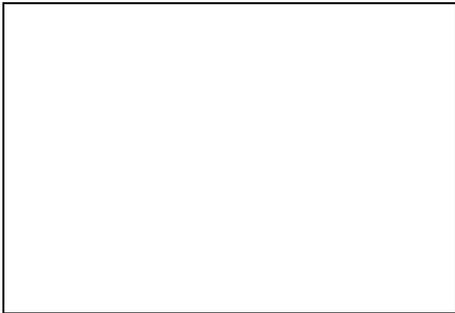
23. Draw the **Scientific Method chart** on page 80.

PROTESTANT REFORMATION

24. Why was Martin Luther critical of the Catholic Church? (page 93)

25. How did Martin Luther start the Protestant Reformation? (page 94)

26. Draw a **cartoon** representing the events of **THE PROTESTANT REFORMATION** (who started it, what happened, how did it end?) (94-95)



Unit Two – Worldviews in Conflict: Spanish and the Aztecs

Vocabulary

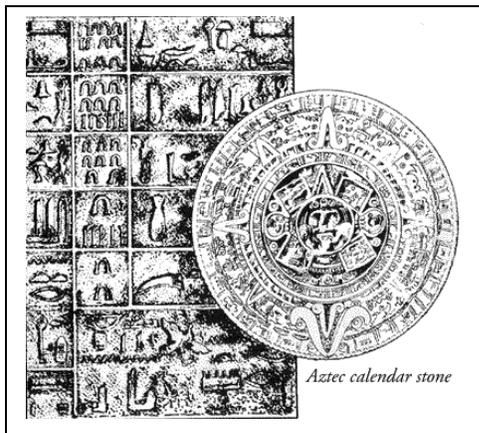
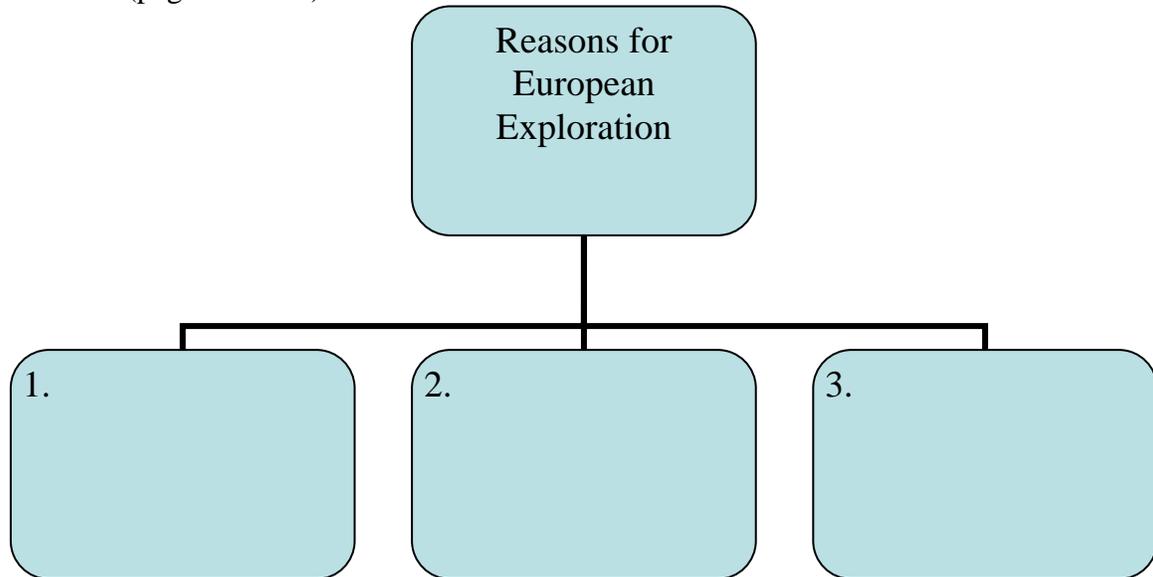
Definition

Sentence

Aqueduct (page 153)		
Chinampa (page 154)		
Codices/Codex (page 160)		
Calpolli (page 174)		
Calmecac (page 180)		

Telpochcalli (page 180, 183)		
Caliphate (page 200)		
Spanish Inquisition (page 203-205)		
Polytheism (page 203)		
Conquistadors (page 216)		
Chivalry		
Hidalgos		

1. What factors might motivate a European society to venture into unknown regions beyond its borders? (page 107-111)

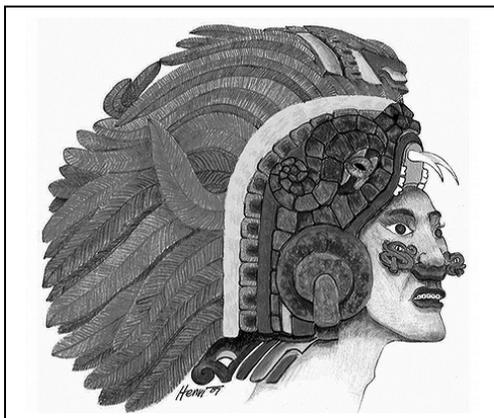


2. What does the great **stone calendar** carved in the mid 1400's depict? (page 161)

(page 174)

3. How did the **Aztec merchants** contribute to the state?

- 1.
- 2.
- 3.



4. Like medieval **sumptuary laws**, what were the laws in regards to **clothing for the Aztecs**? (page 175)



5. What was the purpose of war for the Aztecs?

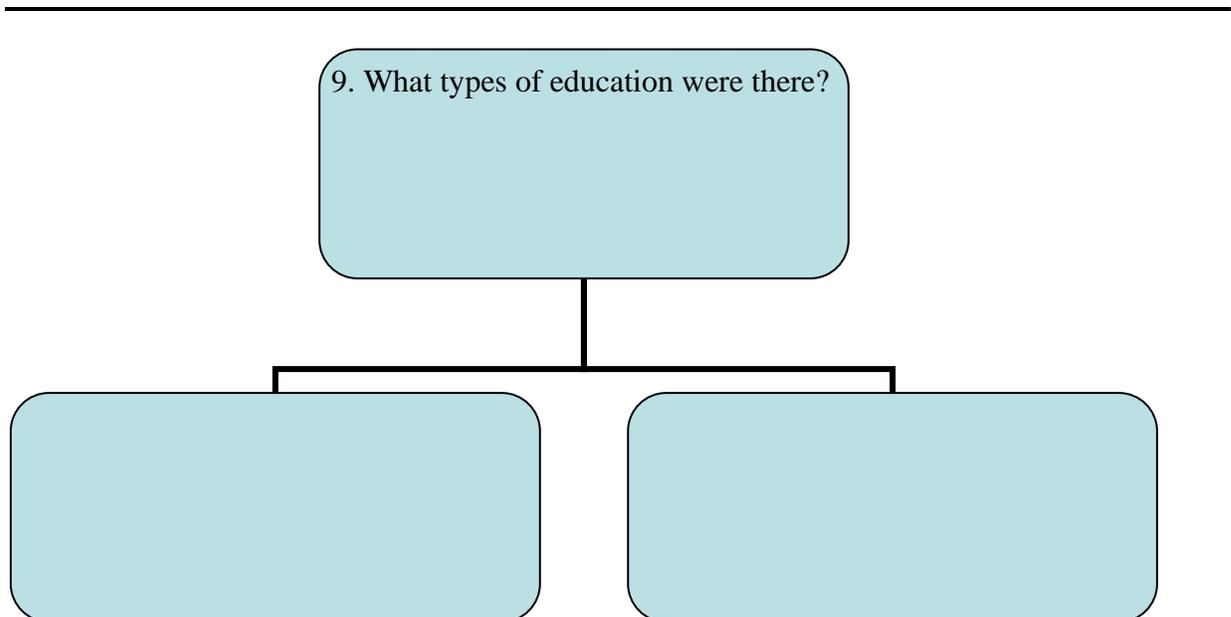
6. How did the Aztecs alter their environment in order to increase their standard of living?
(page 152-155)

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EDUCATION

7. What was the purpose of education for the Aztecs? (page 180)

8. How were children punished?





10. How could a slave earn his or her freedom? (page 190)

11. Like society in Edo Japan, Aztecs placed the highest value on the need for citizens to:



12. Why was battle important for Aztecs? (page 179)

After the conquest of the Aztecs, some Westerners advocated for the rights and needs of the Aztec people who were being used as slaves, and greatly abused.

13. Who was an advocate for the indigenous people of North and South America?

14. Who did the advocates plea for help to? (page 248)

BATTLE FOR TENOCHTITLAN

15. Draw a cartoon depicting the timeline of Cortes' arrival in Mexico, and how Cortes and his men conquered the Aztec people. (page 229-223)

Things to think about:

- Who helped Cortes?
- How did Montezuma react to Cortes' arrival?
- How did Montezuma die?
- How did Cortes destroy the Aztec capital?

16. Why did the Spanish settlers revolt against the Spanish crown, and became independent in 1821? (page 250)

17. Besides muskets and cannons, _____ really scared the Aztecs. (page 226)

18. What disease killed off a large percent of the Aztec population? _____

19. As a Canadian living in modern times, what do you considered the **most unfair** as to the Spanish treatment of the Aztecs?

UNIT 3 JAPAN

Unit Three – From Isolation to Adaptation: Japan

Vocabulary

Definition

Sentence

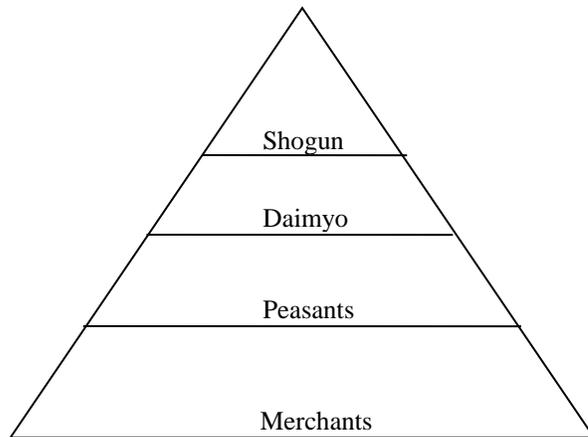
Ainu (page 269)		
Assimilation (page 279)		
Ronin (page 283)		
Shogun (page 283)		
Daimyo (page 284)		
Shinto (page 270)		
Isolationist (page 265-266)		

Industrialization (page 343-348)		
Westernization (page 352)		
Exclusionary laws (page 307-312)		
Edo Japan During the Tokugawa period (page 285)		
Meiji Japan (page 336)		

QUESTIONS

1. The diagram illustrates the social structure of Japan.

What does this diagram depict?



2. Feudalism in Europe was similar to feudalism in Japan in that:

3. A valid generalization about early Japanese culture is that Japan

- a. had a strong influence on the development of culture in Korea
- b. spread Shinto throughout Asia
- c. Maintained a uniquely individual culture while borrowing much from other cultures
- d. imported almost all of its cultural ideas from China, resulting in nearly identical cultures

4. The Japanese creation of terraces for crops, use of silkworms for clothing material and harvesting of seaweed and soybeans **would all be most** useful in explaining how, during the Edo period, Japan was able to:

5. *During the Edo period in Japan, one rule stated that daimyo must obey the Alternate Attendance Law which required every daimyo to alternate one year in Edo and then one year in their territory and maintain homes in each location.*

Why was the rule of Alternate Attendance made?

6. The Tokugawa Shogunate in power through Japan's Edo period banned most foreign traders and expelled all Christian missionaries and foreigners in Japan. The Shogunate felt these actions were necessary to do which of the following?

7. Describe what society would have been like in the **Edo Period** of Japan's history (1500's-early 1800's)

• -

• -

• -

• -

8. During the Edo Period, Japanese society operated under a _____ system based on ownership of _____.

The words which make the above statement true are:

- a. Shogun; gold
- b. Feudal; land

9. In Japan between 1603 and 1868, the most notable action taken by the Tokugawa Shogunate was the: E_____ Laws and the I_____ policy.

Summarize the following:

1858, the Commercial Treaty called “The Unequal Treaties”: (page 329)

10. Which countries signed the Treaties?

11. What privileges did the **Treaty of Kanagawa** provide America? (page 329)

12. Were the Japanese satisfied with the Trading Treaties with other countries? Why?

COMMODORE PERRY (page 328-331)

13. Who was Commodore Matthew Perry?

14. The arrival of Commodore Matthew Perry in 1853 signaled the end of what policy in Japan?

15. Before Commodore Matthew Perry’s expedition to Japan in 1853, Japan was mostly influenced by which country?

What 3 main strategies did Commodore Perry use to overpower Japan? (page 331)

16.

17.

18.

19. The case study of Japanese contact with other cultures could **best** be used as evidence to suggest that

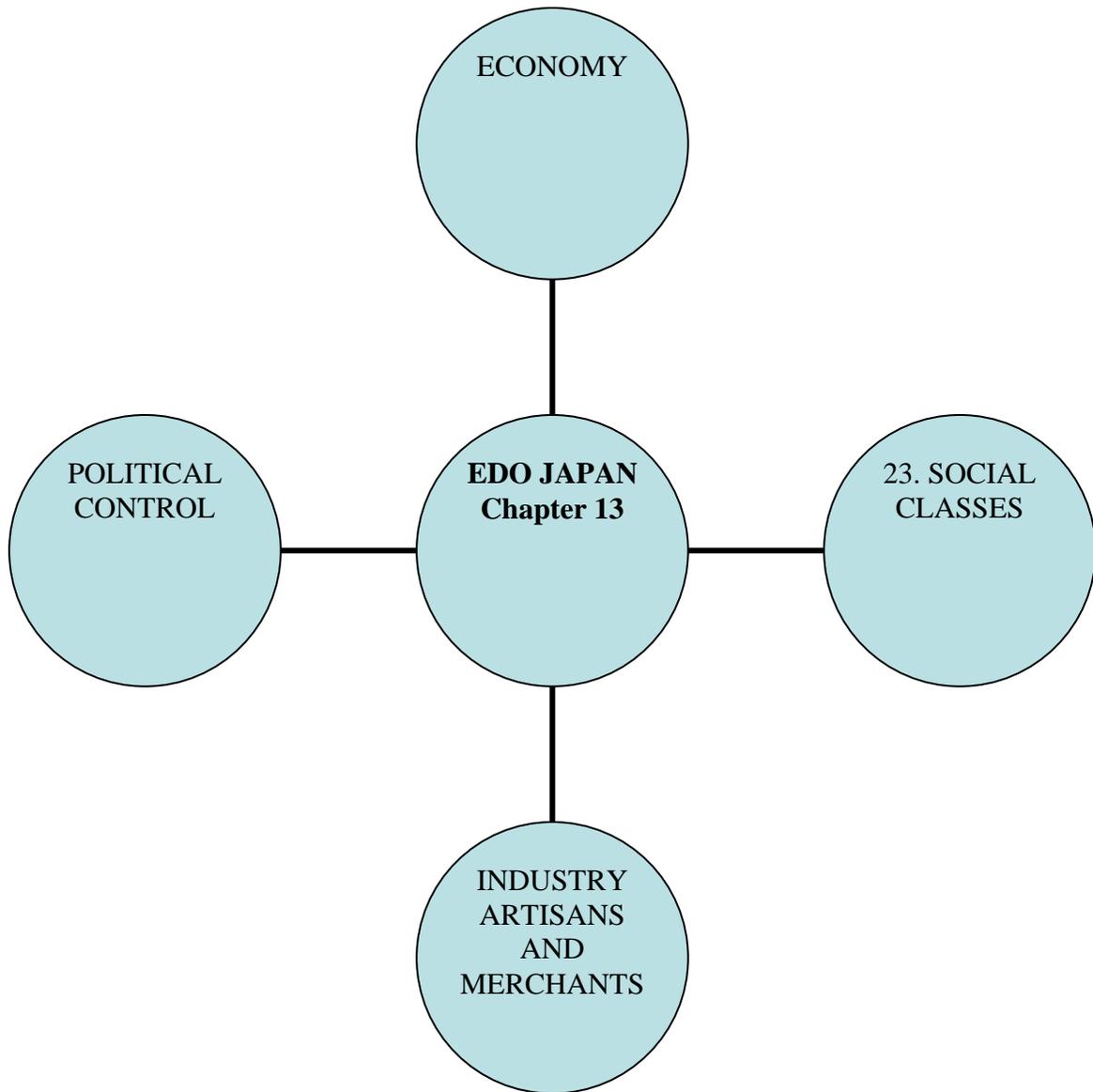
- a. contacts between cultures usually ends with one of the cultures being overwhelmed by the other.
- b. only isolation from outside cultural contact is effective in preserving cultural traditions of a nation.
- c. cultures should not be willing to accept the beliefs and values of the new worldviews with which they come into contact.
- d. cultural ideas and values can be successfully borrowed and adapted without the destruction of either culture.

20. Which of the following characteristics of Japan was **most useful** in Japanese westernization?

- a. Japan's isolated location in the world
- b. the limited amount of arable land in Japan promoted efficient agriculture
- c. the religious traditions of the Japanese encouraged change
- d. Japan's practice of borrowing and adapting from other cultures

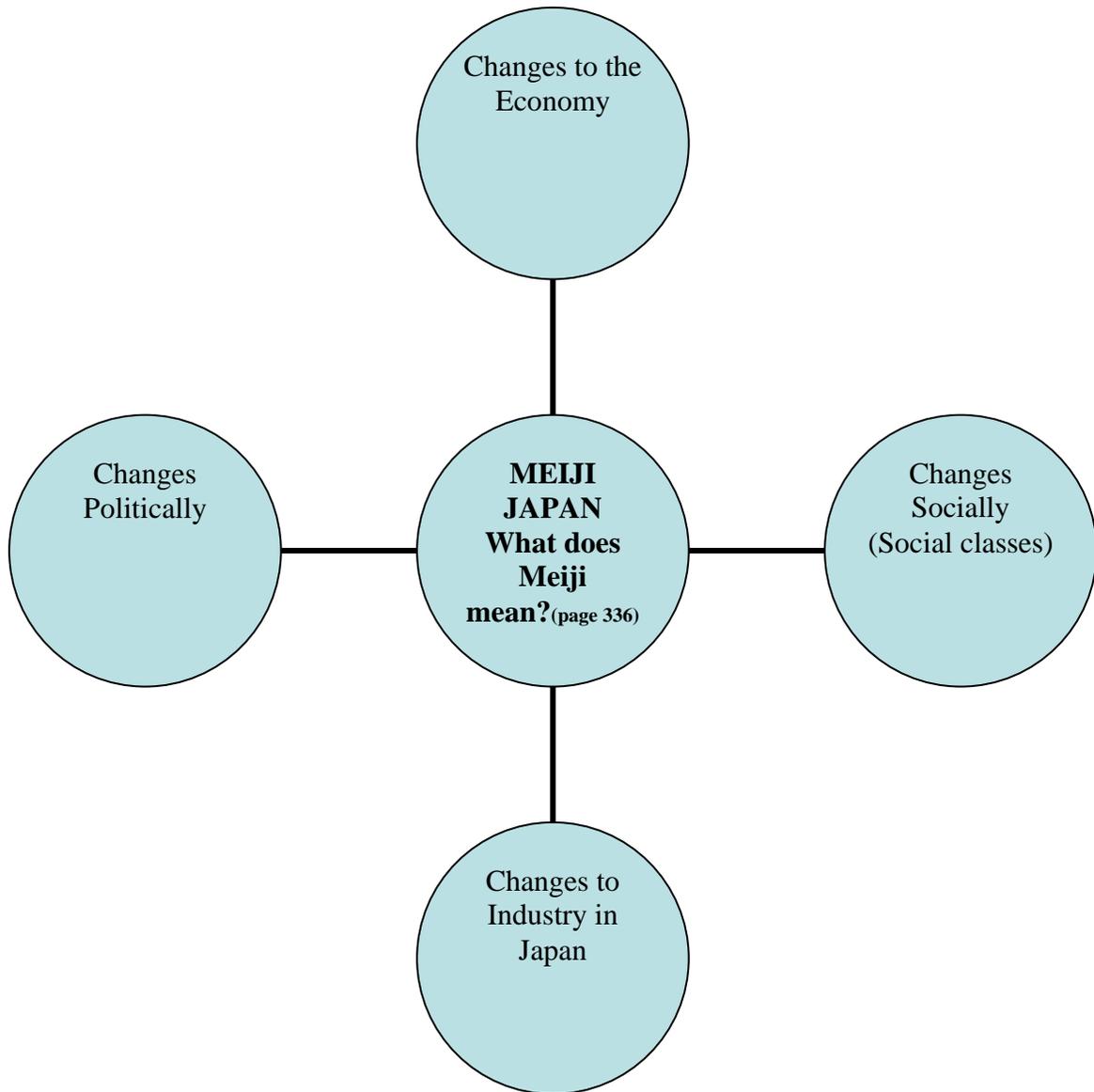
The EDO PERIOD SUMMARY CHART

In the diagram below, summarize what happened **economically** in Japan during the period of the **EDO PERIOD** (page Chapter 13); and summarize what happened **politically** in Japan during the period of the **Edo period**; summarize what happened to the Japanese social classes during the Edo period; and summarize the feudal system's economy.



MEIJI PERIOD SUMMARY CHART

In the diagram below, summarize what happened **economically** in Japan during the period of the **Meiji Restoration** (page 340, 345-346); and summarize what happened **politically** in Japan during the period of the **Meiji Restoration** (page 337-338); summarize what happened to the Japanese social classes (page 338, 340); and summarize all the changes to industry in Japan during the Meiji period (page 343-346).



Determine if the speaker from each box is either from the Edo or Meiji period, and whether they are from Japan or the West.

25. speaker 1: *“Westerners do not respect us for adopting their styles, they laugh at us. What we need to do in Japan is to stop this mad rush to become just like the West; we need to look closely at what the West has to offer, then take the best features and adapt them to our Japanese ways.”*

- a. A Japanese person from the Edo period.
- b. A Japanese person from the Meiji period.
- c. A Western person during the Meiji period.

26. Speaker 2: *“The Shogun must remain strong in order to ensure that harmony, security and respect for tradition continue in Japan as they always have. The Exclusion Laws will guarantee the protection of Japanese culture from foreign contamination.”*

- a. A Japanese person from the Edo period.
- b. A Japanese person from the Meiji period.
- c. A Western person during the Meiji period.

27. Speaker 3: *“The compulsory seclusion of the Japanese is a wrong, not only to themselves but to the civilized world...The Japanese undoubtedly have an exclusive right to the possession of their territory; but they must not abuse that right to the extent of the barring of all other nations from a participation in its riches and virtues.”*

- a. A Japanese person from the Edo period.
- b. A Japanese person from the Meiji period.
- c. A Western person during the Meiji period.

Concepts for Unit Three

EDO Japanese Culture (pages 301-302, 306-307)

Japanese Feudalism (pages 286, 289-294)

Influence of Japan's geography on culture, economics, politics, use of land (pages 265-266, 274-279)

Events of the Meiji period/Meiji Restoration (pages 336-349, 350-371)

Unequal treaties (pages 329, 331, 333)

Five Charter Oath (pages 338, 340, 342)

Commodore Matthew Perry (pages 259, 276, 311, 316, 320, 322, 323, 326-335)

Japanese worldview and Western influences (pages 343-348)

You will be expected to demonstrate knowledge and understanding relating to the following outcomes:



Renaissance Europe

- ❖ Critically assess the factors that shaped the worldview evolving in Western Europe during the Renaissance by exploring and reflecting upon the following questions and issues:
 - ◇ What was the Renaissance?
 - ◇ How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe? (astronomy, mathematics, science, politics, religion, arts)
 - ◇ How did the physical geography of Renaissance Europe affect trade and competition among European countries?
 - ◇ In what ways did thinkers and philosophers influence society in the development of a humanist worldview?
 - ◇ In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist world view?
 - ◇ In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans?



Isolation to Adaption: Japan

- ❖ Analyze the effects of cultural isolation during the Edo period by exploring and reflecting on the following questions and issues:
 - ◇ In what ways did Japan isolate itself from the rest of the world?
 - ◇ How did isolation during the Edo period lead to changes in Japan?
 - ◇ How did the changes resulting from isolation affect Japan economically, politically and socially during the Meiji period?
 - ◇ How did the physical geography of Japan affect its worldview?
 - ◇ How did the shogun use the feudal system and the hierarchical social classes to maintain control of Japan?

- ❖ Analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period by exploring and reflecting upon the following questions and issues:

- ◇ What were the motivations for the radical changes in Japan's model of organization during the Meiji period?
- ◇ How did Japan adapt to changes brought on by the transition from feudal to modern models of organization?
- ◇ How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period?
- ◇ In what ways did changes resulting from isolation in the Edo period compare to changes resulting from adaptation in the Meiji period?
- ◇ What challenges emerged for the Japanese in maintaining traditional cultural aspects of society while undergoing rapid change?



Worldviews in Conflict: The Spanish and the Aztecs

- ❖ Assess, critically, how Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:
 - ◇ What were the Key elements of the worldview of the Aztec civilization prior to contact with the Spanish?
 - ◇ How did the Aztec civilization's worldview influence the Aztec's choices, decisions and customs?
 - ◇ What key elements of Spain's worldview led to the desire to expand the Spanish empire?
 - ◇ In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?
 - ◇ To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?



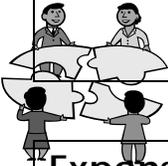
Glossary of Terms and Concepts

Need to Know!!!!

Adaptation → Changing attitudes and behaviors to suit a new situation

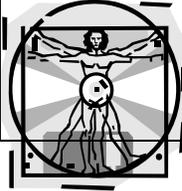


Contact → connection or interaction, communication, association or relationship



Expansionist → political attitude and actions of a country whose goal is to expand its power and/or its territory, usually by force.

Humanist → Pertaining to humanism: a system of thought that centers on humans and their values, capacities and worth: concern with the interests, needs and welfare of humans



Imperialism → Policy of a country or empire to extend its authority or domination by political, economic or military means; policy of a state/government whose goal is for another state/government to become dependent on it politically or economically.



Intercultural → Of, relating to, involving or representing different cultures.



Isolation → Relating to isolationism: foreign policy whereby a nation resists participating in the affairs of the international community by abstaining from any international, political or economic relationship.



Renaissance

The humanistic revival of classical art, architecture, literature and learning that originated in Italy in the 14th century.

Social Structures

Organization models within a society that reflect the value and interests of that society's members.

**Society**

A group of persons that are linked by common activities or interests and sharing public space.

**Worldview**

A collection of beliefs about life and the universe held by an individual or group; the lens through which the world is viewed by an individual or group; the overall perspective from which the world is interpreted.