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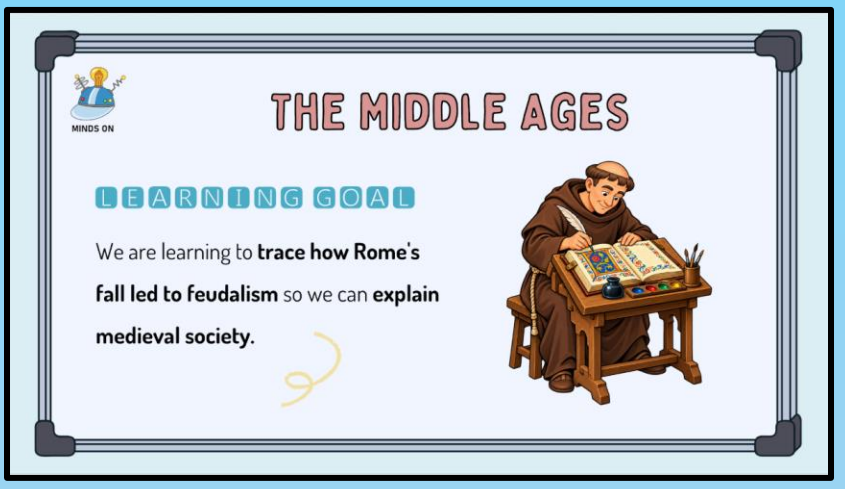
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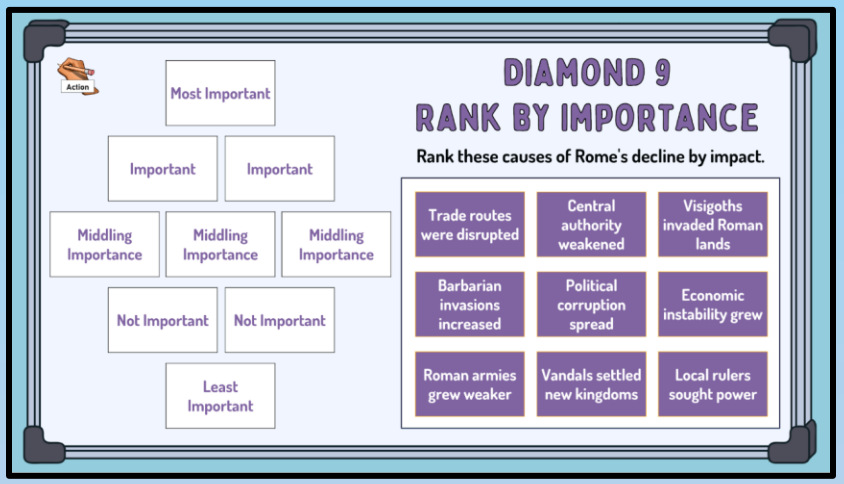
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BC Social Studies Curriculum
7th Century to 1750– Grade 8

3-Part Lesson Format

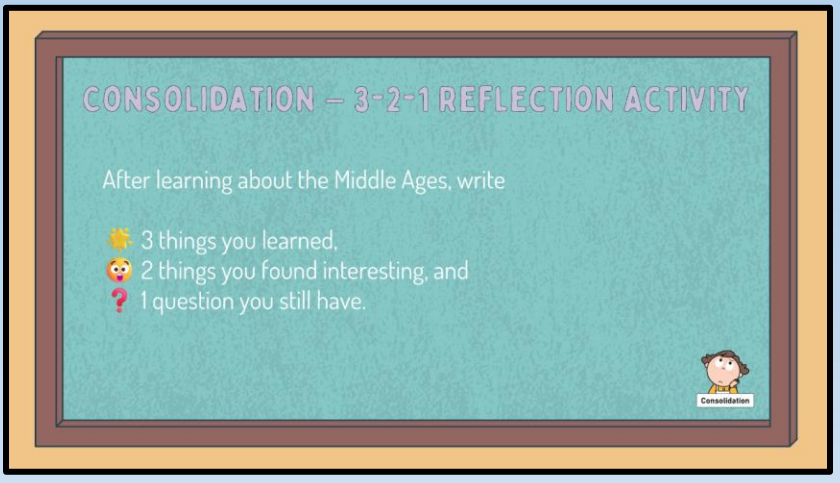
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



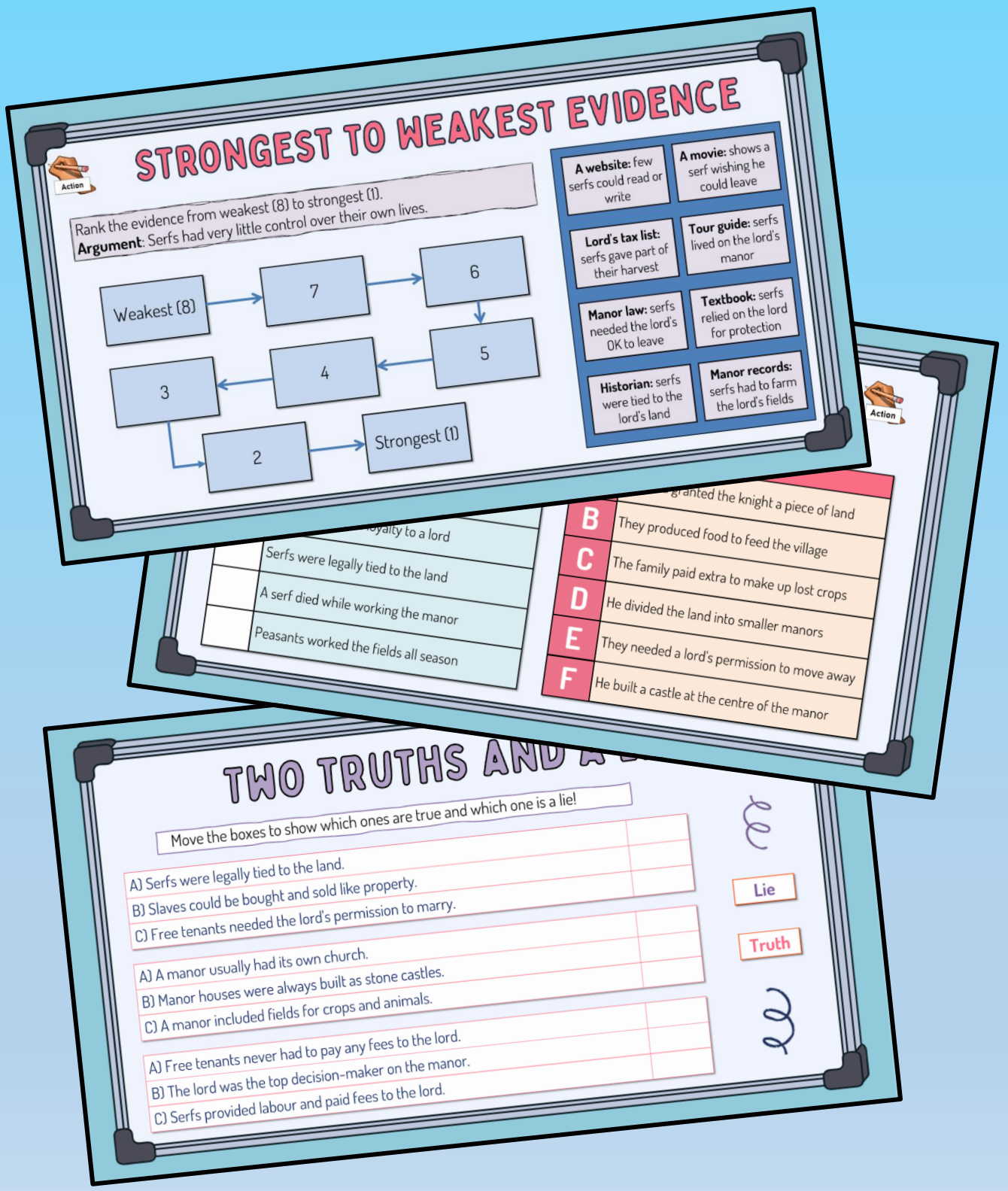


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
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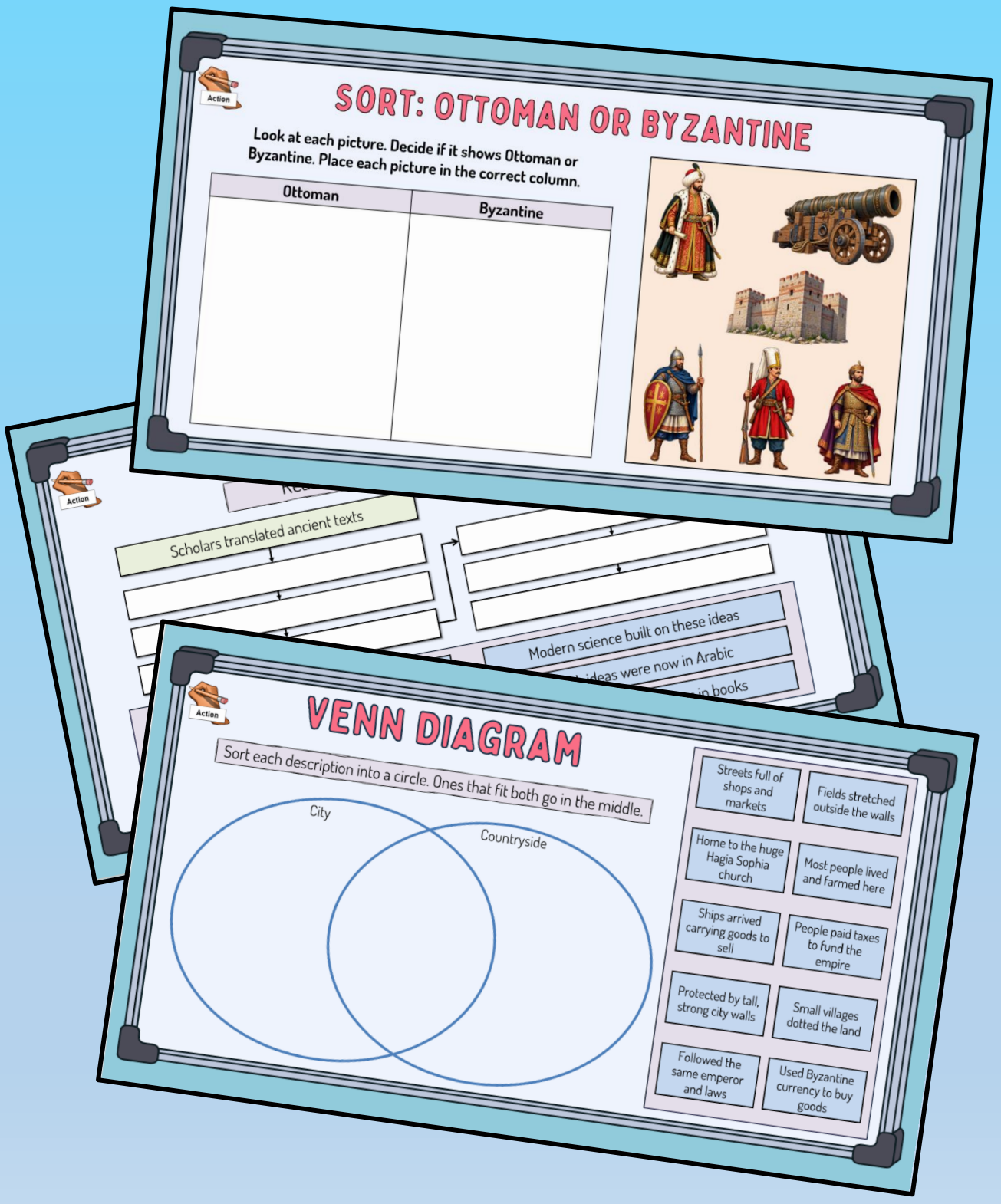
Part 3 – Consolidation!
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- And More!



BC Social Studies Curriculum
7th Century to 1750– Grade 8



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7th Century to 1750– Grade 8



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Grade 8 – Social Studies Unit

7th Century to 1750

Big Idea 1: Contacts and conflicts between peoples stimulated significant cultural, social, political change.

Big Idea 2: Human and environmental factors shape changes in population and living standards.

Big Idea 3: Exploration, expansion, and colonization had varying consequences for different groups.

Big Idea 4: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

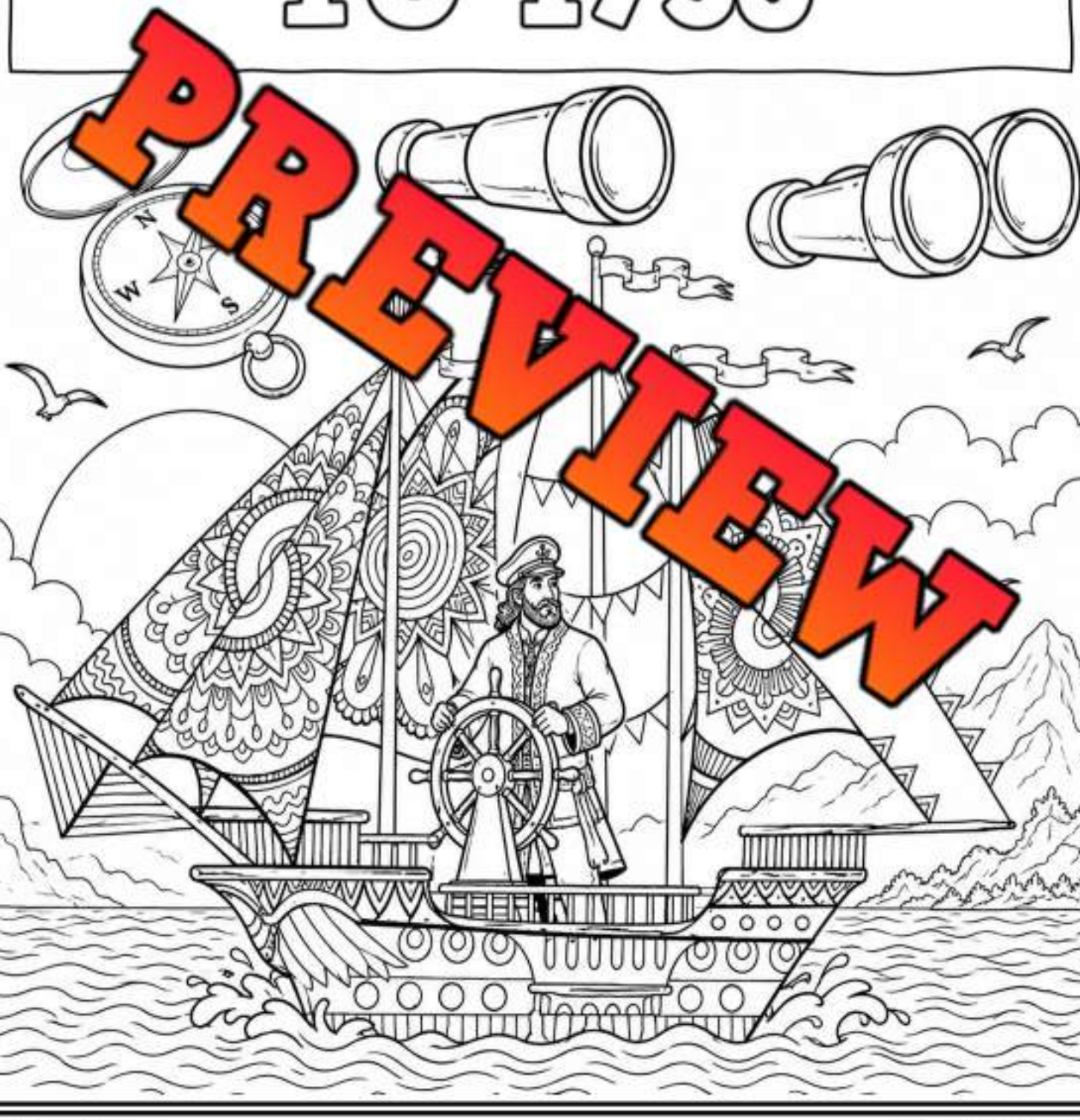
	Curriculum Expectations	Pages
8.1		3-55,
8.2		4-69, 123
8.3	Philosophical and cultural shifts	60-63, 70-98, 108-109, 112-116
8.4	Interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations	34-35, 64-69, 99-107, 110-111, 117-118, 128-142, 145-153, 171-203
8.5	Exploration, expansion, and colonization	124-127, 143-144, 154-170
8.6	Changes in population and living standards	204-214

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7th CENTURY TO 1750



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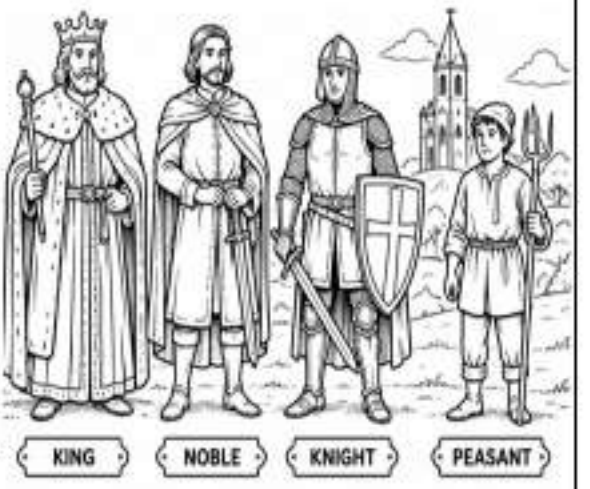
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Curriculum Connection
8.1

The Middle Ages

Middle Ages Basics

The Middle Ages was a time between the 5th and 15th centuries, after the Roman Empire fell and before the Renaissance. It was a time of big changes in Europe, with feudalism, the Catholic Church, and new art styles.



Society and Politics

Feudalism

Feudalism society worked during the Middle Ages. important and decided who had to nobles, who gave land to ghts, ar t group was the peasants.

The Catholic Chu

The Church was very orta Ages. It brought people together, provided education, and was invol ics. M es, abbeys, and cathedrals were important places for learnin shi

PREVIEW

Culture and Art

Gothic Architecture

Gothic architecture was popular in the Middle A
It had pointed arches, ribbed vaults, and flying buttresses, which let buildings be taller and more open. Examples include Notre-Dame de Paris and Chartres Cathedral.



Literature and Language

During the Middle Ages, people started writing in their own languages ins Latin. Famous works include Dante's "Divine Comedy," Chaucer's "The Canterbury ales," and the poem "Beowulf" by an unknown author.

Art and Illumination

Art in the Middle Ages focused on religion and teaching Bible stories. Manuscript illumination, or decorating handwritten texts with pictures, was popular. Famous examples are the Book of Kells and the Très Riches Heures du Duc de Berry.



In summary, the Middle Ages was a time of big changes in society, politics, and culture. It helped create the foundation for later developments during the Renaissance and beyond.

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Curriculum Connection
8.1

Match It Up

Draw a line to match each term with its description.

Feudalism	❑	❑	A. Decorated handwritten books with pictures and designs
Catholic Church	❑	❑	B. A system where kings gave land to nobles and nobles gave land to knights
Gothic Architecture	❑	❑	C. A style of building with pointed arches and tall windows
Manuscript Illumination	❑	❑	D. The Christian Church that influenced education, politics, and daily life

Multip[illegible]

[illegible]he best answer.

1) Which work [illegible] crea[illegible]	Beowulf	Canterbury Tales
2) What determined [illegible]ch[illegible]	Land	Education
3) Which church played a c[illegible]?	Catholic	Protestant
4) What's a key feature of Gothic [illegible]nite[illegible]	[illegible]nted Arches	Round Arches
5) What language did medieval people [illegible]n?	[illegible]	Vernacular

PREVIEW

Step into the past

Choose one role from the Mid[illegible]ges [illegible] [illegible]ou are that person. Write a short diary entry ([illegible]nces).

❑ King	❑ Knight	❑ Monk	[illegible]

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Curriculum Connection
8.1

Feudalism

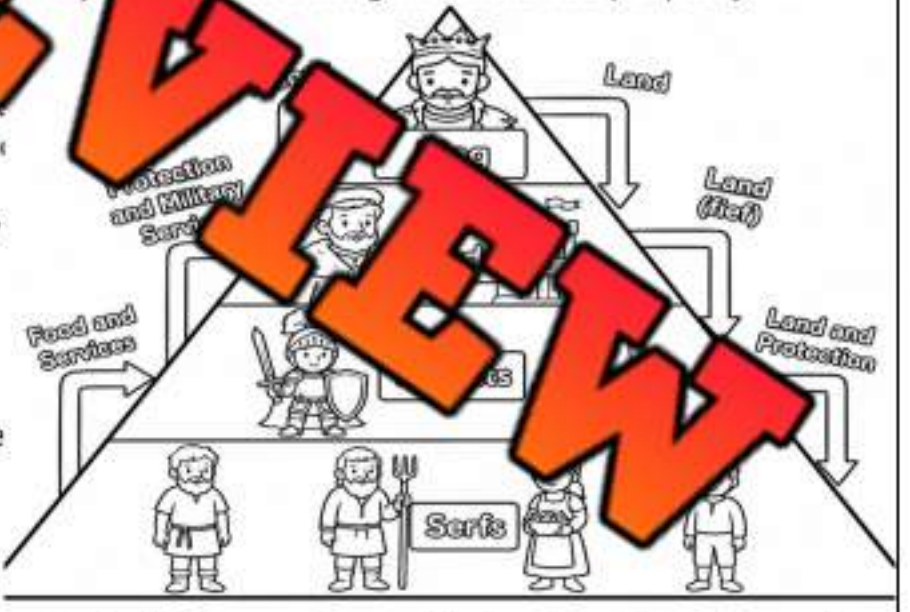
Feudalism
The term **Feudalism** refers to the political and economic system that was used during the middle ages from approximately the 700's – 1400's in Europe. This means that Feudalism is a system with rules that ran their government and the work force or economy.

People of Feudalism
The King of the kingdom was the highest power. He ruled over a large physical area that was too bi[illegible]overn himself. Instead, he would hire a **Lord** to run a village. The Lord would live[illegible]e inside the walls of the village.

Kn[illegible] [illegible]d by the Lords to fight for the village in the event of a battle. The rest [illegible] in [illegible]age were peasants and serfs.

P[illegible]nts we[illegible] [illegible]orers, generally free to move, marry, and choose employers. They paid rent [illegible]s f[illegible]rking on their land. **Serfs**, a specific category of peasants, were [illegible]d to th[illegible]d lord, with limited social and economic freedom. Unlike peasants, se[illegible]eded [illegible]rmission to change occupation or location, but they were not consider[illegible] [illegible]ot be bought or sold like property.

Rules of Feudalism
The fall of the Roman empire led t[illegible] of Feudalism. Rome fell because n[illegible] could govern an area that large successfully. They were constantly invaded by neighboring groups or villages. This is why Feudalism worked.



In a Feudal society, the king divided up the kingdom into smalle **manors** and gave power to a Lord to rule over the land. The Lord would build a castle for protection and then build communities around the castle. If they were ever attacked, the people would retreat to the castle and defend it. The knights' sole job was to prepare for invaders and make sure they could successfully defend the people.

The Lord's job was to make sure everyone else was doing their jobs. They would live in the castle and enforce the laws of the village.

The serfs were to work in the fields producing food for the rest of the villagers. They were not slaves, but they did have less rights than everyone else. They were encouraged to have kids, so that the kids could help on the farm.

If a serf died, the family was to pay extra to the Lord to make up for the lost crops. If everyone did their jobs, the village would survive and would be safe from enemy invaders.

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Curriculum Connection
8.1

True or False

Circle whether the statement is true or false.

1) The king was the most powerful person in the feudal system.	True	False
2) Serfs owned large castles and ruled villages.	True	False
3) Knights helped protect the land and fight battles.	True	False
4) Lords managed land that was given to them by the king.	True	False
5) Peasants and serfs worked to produce food for the village.	True	False

Who Am

d each clue and write the correct answer on the line.

1) I ru e king a wned all the land.	
2) I lived in a a anag king's land.	
3) I protected the m and	
4) I worked the fields and g	
5) I had fewer rights and needed permi ove	

Questions

Use information from the text port y wer.

1) What do the serfs provide for the feudalist soci h do th in return?

2) Which person in the feudalist society would you want to be? Explain.

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Curriculum Connection
8.1

Activity – Feudalism Role Play

Background

What is the activity about?



To help students understand the hierarchical structure, roles, and relationships within the feudal system during the Middle Ages.

Materials

What will you need to complete the activity?

- Feu[illegible]rds (print and cut out before the activity)
- [illegible]assroom with rearranged desks to represent the feudal manor, [illegible]and vil[illegible]
- Paper and [illegible]student
- Optional: [illegible]stume[illegible]resent different roles within the feudal system

Procedure

How wil[illegible]plete [illegible]ivity?

1) Begin by providing a brief in[illegible]oduc[illegible]xplaining that it was a social, economic, and political system pr[illegible]n Eur[illegible]the Middle Ages. Highlight the roles of the king, nobles, knights, and pea[illegible]

2) Explain that the class will be participating in [illegible]e-[illegible]n to better understand the relationships and hierarchy withi[illegible]al syst[illegible]nd out the role cards to students, assigning each one a specifi[illegible]he f[illegible]ier[illegible]chy (e.g., king, noble, knight, or peasant). Each student should ha[illegible]brie[illegible]heir role and responsibilities on their card.

3) Organize the classroom or open space into different areas represen[illegible]he different parts of the feudal society (e.g., the king's court, the noble's castle, the knight's manor, and the peasant's village).

4) Instruct students to act out their roles based on the information provided on their cards. Encourage them to interact with others in their respective roles, focusing on relationships and the exchange of goods, services, and loyalty. This can be done for a set period of time (e.g., 20-30 minutes).

5) As another option, you could put students into groups and have each member of the group be a different role. Then you could have them perform a skit acting out a scenario that would be historically accurate in a feudal society. They could use the cards to help them stay in character.

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Curriculum Connection
8.1

Activity – Feudalism Role Play

Plan Answer the questions below.

Role Card 1: King

Role: King

Responsibilities:

- Rule over the entire kingdom
- Grant land (fiefs) to nobles in exchange for their loyalty and military support
- Settle disputes between nobles
- Ensure the safety and security of the kingdom

During the simulation, interact with the nobles, receive taxes and goods from them, and handle any disputes that may arise. Show authority and leadership as you maintain order and keep the kingdom functioning.

Role Card 2: Noble

Role: Noble (Lord or Lady)

Responsibilities:

- Swear loyalty to the king and support him with military aid when needed
- Manage the lands granted by the king, including overseeing the peasants who work on them
- Collect taxes and goods from the peasants
- Provide for the well-being of the people on your lands

During the simulation, interact with the king, knights, and peasants. Display loyalty to the king, while also maintaining authority over your lands. Collect taxes and goods from the peasants and ensure the protection and well-being of your people.

Role Card 3: Knight

Role: Knight

Responsibilities:

- Swear loyalty to a noble in exchange for a small piece of land (fief)
- Provide military support to the noble and the king when called upon
- Protect the noble's lands and the people living there
- Uphold the code of chivalry, demonstrating honor, courage, and loyalty

During the simulation, interact with the noble you serve and the peasants on the land. Display loyalty and bravery in your actions and be ready to protect your noble's lands when needed. Ensure the safety and well-being of the peasants under your care.

Role Card 4: Peasant

Role: Peasant (Farmer)

Responsibilities:

Work the land owned by the noble, growing crops and tending to livestock.

Pay taxes and provide goods (such as a portion of your harvest) to the noble in exchange for protection and the right to live and work on their lands.

Perform additional tasks and services as required by the noble or knight.

During the simulation, interact with other peasants, the noble, and the knight overseeing the land. Work on farming tasks, pay taxes, and provide goods to the noble as required. Show respect and loyalty to the noble and knight, as they provide protection and the right to live and work on the land.

PREVIEW

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Curriculum Connection
8.1

Reflect What did you learn about each of the roles below?

King	
Nobles	
Knights	
Peasants	

PREVIEW

Follow-Up What did you learn about the key aspects of feud... activity?

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Curriculum Connection
8.1

The Manorial System

What is the Manorial System?
The manorial system was a socio-economic institution that organized land use, labor, and economic exchange in a self-sufficient agricultural community centered around a manor, which was owned and managed by a lord.

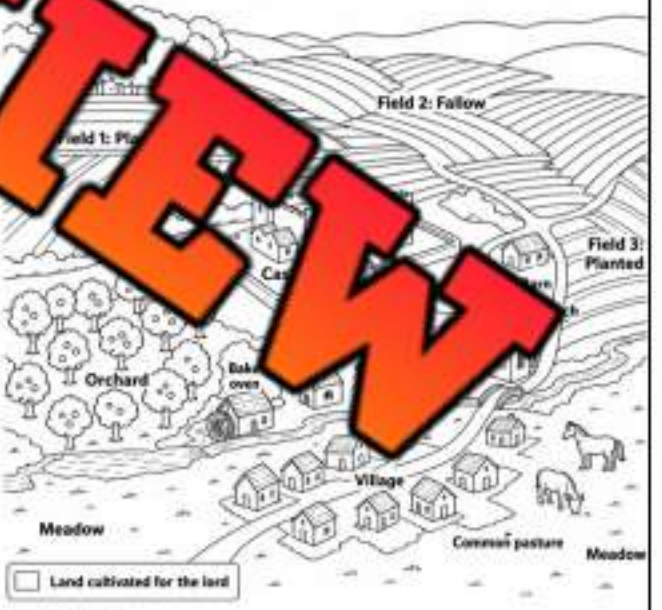
Roles of People in the Manorial System
The manorial system was composed of several key groups of people, each with their own function and role.

PREVIEW

The Lord
The lord was the owner and manager of the manor. They were responsible for providing protection, maintaining the manor, and ensuring that the agricultural production met the needs of the community. The lord had significant power and authority over the peasantry and was the ultimate decision-maker in the manorial system.

The Peasantry
The peasantry was the labor force that worked the land and provided labor and services to the lord. They were divided into several categories, including serfs, slaves, and free tenants.

Serfs:
- Legally bound peasants to land and lord.
- Required to provide labor and pay fees to lord.
- No freedom to leave manor or change occupation without lord's permission.



Slaves:
- People treated as property with no rights or freedoms.
- Bought and sold like commodities.
- Not as common as serfdom.

Free Tenants:
- Peasants not legally bound to land or lord.
- Free to move, marry, and choose occupation.
- Could own or rent land without providing labor to lord.
- Still required to pay rent or fees to lord for use of land.

What the Manor Looked Like
A **manor** had a manor house, a church, and fields for growing crops and keeping animals. There were buildings for storing food and other things like a barn and a mill. The people who worked on the manor lived in a small houses made of a mixture of mud, straw and manure.

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Curriculum Connection
8.1

Questions

Use information from the text to support your answer.

1) What is the difference between the serfs, slaves, and free tenants?

2) Where [illegible] lords live? What did they do?

PREVIEW

Multiple Choice

Circle [illegible] answ[illegible]

1) A manor had a manor house and a _	Park	Church
2) Who managed the manor?	Me[illegible]d	Peasantry
3) What was the lord's role?	Pr[illegible]	Production
4) Were serfs free to leave the manor?		No
5) What did free tenants pay to the lord?		T[illegible]s

Draw

Draw an example of a manor. Look up examples onlin[illegible] [illegible]eading.

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Curriculum Connection
8.1

Feudalism in Japan vs Europe

Feudalism in Europe and Japan

Feudalism was the dominate way of life in Europe from the 700's to the 1400's. In Japan, unbeknownst to the Europeans, they were forming their own feudal societies.



PREVIEW

	Europe	Japan
Time Period	700-1400	1100-1868
Job Titles	King, Lords or Knights, Serfs	King, Daimyo (Lords), Samurai, Tennant Farmers
Weapons	- Rode horses in battle - Used all metal armour - Knights could hardly move in their armour, needed help to get on their horse - Castles made of stone	- Rode horses in battle - Used leather and metal armour - Samurai could move quickly, but wore less protective armour - Castles had wood
Land Ownership	Land was always given to the lords from the king, and to the knights from the lords in return for service. The king, lords, and knights owned land.	Land was given from the king to the daimyo, but the daimyo wouldn't give the samurais land. The samurai's rented the land for their service. Only the king and daimyo owned land.
Gender Roles	- Women were delicate flowers who were protected by knights	- Samurai women were tough and unafraid of fighting to the death.

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Curriculum Connection
8.1

Matching Draw a line from Japan or Europe based on the trait provided.

Terms		Trait
Japan	❑	❑ Had Kings, Lords, Knights, and Serfs
Europe	❑	❑ Had Kings, Daimyo, Samurai, and Tennant Farmers
Japan	❑	❑ Some women were expected to fight
Europe		❑ Had strong armour that made it difficult to move
Japan		❑ Used wood to build their castles
Europe	❑	❑ People in the village could own their land

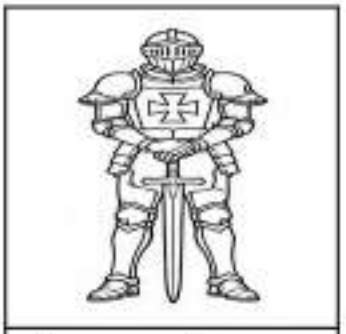
PREVIEW

Question Which ... you have preferred to live in? Explain using 3 ideas ...

Directions Circle whether the picture reflects feudalism in Japan or Europe.



Japan Europe



Japan Europe



Japan Europe



Japan Europe

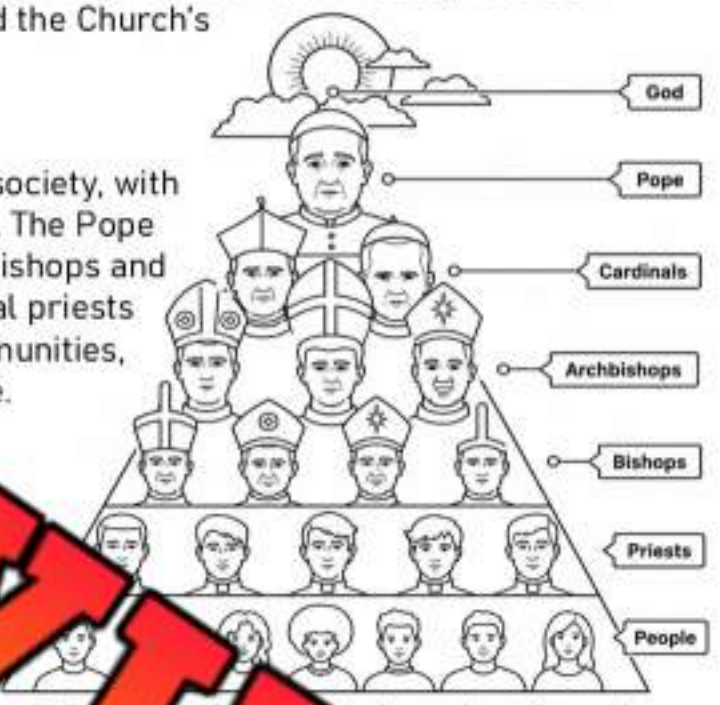
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Curriculum Connection
8.1

Religion in Feudalist Societies

Introduction
During medieval times, religion was very important in people's lives. The Catholic Church was the main religious power in Europe and had a big effect on how society worked. People went to church regularly and followed the Church's teachings in their daily lives.



The Church Hierarchy
The Church had a structure similar to feudal society, with the Pope at the top and priests at the bottom. The Pope made decisions for the whole Church, while bishops and archbishops managed dioceses. Local priests took care of the needs of their communities, like holding church services and giving advice.

Monastic Orders
Groups of monks, like the Benedictines and Franciscans, were important during the medieval times. They lived in monasteries, where they prayed, worked, and helped the poor. Monks copied books by hand, which helped preserve knowledge during a time when books were rare. They also farmed and produced goods, like wine and cheese, which were sold to support monasteries.

Church Lands and Tithes
The Church owned a lot of land, given to them by kings and nobles. This land was used to grow food and provide income for the Church. People also paid a tax called a tithe, usually one-tenth of their income, to support the Church. This made the Church rich and powerful.

The Church's Influence on Society
The Church helped keep society stable and united. It taught that the social order, with kings and nobles at the top, was set by God. This supported the feudal system and discouraged people from rebelling. The Church also provided help to the poor and sick, like food and medical care.

Education and Culture
The Church was the main source of education during medieval times. They taught future church leaders and nobles at schools called cathedral schools and universities. These schools preserved knowledge and taught subjects like Latin, theology, and philosophy. The Church also supported the arts, like music and architecture. Many famous buildings, like cathedrals and monasteries, were built during this time.

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Curriculum Connection
8.1

Questions

Use information from the text to support your answer.

1) How did the church have a similar hierarchy than feudalist societies? Explain the similarities.

2) Why was [illegible]rch powerful? Explain in reference to the land and money they had.

PREVIEW

Multiple Choice

Circle the [illegible]ans

1) What was the main religious power in [illegible]rope?		Catholic Church
2) Who led the Catholic Church?	[illegible]	King
3) What did monks live in?	[illegible]tes	Monasteries
4) Tithes were typically what fraction of income?	[illegible]	[illegible]/10
5) Who supported the feudal system?	Peasants	[illegible]ch

Draw

Draw a diagram that shows hierarchy in the church.

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

2 Truths and a Lie – Can you find the one that's not true?

	Bishops and archbishops led regions called dioceses.
	Local priests helped their communities.
	Priests were more powerful than the Pope.

Name: _____ Mark

2 Truths and a Lie – Can you find the one that's not true?

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2 Truths and a Lie – Can you find the one that's not true?

	Bishops and archbishops led regions called dioceses.
	Local priests helped their communities.
	Priests were more powerful than the Pope.

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Curriculum Connection
8.2

Inventions in the Medieval Period

Introduction

The medieval period, also known as the Middle Ages, is often considered a time of stagnation and decline. However, it was also a time of significant technological advancements and innovations that greatly impacted daily life and shaped the future of Europe.



List of Technological Advancements

- **The He[illegible]low:** This invention allowed farmers to work the dense[illegible] soils of northern Europe more efficiently. The h[illegible]d over the soil, increasing agricultural p[illegible]ding population growth.
- **The Windmi[illegible]** [illegible]uce[illegible] the 12th century, windmills harnessed the power of wind to gri[illegible]d pum[illegible] This improved food production and allowed for better irrigatio[illegible]rmla[illegible]
- **The Watermill:** Waterm[illegible]used [illegible]s the power of flowing water to grind grain and perform other t[illegible]ese[illegible] increased efficiency in food production and helped create mor[illegible]
- **The Mechanical Clock:** The first mechanical clo[illegible]pea[illegible]the late 13th century, allowing for more accurate timekeeping. Thi[illegible]ation[illegible]time management and coordination of work, as well as religious[illegible]
- **The Printing Press**: Although the printing press was i[illegible]d u[illegible]e en[illegible]of the medieval period (around 1440 by Johannes Gutenberg), i[illegible]a s[illegible]on the spread of knowledge and ideas. The ability to print books m[illegible]eaply allowed for the dissemination of information and contributed to [illegible]racy.
- **Eyeglasses:** Invented in the late 13th century, eyeglasses improved the quality of life for those with vision problems. This allowed scholars and craftsmen to continue their work as they aged, contributing to the accumulation of knowledge and expertise.
- **The Spinning Wheel:** The spinning wheel, invented around the 12th century, greatly increased the efficiency of spinning thread and yarn. This led to an increase in textile production and the growth of the textile industry.
- **The Stirrup**: The stirrup, which became widely used in Europe during the early Middle Ages, allowed for greater control and stability when riding horses. This innovation greatly impacted warfare and transportation, making mounted soldiers more effective and allowing for faster travel.

PREVIEW

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Curriculum Connection
8.2

Questions

Use information from the text to support your answer.

1) What inventions do you think were the most important in this time period? Explain.

2) What in[illegible]nade it easier to survive and made life more comfortable? Explain.

PREVIEW

Multiple Choice

Circle the best an[illegible]

1) The heavy plow increased agricultural ____.	Pr[illegible]	Speed
2) Windmills were introduced in the ____ century.		12th
3) The printing press was invented by ____.	[illegible]i	Gutenberg
4) The eyeglasses invention helped ____.	Fa[illegible]ers	[illegible]
5) Stirrups affected ____.	Warfare	[illegible]ming

Matching

Match the impact on society to the invention by writing the letter.

Answer (Letter)	Invention	Impact on Society
	The Windmill	a) Improved food production and irrigation
	Eyeglasses	b) Spread of knowledge and rise of literacy
	The Watermill	c) Increased agricultural productivity
	The Heavy Plow	d) Increased textile production and industry
	The Printing Press	e) Increased efficiency in food production
	The Spinning Wheel	f) Enabled scholars to continue work as they aged

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Curriculum Connection
8.4

The English Peasants' Revolt of 1381

Causes of the Revolt

- Poll Tax: The revolt started mainly because of a new tax called the Poll Tax, which affected poor people more than rich people. This made many people unhappy and angry.

- Unfair Society: The society at the time had a lot of inequality. The rich people, called the ruling classes, had a lot of power and money, while poor people, called peasants, had to pay high rents and work hard.

- After the Black Death: A terrible disease called the Black Death killed many people. As a result, peasants had more power to ask for better pay. However, the rich people made laws to keep wages low, which made the peasants angry.

Key Leaders

- Wat Tyler: Wat Tyler was a peasant leader who became the main leader of the revolt. He guided the rebels to London.

- John Ball: John Ball was a priest who gave powerful speeches that motivated the peasants. He wanted people to be treated fairly and to end the system of serfdom.

- Jack Straw: Jack Straw is a fake name for a rebel leader who helped organize the peasants.



Outcome of the Revolt

The revolt reached its climax when the rebels entered London, where they executed several high-ranking officials and burned down government buildings. King Richard II, who was only 14 at the time, agreed to negotiate with the rebels.

The rebels were demanding lower taxes, the removal of serfdom, and the punishment of corrupt officials. The King listened to the demands and offered to make changes if Tyler would stop the revolt. As negotiations went on, tensions escalated, and the Mayor of London, William Walworth, attacked Tyler and killed him.

With Tyler dead, the King and his forces retook control of England. The revolt was over. The King took back what he promised to the rebels and life went on unchanged.

Legacy

Even though the English Peasants' Revolt didn't get rid of serfdom or lower taxes, it still had a big impact on England. The revolt showed that the rich and powerful could be challenged and helped start changes in the future. The Peasants' Revolt is still remembered as a symbol of fighting for fairness and equality.

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Curriculum Connection
8.4

Questions

Use information from the text to support your answer.

1) What was the Revolt of 1381? What did it accomplish?
2) What demands did the peasants have?

PREVIEW

True or False

Circle whether each statement is true or false.

1) The Poll Tax affected rich more than poor people.	True	False
2) The Black Death increased peasants' power to ask for better pay.	True	False
3) Wat Tyler was a preacher during the revolt.	True	False
4) Jack Straw was the real name of a key leader of the revolt.	True	False
5) The rebels successfully lowered taxes and ended serfdom.	True	False

News Report

Imagine you are reporting on the Peasants' Revolt.

HEADLINE		
WHO was involved?		
WHAT happened?		
WHY did it happen?		

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Curriculum Connection
8.1

The Black Death – Decline of Feudalism

Introduction
The Black Plague, or Black Death, was a terrible disease that spread across Europe in the 1300s. It killed a huge number of people, around 30-60% of Europe's population. This disaster changed European society and led to the end of the feudal system, where rich people had power over the poor.

Origins and Spread of the Black Plague
The Black P[illegible]e likely started in Asia and traveled to Europe along trade routes like the Silk Road. T[illegible]ase spread through fleas that were carried by rats. It reached Europe through [illegible] quickly spread to many countries.

Impac[illegible]eudalis
The feudal syste[illegible]oci[illegible]worked in medieval Europe. There were strict rules about who had [illegible] who [illegible]ork. The Black Plague changed this system in several ways:

- Labor Shortage: So m[illegible]e died[illegible]ere weren't enough workers. This made peasants more valuable[illegible]co[illegible]etter pay and working conditions.
- Social Mobility: The decrease i[illegible] popu[illegible]ing s[illegible]iety, giving peasants the chance to take on jobs that were once only [illegible]h peopl[illegible]challenged the old rules of society.
- Economic Changes: Landowners had to find [illegible]ays t[illegible]ith fewer workers. This led to changes in farming methods [illegible]towar[illegible]dern ways of doing business.
- Unrest and Rebellion: Peasants gained more power, but th[illegible] still[illegible]s and high taxes. This led to protests and uprisings, like the Englis[illegible]t in 1381.

PREVIEW

Decline of Feudalism
The Black Plague helped bring an end to feudalism in Europe by taking power away from the rich and causing changes in society, the economy, and politics. After the disaster, new ideas and systems began to develop, leading to the Renaissance and the growth of modern countries.

Number of Workers	Before Plague (Cost/Day)	After Plague (Cost/Day)
1 Peasant	1 silver coin	3 silver coins
10 Peasants	10 silver coins	30 silver coins
100 Peasants	100 silver coins	300 silver coins

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Curriculum Connection
8.1

Questions

Use information from the text to support your answer.

1) What was the Black Death? What impacts did it have?

2) How di... ...ath lead to the decline of feudalism?

PREVIEW

Multiple Choice

Circle the best a...

1) Where did the plague likely start?		Africa
2) How did the plague spread?	...ter	Fleas
3) What caused labour shortages?	...ys	...aths
4) What period was after the medieval period?	Philosoph...	...nce
5) As many people died, serfs got more/less power?	More	Less

Calculate

How was the budget of the manor affected by the plague?

# of Peasants	Before Plague	After Plague	Cost For 100 Days	Cost for 1 Year
1) 1				
2) 10				
3) 50				
4) 100				
5) 200				

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Curriculum Connection
8.1

End of the Middle Ages

The Middle Ages was a time when much of Europe was shaped by feudalism. In this system, kings, nobles, knights, and serfs each had roles that connected them to land, protection, and work. Over time, however, feudalism began to decline as towns grew, trade expanded, and more people found work outside the manor. The growth of the middle class helped bring Europe into a new period of change.



The Black Death

One major reason for the decline of feudalism was the Black Death, a deadly plague that spread across Europe between 1347 and 1351. It killed millions of people and changed the lives of workers.

Because there were fewer workers available, peasants gained more power to negotiate for better wages and improved conditions. This weakened the feudal system, which depended on cheap labour.



2. Growth of Trade and Commerce

Trade and commerce expanded during the late Middle Ages, leading to the growth of towns and cities. Many people left farming to work in trades and businesses. As more people earned money from jobs outside farming, they became less dependent on feudal lords. This money-based economy helped weaken the feudal system even further.

3. Rise of Nation-States

Small kingdoms joined together to form larger nation-states ruled by strong kings and queens. Governments created their own armies, reducing the importance of local lords and nobles.



People became more loyal to their country than to their local lord. At the same time, a growing middle class of merchants, craftspeople, and professionals changed society and created new opportunities for success.

The Black Death, the growth of trade, and the rise of nation-states all contributed to the decline of feudalism. These changes helped bring an end to the Middle Ages and paved the way for the Renaissance and the modern world.

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Curriculum Connection
8.1

Questions

How did each factor below lead to the end of feudalism?

The Black Death	
Growth of Towns	
Rise of Nation States	

PREVIEW

Multiple Choice

Circle the best answer.

1) What grew during the late Middle Ages?	Feudalism	Trade/Commerce
2) What new social group emerged?	Middle Class	Upper Class
3) What developed at the end of the Middle Ages?	Nation States	More Manors
4) What became less important for lords?	Land	Military Support
5) Who formed the middle class?	Farmers	Professionals
6) During the middle ages, what percent were farmers?	80-90	90-100
7) Kings lost/gained power as feudalism ended	Lost	Gained

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Unit Test – End of the Middle Ages

Multiple Choice /10

1) What years were the middle ages? a) 3rd century to 8th b) 5th century to 10th c) 7th century to 17th d) 5th centu[illegible] 15th	2) The lords lived in a… a) House b) Mansion c) Manor d) Condo
3) Which c[illegible] capital of Byzantine? a) Co[illegible] b) Rome c) Athens d) Alexandria	4) Which of these jobs was lowest in the social hierarchy? a) Craftsman b) Farmer c) Government official d) Merchant
5) Which of these jobs was hi[illegible] soc[illegible] hierarchy? a) Craftsman b) Farmer c) Fishermen d) Merchant	[illegible]o was the lowest class in a feudalist a) Lord[illegible] b) K[illegible] c) d) Peasa[illegible]
7) In a Japanese Feudalist society, who were the lords? a) King b) Samurai c) Tennant Farmers d) Daimyo	8) Which cent[illegible] th[illegible] invented? a) 6th b) 8th c) 12th d) 18th
9) Who was the soldier who led the English Peasants' Revolt? a) Adam Stanley b) David Clark c) John Miller d) Wat Tyler	10) What century did the Renaissance Period begin? a) 9th century b) 5th century c) 14th century d) 18th century

PREVIEW

Define What do the terms below mean?

Term	Definition – What does it mean?
Middle Ages	
The Black Death	
Serf	

Short Answ wer estions below – Each question is worth 3 marks.

1) What is the Manorial

2) What was the hierarchy in the Catholic Church? Who w ade

3) Why did the peasants revolt against the King?

PREVIEW

Long Answer Answer the questions below – Each question is worth 5 marks.

1) What is a feudalist society? How did it differ in Europe versus in Japan?

2) What inventions were made in the Middle Ag w did life in Europe?

PREVIEW

Name: _____ 43

Curriculum Connection
8.1

Timeline of the Byzantine Empire

Introduction

The Byzantine Empire was the eastern part of the Roman Empire that continued to exist after the western part fell in 476 CE. It was centered around its capital, Constantinople (now Istanbul), and lasted until 1453 CE.



Daily Life in Byzantine

The Byzant[illegible]ire was the eastern half of the Roman Empire that surviv[illegible]453. It was led by an emperor who had both politica[illegible]hority, with the support of a complex government. [illegible]y was h[illegible]l with the emperor and nobility at the top, followed by a class of gover[illegible]ent wo[illegible]hants, artisans, and peasants.

The emp[illegible] ec[illegible]y based on farming and trade. The city of Constantinople w[illegible]tradin[illegible]at connected Europe, Asia, and Africa.

The Byzantine [illegible]re h[illegible]the ideas from ancient Greece and Rome, which influenced the way [illegible]ought[illegible]e later on. Most people lived in the countryside and farmed, wh[illegible]es were busy places for trade, and g[illegible]ernm[illegible]

PREVIEW

The City of Constantinople

In the 700s, Constantinople was a bustling city filled with people, beautiful buildings, and lots of activity. If you were walking through the city, you would see many different things.



- First, you would notice the huge city walls that protected Constantinople. They were very tall and strong, keeping the city safe from enemies.
- As you entered the city, you would see many streets with shops and markets. People were selling food, clothes, and other goods from all over the world.
- You would also see the beautiful Hagia Sophia, a big church with a huge dome on top. People came from far away to see this amazing building and to pray inside.
- You would see people working as merchants, craftsmen, fishermen, bakers, farmers, textile workers, builders, soldiers, priests, and government officials.
- At the harbour, you would see ships coming and going, carrying goods to trade. The city was a busy center of trade, connecting Europe, Asia, and Africa.

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Curriculum Connection
8.1

Questions

Use information from the text to support your answer.

1) What was the Byzantine Empire? Write at least 3 details about it.

2) If you w[illegible]through Constantinople, what would you see?

PREVIEW

True or False

Circl[illegible] the s[illegible]t is true or false.

1) The Byzantine Empire fell in 476 CE.	True	False
2) Constantinople is now called Istanbul.	True	False
3) The emperor had only political authority.	True	False
4) Constantinople connected Europe, Asia, and Afri[illegible]	True	False
5) Hagia Sophia was a massive palace.	Tru[illegible]	False

Sentences

Create 4 sentences using one or more of the given wor[illegible]

Byzantine	Constantinople	Peasants	Merchant
Trade	Istanbul	Artisans	Economy

1)	
2)	
3)	
4)	

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

What were two important features of Constantinople?

1)	
2)	

Name: _____

What were two important features of Constantinople?

1)	
2)	

Name: _____

What were two important features of Constantinople?

1)	
2)	

Name: _____

What were two important features of Constantinople?

1)	
2)	

PREVIEW

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Curriculum Connection
8.1

Jobs in the Byzantine Empire: Daily Life

Introduction
The Byzantine Empire offered a variety of jobs to its citizens. This report investigates the daily lives of people in five different professions.

Job Title	Social Hierarchy	Earnings	Additional Information
Government Official	1st	High	Close to the emperor, powerful positions
Merchant	2nd	Moderate to High	Varied income based on trade success
Craftsman	3rd	Moderate	Skilled workers, respected for their artistry
Farmer	4th	Low to Moderate	Majority of the population, crucial for food supply
Fisherman		Low	Provided essential food source for the empire

Merchants
Byzantine merchants bought and sold goods, often from faraway places. They traveled to markets, negotiated prices, and established trade connections.

Constantinople was a major trading hub, allowing merchants to profit from exchanging goods between Europe, Asia, and Africa.



Craftsmen
Craftsmen like potters, blacksmiths, and jewelers made and sold items. They worked in workshops, honed their skills, and produced quality products. Byzantine craftsmen were known for their excellent work, attracting buyers from all over.

Fishermen
With access to the Black Sea and Mediterranean Sea, fishing was vital in the Byzantine Empire. Fishermen caught and sold fish at markets, providing a crucial food source for the people.

Farmers
Most Byzantine people lived in rural areas, relying on farming for their livelihood. They grew and harvested crops for their families and markets. The empire's fertile land allowed for the cultivation of wheat, barley, olives, and grapes.

Government Officials
Government officials were essential in managing the Byzantine Empire. They handled governance tasks like tax collection, public works oversight, and policy implementation. They ensured order and the smooth functioning of the empire.

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Curriculum Connection
8.1

Two Truths And A Lie

Put a check mark only beside the truths in all sets of statements.

	Merchants traveled to markets and traded goods with people from different places.
	Constantinople was an important trading center connecting Europe, Asia, and Africa.
	Fishermen were the highest-ranking and wealthiest group in Byzantine society.

	Craftsmen such as potters and blacksmiths created products to sell.
	Gove ment officials helped manage taxes and public services in the empire.
	Mos ine people worked as government officials instead of farmers.

PREVIEW

Multi e the best answer.

1) What did By ?	Goods	Services
2) Constantinople w maj f	Trading	Farming
3) Most Byzantine people	Farmers	Merchants
4) Farmers cultivated...	Wheat	Cocoa
5) Which job is the lowest in the social chy?	rs	Fishermen

Making Connections

Which job would y ant in why.

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Curriculum Connection
8.1

Byzantine Empire: Gender Roles

Roles of Men and Women



Family Life

- Men: Typically, the head of the household, responsible for providing for their families.
- Women: Responsible for managing the household, raising children, and ensuring family well-being.

Education

- Men: E was more accessible for men, with many s hools and learning about literature, philosophy, and science.
- W eceived an education, though it was less common. Educated w often b the upper class and focused on subjects like literature, religion, and

Work and Profes

- Men: Engaged in us uding farming, fishing, craftsmanship, trade, and government posi
- Women: Although some ork ions like weaving, midwifery, or as merchants, most focused on ir do men from the upper class might manage estates or engage in intelle rsuits

Rights and Responsibilities

Legal Rights

- Men: Had more legal rights, including the abili sent their families in court, and enter into contracts.
- Women: Had limited legal rights, often relying on mal ne esent them. However, some women could own property or inher unde circumstances.

Marriage and Divorce

- Men: Could initiate divorce and often retained control of property and children after separation.
- Women: Had limited rights in marriage and divorce. Some women could initiate divorce under certain conditions but often faced challenges in retaining property or custody of children.

Political Participation

- Men: Men held political power, serving as government officials, military leaders, or advisers to the emperor.
- Women: Women were generally excluded from direct political participation. However, some women of the upper class or those connected to the emperor could hold influence or power behind the scenes.

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Curriculum Connection
8.1

Questions

Use information from the text to support your answer.

1) What were the roles of men and women during the Byzantine Empire?	
Men	**Women**

2) What were t[illegible]nd res[illegible]ities of men and women during the Byzantine Empire?	
Men	**Women**

PREVIEW

Multiple Choice

Circle the best answer.

1) In family life, men were typically responsible for	Providing	Managing
2) Women's education focused on subjects like	Science	Religion
3) Women in upper-class managed	Weaving	Estates
4) In marriage and divorce, women	Could divorce easy	Couldn't divorce
5) Women's political participation was mostly	Direct	Indirect
6) Men's professions included	Weaving	Farming
7) After a divorce, who usually got control of kids	Men	Women

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Curriculum Connection
8.1

Fact or Fiction – Byzantine Empire: Gender Roles

Objective

What are we learning about?

To help students improve their critical thinking skills and learn more about the roles, rights, and responsibilities of men and women in the Byzantine Empire.

Materials

at you will need for the activity:

- A stat gender roles in the Byzantine Em
- A "Fact" si iction
- Designated a he cl students to move to either si
- Pencils and paper (op



PREVIEW

Instructions

How you will complete ivity:

1. Your teacher will read statements abou and e he Byzantine Empire.
2. Listen carefully and decide whether each statem fac ion
3. If you think the statement is true, move to the Fact side of
4. If you think the statement is false, move to the Fiction side of th n.
5. Stay on your chosen side and be ready to explain your thinking.
6. The teacher will reveal the correct answer and discuss the evidence from the reading.
7. Return to your seat and prepare for the next statement.
8. Continue until all statements have been discussed.
9. Reflect on how the lives of men and women were different in the Byzantine Empire.
10. Have fun learning and moving!

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Curriculum Connection
8.1

Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	Men were usually the heads of households.	Fact
2	Women commonly served as emperors and military leaders.	Fiction
3	Wome[illegible]ften managed the home and raised children.	Fact
4	All w[illegible]eived the same education as men.	Fiction
5	[illegible]n education.	Fact
6	Men were[illegible] all the children.	Fiction
7	Men worked in[illegible]ng, f[illegible]nd government jobs.	Fact
8	Some women worked[illegible]nts.	Fact
9	Women held most government pos[illegible]	Fiction
10	Men had more legal rights than women.	Fact
11	Some women could own property in certain s[illegible]ie	Fact
12	Men were not allowed to own property.	Fiction
13	All women worked as soldiers.	[illegible]ction
14	Men held most political positions.	Fact
15	Women had more legal rights than men.	Fiction
16	Some upper-class women had influence behind the scenes.	Fact
17	Men were excluded from politics.	Fiction
18	Men could usually initiate divorce more easily than women.	Fact
19	Every woman in the Byzantine Empire attended school.	Fiction
20	Men and women had exactly the same rights and responsibilities.	Fiction

PREVIEW

Name: _____ 56

Curriculum Connection
8.2

The Islamic Golden Age – Ottoman Empire

Introduction
The Islamic Golden Age, spanning from the 8th century to the 14th century, was a time of remarkable achievements in science, mathematics, literature, and art in the Islamic world.

Science and Medicine
The Islamic Golden Age was marked by significant discoveries in various fields. For instance, famous Persian physician Al-Razi wrote essential books on diseases and their treatments. He wrote the following information:

- Malaria: described the symptoms of malaria and recommended the use of quinine, which is still used to treat malaria today.
- Kidney stones: described the symptoms and treatment of kidney stones, including surgical instrument called a lithotome to remove the stones.
- Depression: described depression as a disease and recommended a combination of therapy and meditation as treatment.

Mathematics
Mathematics flourished during the Islamic Golden Age, with great scholars like Al-Khwarizmi contributing to the development of algebra. His method for solving linear equations used a process called "reduction." This involved simplifying the equation by adding or subtracting the same value to both sides until only the variable remained.

Literature and Poetry
The Islamic Golden Age also saw the creation of beautiful poetry and literature. The famous Persian poet Rumi wrote many captivating poems that are still admired today. The Arabian Nights, a collection of exciting stories, was also created during this time. These tales would later inspire European writers like Shakespeare.

Astronomy
Islamic astronomers made great strides in their field, too. They built large observatories and developed new tools for studying the stars and planets. Al-Battani, a famous astronomer, calculated the length of the solar year more accurately than anyone before him. This knowledge helped improve the Islamic calendar and was later used by European scientists.



Art and Architecture
The Islamic world saw the development of unique art and architecture during this golden age. Beautiful mosques, such as the Alhambra in Spain and the Great Mosque of Cordoba, were built with intricate designs and decorations. Calligraphy, an elegant form of writing, became a popular art form, and many beautiful Qur'an manuscripts were created.

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8.2

Questions
Use information from the text to support your answer.

1) What was the Islamic Golden Age?

2) What co...tions do you think are most important? Explain your opinion.

PREVIEW

Calligraphy
Write the word... u... – fancy writing.

Your Name

Isla...

Mosque

Schola...

True or False
Circle whether the statement is true or false.

1) Al-Khwarizmi contributed to the development of algebra.	True	False
2) Al-Razi was a famous mathematician who created algebra.	True	False
3) Islamic astronomers stopped studying the stars and planets.	True	False
4) Calligraphy became a popular art form during the Islamic Golden Age.	True	False
5) The Arabian Nights is a collection of stories created during the Islamic Golden Age.	True	False

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8.2

Story: Islamic Golden Age – Arabian Nights

Aladdin's Wonderful Lamp

Once upon a time, in a faraway land, there lived a poor boy named Aladdin. He was an orphan, and his only source of income was selling fruits and vegetables in the marketplace. He often dreamed of a life of luxury and fortune, but he knew that such dreams were out of reach for someone like him.



One day, a wicked magician approached Aladdin and promised him if he would help him find an old lamp. The magician had heard of a magical lamp that could grant wishes, and he was determined to possess it. Aladdin, naive and eager, agreed to the magician's proposal.

The magician led Aladdin to a remote location and told him to enter a cave and retrieve the lamp. Aladdin, feeling around in the darkness, found the lamp and rubbed it to clean it. To his surprise, a genie appeared and offered to grant him three wishes.

Aladdin, overwhelmed with excitement and amazement, wished to be rescued from the cave. The genie, in a puff of smoke, brought Aladdin out of the cave and into the sunlight. Aladdin was free, and he knew that his life would never be the same again.

With the help of the genie, Aladdin used his wishes to gain wealth and power. He built a beautiful palace and surrounded himself with luxury and extravagance. But he also had a kind heart, and he used his power to help the poor and the needy.

One day, while walking in the market, Aladdin saw Princess Badroulbadour, the Sultan's daughter. He was smitten with her beauty and grace, and he knew that he had to find a way to win her heart.

With the help of the genie, Aladdin was able to impress the princess with his wealth and power. He gave her expensive gifts and entertained her with lavish parties and banquets. The princess was charmed by Aladdin's generosity and kindness, and she fell in love with him.

However, their happiness was short-lived. The wicked magician who had tricked Aladdin into finding the lamp had learned of Aladdin's newfound wealth and power, and he was determined to take the lamp for himself. He tricked the princess into exchanging the old lamp for a new one, and he summoned the genie to do his bidding.

But the genie refused to obey the wicked magician. Meanwhile, Aladdin used a magic ring that the magician gave him earlier to find where the magician was. He stealthily entered the magician's lair and reclaimed the magical lamp. Together again, the genie and Aladdin used their power to neutralize the magician's magic, ensuring he could no longer pose a threat to Aladdin, the princess, or their kingdom.

Aladdin and Princess Badroulbadour were married in a grand ceremony, and they ruled the land with justice and compassion.

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Curriculum Connection
8.2

Multiple Choice

Circle the best answer.

1) Who was Aladdin?	Orphan	Sultan's Son
2) What did the magician want?	Gold	Lamp
3) What did Aladdin find?	Diamonds	Lamp
4) What did the genie offer?	Wishes	Gold
5) What did Aladdin wish for first?	To be rescued	To be Prince
6) What did [illegible] do with his wealth?	Shared it	Used it for Power
7) How [illegible] princess's heart?	With a song	With his wealth
8) Who [illegible] magician's commands?	Genie	Guards
9) What was th[illegible]	Badroulbadour	Sultan
10) Aladdin got trap[illegible] a...	Building	Cave

PREVIEW

Questions

Use inform[illegible] support your answer.

1) What kind of person is Aladdin? Expl[illegible] supp[illegible] answer.

2) Do you recognize this story? Explain.

3) Do you think these stories have made an impact on our modern-day society? Explain.

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Curriculum Connection
8.3

What Was The Renaissance?

A Time of Cultural Rebirth



The Renaissance, which means "rebirth," was a period of cultural, intellectual, and artistic renewal that began in the 14th century and lasted until the 17th century. It originated in Italy and spread across Europe, marking a dramatic departure from the medieval era, which was often focused on religion and feudal systems. The Renaissance celebrated human potential, creativity, and knowledge, significantly shaping European societies.

Revival of Knowledge

One defining feature of the Renaissance was the revival of knowledge from Ancient Greece and Rome. During the Middle Ages, many classical texts were preserved in monasteries but largely studied. In the Renaissance, scholars rediscovered these works, translating them into Latin and vernacular languages. Important figures such as Petrarch and Erasmus studied and promoted the ideas of classical philosophers like Plato and Aristotle. This revival influenced art, science, literature, and politics, encouraging a move away from strictly religious explanations of the world.

The Focus on Humanism

Humanism was a key philosophy during the Renaissance. It emphasized the value and potential of humans, focusing on achievements in education, ethics, and civic responsibility. Rather than centring on religious devotion, humanists encouraged individuals to explore subjects like history, literature, and ethics. They believed in developing well-rounded individuals capable of contributing to society. This shift encouraged people to question traditional authority, paving the way for scientific inquiries and critical thinking that would lead to significant change.

Characteristics of the Renaissance

Several characteristics defined the Renaissance, making it a unique period in history. These include:

1) Artistic Innovation: Artists like Leonardo da Vinci and Michelangelo used techniques such as perspective and shading to create realistic and emotive works.
2) Scientific Progress: Scientists such as Galileo and Copernicus challenged medieval ideas, laying the groundwork for modern science.
3) Printing Revolution: Johannes Gutenberg's invention of the printing press in the mid-15th century made books more accessible, spreading knowledge rapidly.
4) Exploration: This era also sparked curiosity about the world, leading to voyages by explorers like Christopher Columbus.
5) Political Change: Powerful families like the Medicis in Florence supported artists and thinkers, influencing politics and culture.

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Curriculum Connection
8.3

True or False

Is the statement true or false?

1) Renaissance art used shading and perspective.	True	False
2) Humanism rejected all forms of religion.	True	False
3) The Renaissance lasted from the 10th to 13th centuries.	True	False
4) Ancient Roman knowledge was ignored during the Renaissance.	True	False
5) The printing press made books expensive and rare.	True	False

Questions

the questions below.

1) H he printing press influence the spread of Renaissance ideas?

2) Explain why the Medici family ng Renaissance culture.

PREVIEW

Symbol

Sketch a symbol representing the concept of humanism an tion explaining your choice.

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8.3

Reflection Create an acrostic poem using the word "RENAISSANCE." Each line should relate to something you learned about the Renaissance era.

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PREVIEW

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Circle the correct answer.

1) The Renaissance began in which century?	14th / 15th
2) What does "Renaissance" mean?	Renewal / Rebirth
3) Which country was the origin of the Renaissance?	Italy / Greece
4) Who was a notable figure in reviving classical knowledge?	Gutenberg / Erasmus
5) Who supported artists and thinkers in Florence?	Medicis / Tudors

Name: _____

Circle the correct answer.

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Name: _____

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Renaissance Personalities

Renaissance Personalities

The people below were the new stars of the age, replacing the monks and knights of the middle ages. They contributed to the fields of science, philosophy, and art.



Leonardo da Vinci (1452-1519)

Leonardo [illegible]ci was an Italian polymath who excelled in various fi[illegible] as painting, sculpture, architecture, enginee[illegible]nd music. He is considered one of the grea[illegible]e. Some of his most famous works i[illegible]de the [illegible]" and "The Last Supper."

Michelangelo Bu[illegible] (147[illegible]

Michelangelo was a[illegible]ian [illegible], architect, and poet. He is considered one of the most influential ar[illegible]e Ren[illegible]e. His most famous works include the sculpture "David," the fresc[illegible]e c[illegible] Sistine Chapel, and the design of the dome of St. Peter's Basilica [illegible]Rom[illegible]

William Shakespeare (1564-1616)

William Shakespeare was an English playwrig[illegible]t, and [illegible] is widely regarded as the greatest writer in the English language. H[illegible]ote[illegible] including tragedies like "Romeo and Juliet," "Hamlet," and "Ma[illegible] well [illegible]edies like "A Midsummer Night's Dream" and "Much Ado About Nothi[illegible]

Galileo Galilei (1564-1642)

Galileo was an Italian astronomer, physicist, and mathematician who pl[illegible] significant role in the Scientific Revolution. He is known for his improve[illegible]nts to the telescope, as well as his observations and discoveries in astronomy, such as the four largest moons of Jupiter and the phases of Venus. Galileo's advocacy of the heliocentric model of the solar system, which contradicted the Church's view, led to his trial and house arrest.

Nicolaus Copernicus (1473-1543)

Copernicus was a Polish astronomer and mathematician who proposed the heliocentric model of the solar system, placing the Sun at the center and the Earth and other planets orbiting around it. His work, "On the Revolutions of the Celestial Spheres," was published shortly before his death and marked the beginning of the shift away from the geocentric model that had been accepted for centuries.

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8.3

Questions

Use information from the text to support your answer.

1) How did Galilei go against the church in his findings? Do you think this was an easy thing to do at this time?

2) Ni[illegible] said: ""To know that we know what we know, and to know that w[illegible]ot kno[illegible] do not know, that is true knowledge." What do you think he meant by this?

3) Galilei said: "The sky is full of secrets to disc[illegible]hat d[illegible] by this?

PREVIEW

Matching

Match the personality to their achievement.

Answer	Personality	Achievement
	Leonardo da Vinci	a) Proposed the revolutionary heliocentric model
	Michelangelo	b) Wrote famous plays, including "Romeo and Juliet"
	William Shakespeare	c) Improved the telescope
	Galileo Galilei	d) Created masterpieces like "Mona Lisa"
	Nicolaus Copernicus	e) Sculpted "David," painted the Sistine Chapel ceiling

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Role Play: Renaissance Thinkers

Objective What are we learning about?

Students will explore the ideas of Renaissance thinkers and the contrast between humanism and scholasticism by acting out role-pl scenarios, enhancing their understanding of the intelle d cultural shifts of the Renaissance.



Mate Wh need for the activity?

- Pre-written scen for each group (provided)
- Internet access fo on assigned roles
- Simple props or costu nal, scrolls, or hats)
- Space for group performance

Instructions How will you complete the activity?

1. Divide the class into small groups and assign eac pre-w ole-play scenario.
2. Provide time for groups to read through their scenarios and re characters' perspectives using handouts or the internet.
3. Allow groups to plan and rehearse their role-play, focusing on accura ely portraying the viewpoints and debates of their characters.
4. Provide optional props or costumes for students to use during their performances.
5. Have each group perform their role-play in front of the class, acting out their scenarios with enthusiasm and creativity.
6. After each performance, facilitate a brief class discussion about the ideas and conflicts presented in the scenario.
7. Conclude the activity with a reflection session where students consider the impact of Renaissance ideas on society.

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Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Erasmus Defends Free Thinking	Erasmus is invited to a town debate to explain why studying classical texts is crucial for understanding human nature. He begins by quoting ancient philosophers and describing their relevance to modern life. A monk interrupts, accusing him of promoting heresy, and argues that religious texts should be the sole source of knowledge. A young scholar supports Erasmus, sharing how classical ideas helped him question outdated practices. A concerned townsperson raises the question of whether this new way of thinking will divide the community. Erasmus and the monk exchange passionate arguments as the debate concludes with the townspeople voting on the ideas to follow.
Petrarch Inspires a Poet	[illegible] budding poet struggling to find inspiration. Petrarch shares a moving [illegible] scribing how ancient Roman and Greek works shaped his [illegible] and human emotion. The poet expresses doubt, worrying [illegible] A teacher overhears and warns that such texts might lead [illegible] passionately defends his ideas, inviting the poet to visit his [illegible] for themselves. As the poet considers, the teacher insists they [illegible] The poet must ultimately decide whose advice to follow.
A Printing Revolution	A printer in a bustling [illegible] tes his press to a visiting noble and a scholar. He explains how [illegible] quickly and affordably, bringing knowledge to the masses. The [illegible] spect, envisioning a future where learning flourishes, but the [illegible] that commoners might misuse such knowledge. A local priest [illegible] that heretical ideas will spread unchecked. The group debates, [illegible] ly defending the printing press's potential to empower people. [illegible] noble deciding whether to fund the printer's next project.
Women and Humanism	A Renaissance noblewoman secretly studies humanism and [illegible] er estate to discuss the importance of education for women. He [illegible] conversation, providing historical examples of women scholars fr[illegible]ent times. The noblewoman's husband enters unexpectedly, angry that she is [illegible] "dangerous" books. Erasmus calmly explains how education can strengthen families and society. The husband argues that tradition forbids it, while the noblewoman defends her right to learn. The tutor sides with her, and the group must resolve whether the household will embrace Renaissance ideas or stick to medieval norms.
Machiavelli's Political Dilemma	Machiavelli meets with a prince and two advisors to explain his new treatise on leadership. He argues that rulers must be pragmatic and sometimes use deceit to maintain power. One advisor eagerly agrees. The other advisor argues that Machiavelli's ideas are dangerous and undermine moral authority. The prince asks Machiavelli for specific advice on handling a rebellious noble. As they role-play possible scenarios, tensions rise, with the advisors debating whether morality or effectiveness is more important in leadership. The prince must decide whether to follow Machiavelli's advice or take a more traditional approach.

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8.3

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
A Merchant's Perspective	A wealthy merchant holds a town meeting to promote humanist ideals, arguing that education and innovation will strengthen trade and create opportunities. A monk stands up to counter, warning that greed and materialism could lead to moral decay. A Renaissance artist supports the merchant, sharing how trade funds artistic and intellectual pursuits. The mayor moderates the discussion as tensions rise, with townspeople taking sides. The merchant proposes funding a school for the arts and sciences, but the monk argues the money would be better spent on the church. The [illegible] must debate and vote on whether to invest in the merchant's vision.
Galileo's Astronomical Debate	[illegible] presents his findings on heliocentrism to a group of scholars. He [illegible] his telescope and explains his observations of Jupiter's moons, challenging the geocentric model. A traditional scholastic interrupts, arguing that the Bible supports a flat, Earth-centred universe. Another younger scholar asks Galileo practical questions. The discussion grows heated as the scholastic accuses Galileo of undermining Church [illegible] while Galileo defends the pursuit of truth through observation. The [illegible] whether science and religion can coexist, and the younger scholars decide [illegible] arguments they support.
Leonardo's Invention Showcase	Leonardo da Vinci [illegible] a patron and engineer to his workshop to demonstrate his latest invention, [illegible] how humanist ideas about studying nature inspired his [illegible] The patron is impressed but hesitates, questioning whether it is practical. The engineer points out technical flaws, sparking a discussion about whether Leonardo's [illegible] visionary or simply fanciful. A skeptical neighbour enters, mocking [illegible] Leonardo passionately defends his belief in innovation, [illegible] engineer debate whether to fund further experiments. The scene ends with the patron's decision.
Copernicus Faces Resistance	Copernicus shares his revolutionary ideas about the solar system with an academic council. He explains his theory of a heliocentric universe using [illegible] models. One scholar ridicules his work as dangerous and heretical, while another cautiously supports him, suggesting further study. The council presses questions whether these ideas are worth pursuing. A young student asks Copernicus about the practical implications of his theory, sparking a conversation about the relationship between science and tradition. The council debates whether to fund Copernicus's research or denounce it as heresy, with Copernicus passionately defending the importance of questioning established beliefs.
Artists and the Church	Michelangelo negotiates with a church official over a commission for a new sculpture. The official insists it must reflect religious themes, while Michelangelo proposes a piece that highlights human emotion and beauty. An apprentice eagerly supports Michelangelo's vision, sharing sketches of similar works. The official grows frustrated, arguing that art should inspire faith, not focus on worldly matters. A patron enters, intrigued by the debate, and asks how Michelangelo's ideas align with Renaissance values. The group must resolve whether Michelangelo's vision will be approved or rejected, with each character presenting their perspective.

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My Name		Who I Am Assessing	

Peer Assessment Mark your peer using the checklist below.

Criteria	Description	Stars
Character Portrayal	How well did the student embody their Renaissance thinker, including their speech, mannerisms, and historical perspective.	☆☆☆☆☆
Historical Accuracy	The accuracy of the historical facts and ideas presented during performance, based on the thinker's beliefs and context.	☆☆☆☆☆
Engagem	dent's ability to capture the audience's attention and usiasm throughout the role play.	☆☆☆☆☆
Dial Delivery	Clarity e, and expressiveness in delivering lines or argu the erformance.	☆☆☆☆☆
Teamwork	H y the llaborated with their group to creat sive erformance.	☆☆☆☆☆
Creativity	The origina ivity s their portrayal of characters and	☆☆☆☆☆
Problem-Solving	How well the student spon hallenges or questions during the perform aying ter and relevant to the role.	☆☆☆☆☆
Use of Props	The effective use of props or simple s to performance and support the role play nes.	☆☆☆☆☆

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Glow and Grow

Glow: Write two things that your peer did wel
Grow: Suggest one area where your peer can impr

Glow	
Glow	
Grow	

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8.3

Newspaper Article: The Printing Press

Revolution in Communication: Gutenberg's Printing Press Changes the World

Published on November 20, 1455

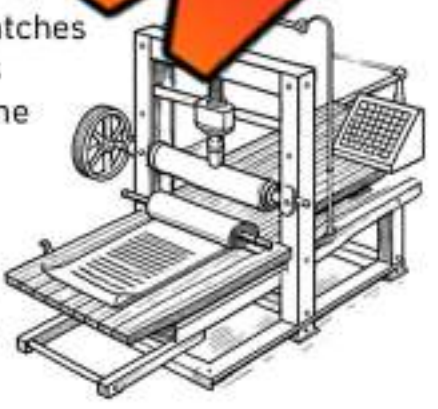
Breaking N remarkable transfor way knowledge is share with the intro enberg's printing ess. In han Gutenberg's in ntio idly making books m ssible than ever before, ma wl calling the dawn of a new communication and educatio

Using movable type, a method that allo individual letters to be rearranged and reused, Gutenberg has created a machine capable of producing multiple copies of written works quickly and efficiently. Unlike handwritten manuscripts, which often take months or even years to complete, the printing press can produce hundreds of pages in a single day. Experts predict this could reduce the cost of books by up to 90%, making them affordable to a wider audience.

This breakthrough is already fueling a wave of excitement in education, science, and religion. Previously, books were so expensive that only the wealthiest nobles, scholars, and clergy could own them. The Bible, for example, was typically written in Latin and accessible only to clergy or academics. Now, with the printing press, translations into vernacular languages can be produced in large quantities, allowing ordinary people to read the Bible for themselves. Reports suggest that Gutenberg's press has already produced over 160 copies of a Latin Bible, each one nearly identical in quality—something unimaginable before now.

Scientists and thinkers are also celebrating the invention. The ability to print diagrams, charts, and entire scientific works could accelerate the spread of new ideas. Scholars believe this may usher in an era of discovery as knowledge becomes more widely shared. It could also spark debates d intellectual movements as people from nt regions gain access to the same

Relig however, are divided. S rry a potential for misuse, dual unapproved or cont pri of sacred texts. Ot he pr ress as a tool to spre ou ther than ever before.



As the world watches this momentous development, one thing is clear: Gutenberg's printing press is not just a machine—it's a gateway to a future where knowledge is no longer limited to the privileged few.

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Curriculum Connection
8.3

Questions Answer the questions below using evidence from the text.

1) Explain how Gutenberg's printing press improved access to books and knowledge.

2) How did the printing press impact education in Europe?

Imagine Imagin[illegible] Gutenberg's printing press in the 15th century. Design a pamp[illegible] title, [illegible] slogan, and two benefits of the press.

Sentences Create 5 sentences using one or more of the given [illegible]

Printing	Knowledge	Movable	Manuscript
Invention	Accessibility	Education	Religion

1)	
2)	
3)	
4)	

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8.3

Memory Game: Renaissance Achievements

Objective

What are we learning about?

Students will learn about key achievements of the Renaissance by identifying and matching terms with their descriptions, reinforcing their understanding of Renaissa advancements in art, science, and culture.

Materials

you need for the activity?

- Memory g pro with the terms on one set a def nother set.
- A Smartboard to di s so dents can refer to them while p g



Instructions

How will you complete the activi

1. Divide the class into groups of 3 or 4. Give e a set ory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a .
3. The students take turns flipping over two cards at a time, tryi a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the Renaissance.

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8.3

Cards | List of renaissance achievements and their descriptions

Renaissance Term	Description
Printing Press	Invented by Johannes Gutenberg, it revolutionized book production and made books affordable and accessible.
Per[illegible]n	A technique that made paintings look three-dimensional, developed by artists like Brunelleschi.
Leonardo da Vinci's Flying Machine	[illegible]sign for a human-[illegible]craft, showing da V[illegible]ativity and [illegible]ering.
Sistine Chapel Ceiling	Painted by [illegible], this iconic artwork [illegible]wcases the beauty and power of Renaissance art.
Heliocentrism	Proposed by Copernicus, this idea stated that the Sun, not Earth, is the centre of the solar system.

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8.3

Cards | List of renaissance achievements and their descriptions

Renaissance Term	Description
Shakespeare's Plays	William Shakespeare wrote famous plays like *Romeo and Juliet*, enriching literature and drama.
Ana[illegible]	Artists like da Vinci dissected human bodies to create accurate drawings of anatomy for art and science.
Scientific Method	[illegible]ped by thinkers like [illegible] approach to [illegible] observation [illegible]tion.
Telescope	Improved by Galile[illegible] allowed scientists to study planets and stars more closely.
Banking System	Modern banking began in Renaissance Italy, with families like the Medici leading financial innovation.

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8.3

Cards List of renaissance achievements and their descriptions

Renaissance Term	Description
Mona Lisa	A famous painting by Leonardo da Vinci, known for its mysterious smile and lifelike detail.
[illegible]	A philosophy that emphasized human potential and achievements, moving away from medieval religious focus.
The David	[illegible]ble statue by [illegible]chel[illegible] symbolizing [illegible]nd beauty.
Exploration and Navigation	New maps an[illegible]d[illegible] the compass allowed [illegible]torers like Columbus to discover new lands.
Oil Painting	A new art technique using oil-based paints, which allowed for richer colours and detailed textures.

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8.3

Cards | List of renaissance achievements and their descriptions

Renaissance Term	Description
Moveable Type	An innovation in the printing press that allowed for reusable letters, speeding up the printing process.
Renais[illegible]	Inspired by ancient Rome and Greece, buildings used symmetry, domes, and columns (e.g., St. Peter's Basilica).
The Last Supper	A [illegible] by da Vinci depicting [illegible] his disciples, sh[illegible] detailed [illegible] ective.
The Globe Theatre	A theatre in [illegible] re many of Shakespe[illegible]s plays were performed, revolutionizing entertainment.
Machiavelli's *The Prince*	A political book teaching rulers how to maintain power, often seen as a guide to leadership.

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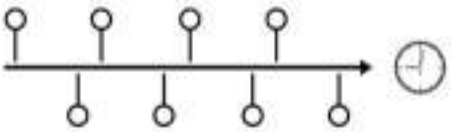
Curriculum Connection
8.2, 8.4

Activity – Timeline of the Renaissance

Objective

What are we learning about?

To create a visual timeline showcasing key events, figures, and cultural shifts during the Renaissance, highlighting the role of humanism and its spread across Europe.



Materials

What will you need for the activity?

- Large sheet of paper or poster board
- Markers, coloured pencils, pens
- Ruler
- Reference sheet about Renaissance events (provided)
- Scissors and glue (optional)
- Printouts or drawings of Renaissance figures and events (optional)

Instructions

How will you complete the activity?

1. Give all students printed reference sheets with information about major events of the Renaissance.
2. On the large sheet of paper, use a ruler to draw a horizontal line across the centre to serve as your timeline.
3. Divide the timeline into sections representing key years or periods (e.g., 1300–1600). Mark the beginning and end of the timeline, labelling the start as the Renaissance's origin in Italy and the end as its later European spread.
4. Add significant events to the timeline. Include a brief description of each event near its placement.
5. Incorporate humanist ideas by adding figures like Petrarch or Erasmus, explaining their contributions to the Renaissance's intellectual growth.
6. Decorate your timeline with images or drawings of key figures, famous works of art, or maps to enhance visual appeal.

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8.2, 8.4

Reference Sheet | Renaissance Events

Date	Event	Description
1350	Start of the Renaissance	The Renaissance began in Italy, reviving interest in art, science, and classical learning.
1374	Death of Petrarch	Petrarch, the "Father of Humanism," inspired the Renaissance with his love of ancient texts.
1401	Competition for Florence Baptistry Doors	Artists competed to design the bronze doors, marking the start of the Renaissance in art.
1415	Brunelleschi Develops Linear Perspective	Filippo Brunelleschi invented linear perspective, transforming art into a more realistic style.
1434	Medici Family Rises to Power	The powerful Medici family began sponsoring art and education in Florence.
1440	Gutenberg's Printing Press Is Developed	Johannes Gutenberg created the printing press, spreading books and knowledge across Europe.
1453	Fall of Constantinople	Scholars fled Constantinople to Europe, bringing ancient Greek and Roman knowledge.
1469	Lorenzo de Medici Becomes Florence Leader	Known as "the Magnificent," he supported many famous artists like Michelangelo.
1492	Columbus Discovers the Americas	Christopher Columbus's journey opened new trade routes and changed Europe.
1495	Leonardo da Vinci Paints "The Last Supper"	A masterpiece of High Renaissance art, famous for its perspective and emotion.
1501	Michelangelo Begins Sculpting "David"	This iconic sculpture represents Renaissance ideals of beauty.
1503	Leonardo Paints "Mona Lisa"	Leonardo da Vinci's "Mona Lisa" became one of the most famous paintings in history.
1508	Michelangelo Begins Painting Sistine Chapel	Commissioned by Pope Julius II, this ceiling fresco is a Renaissance masterpiece.
1512	Completion of the Sistine Chapel Ceiling	Michelangelo finished his breathtaking work on the Sistine Chapel.
1517	Martin Luther Posts 95 Theses	This marked the start of the Protestant Reformation, challenging the Catholic Church.
1521	Luther Excommunicated	Martin Luther was expelled from the Catholic Church for his revolutionary ideas.
1527	Sack of Rome	Rome was attacked, marking the end of the High Renaissance and shifting focus to Northern Europe.

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8.2, 8.4

Date	Event	Description
1532	Machiavelli Publishes "The Prince"	A political guidebook that influenced Renaissance thinking about leadership and power.
1534	Henry VIII Creates the Church of England	Henry VIII broke away from the Catholic Church, changing religion in England.
1543	Copernicus Publishes Heliocentric Theory	Nicolaus Copernicus proposed that the Sun, not Earth, is the centre of the universe.
1558	Elizabeth I Becomes ueen of England	The Elizabethan Age began, known for its flourishing culture, including Shakespeare's works.
1564	of William are	Shakespeare became one of the greatest writers of the Renaissance, shaping theatre and literature.
1565	t. Augu ed	The Spanish founded St. Augustine, Florida, the first permanent European settlement in North America.
1588	De anish	land's victory over Spain established it as a major world power.
1599	Globe Theatre	Shake plays were performed at this famous theatre in London.
1600	Caravaggio's "The Calling of St. Matthew"	A ma ue art that shows the dramatic style ins the Renaissance.
1603	Death of Queen Elizabeth I	The Elizabethan ended ng the close of England's Ren
1610	Galileo Discovers Moons of Jupiter	Using a telesc vid ce supporting Coperni centri y.
1616	Death of William Shakespeare	Shakespeare's death ed t Renaissance lite
1620	Pilgrims Land at Plymouth Rock	The Pilgrims brought Renaissance ideas New World.
1637	Descartes Publishes "Discourse on Method"	René Descartes shaped modern philosophy and science with his work.
1642	Galileo's Death	Galileo's contributions to science and astronomy left a lasting legacy.
1660	Royal Society Founded	This scientific group in England promoted knowledge and discovery, inspired by Renaissance thinkers.
1674	Vermeer Paints "The Lacemaker"	This Dutch painting reflects the lasting impact of Renaissance art.
1687	Isaac Newton Publishes "Principia"	Newton's work on gravity and motion built on Renaissance science and changed the world.

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8.2, 8.4

Reflection Write a quote that a famous Renaissance figure might have said about their work. (For example: What would Leonardo da Vinci say about the "Mona Lisa"?



Reflection Imagine you ed ba he Renaissance in a time machine. Write a diary e ribi venture and what you learned. What year did you W ? What did you learn?

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Curriculum Connection
8.4

The Crusades

Introduction
The Crusades were a series of religious wars fought between Christians and Muslims during the Middle Ages. They started in 1096 and lasted for about 200 years.

Why Did the Crusades Start?
There were several reasons why the Crusades began. One of the main reasons was that Christians wanted to take back the Holy Land, which included the city of Jerusalem, because it was important to their religion. The Holy Land was also important to Muslims, who controlled the area at the time.

Pope Urban II and other Christian leaders thought the Crusades would help to unite Christians and protect Europe from Muslim invasions.



Knights and Soldiers
Muslim fighters during the Crusades were diverse, including Arab, Turkish, and Berbers. They had different types like Mamluks and Ghazis, along with foot soldiers, archers, and cavalry. European fighters mainly consisted of knights and foot soldiers, with knights being heavily armored and skilled in combat.

Example: Richard the Lionheart, the King of England, was a famous knight who fought in the Crusades.

Major Crusades
There were a total of nine major Crusades. Some of the most important were:

- The First Crusade (1096-1099): This was the first and most successful Crusade, which resulted in the capture of Jerusalem by the Christians.
- The Third Crusade (1189-1192): This Crusade, led by Richard the Lionheart and other European leaders, tried to retake Jerusalem after it was recaptured by Muslim forces. They were not successful in retaking the city, but they did manage to secure some important coastal cities.
- The Fourth Crusade (1202-1204): Instead of fighting Muslims in the Holy Land, the Crusaders ended up attacking and capturing the Christian city of Constantinople. This Crusade is often seen as a failure and betrayal of the original purpose of the Crusades.

Impact of the Crusades
The Crusades had a lasting impact on both Europe and the Middle East. Although they did not permanently recapture the Holy Land for Christians, the Crusades did help to strengthen the power of the Catholic Church and European leaders.

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8.4

Questions

Use information from the text to support your answer.

1) What were the Crusades? Why were they fought?

2) Who we[illegible] soldiers in the Crusades?

PREVIEW

What If?

Rea[illegible] sce[illegible] [illegible]nd predict 3 possible changes to history.

Scenarios	Prediction
Scenario A What if the Crusades never happened?	2. 3.
Scenario B What if Jerusalem had remained under one ruler?	1. 2. 3.

Multiple Choice

Circle the correct answer.

1) When did the Crusades start?	1096	1106
2) Who fought in the Crusades?	Christians	Buddhists
3) What was the main goal of the Crusades?	Jerusalem	Rome
4) Who was Richard the Lionheart?	Bishop	King
5) Which crusade captured Jerusalem?	First	Third

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Curriculum Connection
8.3

The Impact of Religious Reformation on Worldview

The Impact of Religious Reformation on Worldview



The Religious Reformation, beginning in the 16th century, was a movement that forever changed the way people viewed religion, society, and individual rights in Europe. Reformers like Martin Luther and John Calvin played critical roles in challenging the authority of the Catholic Church and shaping modern ideas about faith and g nance.

Martin L n monk, is often credited with starting the Refor ntented with the Church's practice of selli gences ts people made to reduce punishment for sins—Luther wrote the 95 Th ses, a tin is objections. One key argument was that salvation could not be b ned good deeds but came through faith alone, a concept known as ation

Luther's ideas questioned h's ro sole interpreter of the Bible, advocating that individuals s d scripture for themselves. This was revolutionary at a time when mos peop s to explain religious texts.

John Calvin, a French theologian, further haped th orm by introducing the idea of predestination—the belief that God had alrea sen w e saved. Calvin's teachings, known as Calvinism, emphasized disc har authority of scripture. His ideas spread rapidly, influencing Protest ments Europe, particularly in Switzerland, the Netherlands, and Scotla also orte the idea of church leaders being elected, challenging the hierarchica ctu Church.

The Reformation had a profound impact on European society. One major was the promotion of literacy. As reformers encouraged individuals to read the Bible, there was a surge in the demand for printed books, which was supported by the invention of the printing press. By 1600, an estimated 200 million books had been printed in Europe, compared to only a few thousand before 1450. This also helped spread Reformation ideas across the continent.

The Reformation's emphasis on personal responsibility in faith extended to broader ideas about individual rights. By challenging the absolute authority of the Church, reformers laid the groundwork for questioning monarchs and other traditional power structures. Over time, these ideas contributed to movements for democracy and human rights. The Reformation reshaped not only religion but also education, governance, and individual freedom, leaving a legacy that still influences the world today.

PREVIEW

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Curriculum Connection
8.3

Two Truths And A Lie

Put a check mark only beside the truths in all sets of statements.

	Martin Luther's 95 Theses were written in 1517.
	The Reformation began because European kings wanted to control the printing press.
	John Calvin's teachings introduced the idea of predestination.

	The printing press played a key role in spreading Reformation ideas.
	John Calvin's ideas became influential in Switzerland and Scotland.
	Martin Luther believed that indulgences could only be sold by local churches.

PREVIEW

Questions

Answer the questions below.

1) Describe Martin Luther's main arguments in the 95 Theses.

2) What were the social impacts of encouraging literacy during the Reformation?

Letter

Write a short letter to Martin Luther or John Calvin asking questions about their beliefs and actions.

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

What were two reasons the invention of the printing press was important to the Reformation?

1)	
2)	

Name: _____

What were two reasons the invention of the printing press was important to the Reformation?

1)	
2)	

Name: _____

What were two reasons the invention of the printing press was important to the Reformation?

1)	
2)	

Name: _____

What were two reasons the invention of the printing press was important to the Reformation?

1)	
2)	

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Curriculum Connection
8.3

Counter - Reformation

What was the Counter-Reformation?
The Counter-Reformation was a time when the Catholic Church tried to fix its problems and respond to the Reformation. It aimed to answer complaints made by people who started new churches, explain Catholic beliefs clearly, and improve the Church's ways.



Important Events

Council of Trent (15

The Council of Trent was a series of meetings where Catholic leaders discussed how to solve the problems caused by the Reformation. They talked about Catholic beliefs, disagreed with new Protestant ideas, and tried to make the Church

The Jesuits
Ignatius of Loyola started the Jesuits, a group of religious people, in 1540. They were important during the Counter-Reformation because they focused on teaching, spreading Catholic beliefs, and creating schools and universities.

The Roman Inquisition
The Roman Inquisition, started in 1542, was a group that looked for and punished people who didn't follow Catholic teachings. They helped stop the spread of Protestant ideas and made sure Catholics followed the Church's rules.

The Index of Forbidden Books
In 1559, the Catholic Church made a list of books they thought were bad or against their teachings. The list included books by Protestants and other writers. They wanted to keep Catholics from reading these books.

Impact of the Counter-Reformation

Making the Catholic Church Stronger
The Counter-Reformation helped the Catholic Church become stronger by supporting schools and making sure priests were better at their jobs.

Religious Division
The Counter-Reformation together with the Reformation made Europe split over religion. Some places were Catholic and some were Protestant. This caused fighting, people being treated badly, and problems in many countries.

Changes in Art and Buildings
The Counter-Reformation also changed art and buildings, as the Catholic Church used them to show how great their religion was. The Baroque style, which is dramatic and emotional, was created during this time to inspire people to be more religious.

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Curriculum Connection
8.3

Questions

Use information from the text to support your answer.

1) What was the Counter-Reformation movement?

2) What di[illegible] Catholic Church do to stop other churches?

PREVIEW

Forbidden or Allowed

In [illegible] are a[illegible]h official creating the Index of Forbi[illegible]oks

	Book Title	Allow or Ban?
1	Protestant Ideas Explained	
2	Catholic Teachings Guide	
3	History of the Church	
4	New Religious Arguments	
5	Saints and Their Stories	

Multiple Choice

Circle the best answer.

1) Who founded the Jesuits?	Shakespeare	Ignatius
2) What was the Jesuits' focus?	Farming	Teaching
3) What was the Roman Inquisition's purpose?	To Punish	To Entertain
4) When was the Index of Forbidden Books created?	1559	1600
5) What was a result of the religious division in Europe?	Harmony	Fighting

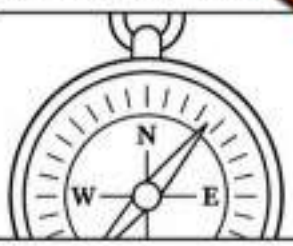
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Curriculum Connection
8.2

Timeline of Navigational Tools

300BC – First Compass – Created in China and made with a lodestone in the shape of a spoon. The lodestone always points to the south as it aligns with the earths magnetic field. This provided directional navigation.

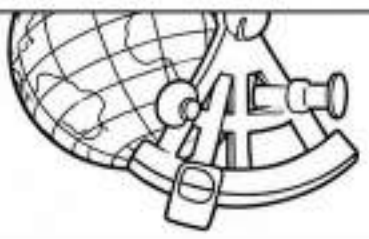


700 AD – [illegible] Compass – The Chin[illegible]ar[illegible]tive compa[illegible]at use[illegible]magnets to allow the c[illegible] sm[illegible] and easier to h[illegible]

1200 AD – Icelandic Spar – Was found on a shipwreck in 1592. Vikings used it to locate where the sun was on cloudy days. Believed to be an invention from Iceland because the stone used originates from Iceland.



1730 – Sextant – John Hadley of England invented the sextant to find out how far two places in the horizon were apart.



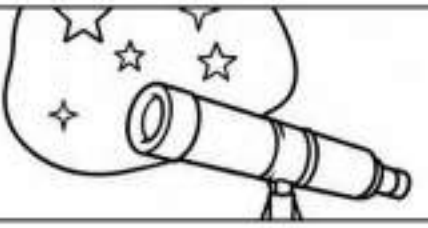


700 AD – Astronavigation – Was first used by the Greeks. Calypso looks at the stars for help on which direction he is facing.

880 AD – The Kamal – Used a 5cm long wooden block that has a string with knots equally spaced in it. The string is attached to the center of the [illegible]lock and is used to measures [illegible]ude – how far north or south they [illegible]s used first by Arab sailors.



1608 – [illegible]pe – [illegible]ed by German[illegible]ten[illegible] Lippershey to see[illegible]ce. The telescope wa[illegible]p[illegible]th binoculars which are a[illegible]datory item on ships now.



1764 – Seagoing Chronometer – Invented by British man John Harrison to determine the longitude, or east vs west position. It used the stars to determine where they were.

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Curriculum Connection
8.2



Questions Use information from the text to support your answer.

1) Why do you think these navigational tools were so important?

2) Why do you think a compass would be important in the middle of the ocean?

PREVIEW

Reaction Which [illegible] was most interesting to you? Explain.

True or False Circle whether the statement is true or false.

1. The compass uses magnets to determine the longitude.	True	False
2. The compass uses the magnetic field to determine the cardinal directions.	True	False
3. Astronavigation uses the stars to determine position.	True	False
4. The Icelandic Spar was used by Vikings everyday on the open ocean.	True	False
5. The Kamal could help navigators determine their longitude.	True	False
6. The sextant helped navigators tell how far they were away.	True	False
7. The chronometer used the stars to determine their longitude.	True	False
8. The telescope was invented by the Italian Galileo.	True	False

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Curriculum Connection
8.5

Zheng He and Cartography

Who is Zheng He?



Zheng He was a Chinese explorer who was born in China in 1371. He was the commander of 7 voyages around the world. He was hired by the Chinese Emperor to establish trade opportunities in new areas. Zheng He was born into a poor family of Muslims and became a s one of the Chinese Emperor's sons, Prince Zhu Di. Zheng of servants and became close with the princ the pri over for his father as emperor, he gave Zheng the ng a fleet of sailors to explore new trade opportunities.

PREVIEW

Voyages



Zheng's first voyage was suc he licut, India and made diplomatic relations ther et huge, as it had 317 ships and over 27,000 n! He al traded for goods that China did not have at the This made the emperor happy and granted him 6 mo

His huge fleet was put to the test as they were met th la d the waters that many Chinese explorers and traders were using. Zheng s battle against the pirate brigade and made the trading routes safer for fut eges.

On the rest of his voyages, Zheng travelled along the African coast an made trade relationships with many African diplomats that landed China some interested things like giraffes, and camels. His trades made China a superpower in the region that traded along the Indian Ocean.

Cartography

The creation of maps is known as **cartography.** One of Zheng He's biggest contributions was his ability to sail and map unknown territory on the Indian Ocean. His maps allowed future sailors to sail directly to their destinations without wasting time.

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Curriculum Connection
8.5

Questions

Use information from the text to support your answer.

1) Who was Zheng He? What is he remembered for?

2) What are pirates? What happened with Zheng He and the pirates he encountered?

PREVIEW

Sequence

Num[illegible] in the correct order.

	Zheng He became close [illegible] Prin[illegible]
	Zheng He traded with India.
	Zheng He was born in China.
	Zheng He made trade connections with Africa
	Zheng He became commander of seven voyages.
	Zheng He helped defeat pirates.

True or False

Circle whether the statement is true or false.

1. Zheng He is known for sailing and creating maps.	True	False
2. Cartography is the term used for creating maps.	True	False
3. Zheng He was an Italian explorer.	True	False
4. Zheng He made trading partnerships with African diplomats.	True	False
5. Zheng He was killed in a battle with pirates.	True	False
6. Zheng He was born poor but rose the ranks.	True	False

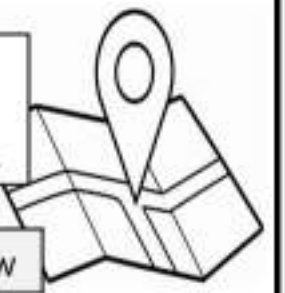
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Curriculum Connection
8.5

Activity - Cartography

Cartography has allowed us to map the world. This gives us the ability to know the distances between points on a map, which we can use to calculate how long it will take to travel there by walking, driving, or flying.



Research Using an online mapping program, fill in the blanks below

Point A	Point B	Distance (km)	Walking Time	Driving Time	Flying Time
Ott	Tor				
Vancouver					
Victoria	Vanc				
London	Beijing				
New York	Tokyo				
Istanbul	Madrid				
Dubai	Baghdad				
Shanghai	Copenhagen				
Los Angeles	Abbotsford				
Berlin	Paris				
Cairo	Mumbai				
Vancouver	Chicago				
Victoria	Moscow				
Halifax	Maple Ridge				

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Curriculum Connection
8.5

Questions Use information from the text to support your answer.

1) What surprised you about the research you did? Write 3 things below.

2) How ... rams like the one you used help us? How would life be different with...

3) Choose a city you want to travel to. Then expl... ma... tres away it is and how long it would take to travel there by walki... ing, ...

4) How has cartography technologies improved since Zhong He first mapped the Indian Ocean?

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Curriculum Connection
8.4

Trade – The Silk Road

What was the Silk Road?

The **Silk Road** was a group of trade routes that went across Asia to the Mediterranean Sea. These routes connected China with the Middle East and the countries in the Mediterranean (Greece, Italy, France, Turkey, etc.).

It got its name from the fact that Silk was traded along these routes from China to the Middle East and the Mediterranean. China made silk, so it was a valuable product for their economy. Cities along the Silk Road grew a lot as traders would stop and trade goods along their journey.

It was also called the "One Belt, One Road" initiative. It helped China improve their already strong civilization. The road was the path on land, while the belt was the maritime route that connected places by boat.



PREVIEW

Trading Products

Silk wasn't the only product being traded along the Silk Road. Things like porcelain and other types of pottery were traded. Food, wine and spices were also traded. Certain places became known for their products, so they would specialize in them and send them to other countries. Chess pieces were made in India, while paper arrived in the Mediterranean from China.

Trading Ideas

Buddhism is a religion that was spread along the Silk Road. Buddhist monks travelled from India to China and Asia to spread the word of the Buddhist religion. They converted many people and Buddhist monuments still exist in the cities along the Silk Road. Other religions like Christianity and Islam were spread along the route as well.

Technologies and innovations were other areas that were spread along the Silk Road. For example, glass making began in the Mediterranean in the 5th century, but spread to India, Asia, and China by the end of the 5th century.

As people used the trading routes, they studied the architecture and city planning in other cities and brought home these ideas for their own cities and villages. Music from Turkey and Central Asia was the most popular along the Silk Road and became very popular in China and the Mediterranean.

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Curriculum Connection
8.4

Visualize

What picture were you painting in your head while you were reading?

	Describe the picture.
	_____ _____ _____ _____ _____

True or False

Decide whether the statement is true or false.

1. The Silk Road is a mad...	T	F
2. Music, architecture, and ...ogies w...ad along the silk road.	T	F
3. Products like chess pieces, w...nd ...ed along the routes.	T	F
4. The Buddhist religion was spread fro...a to In...	T	F
5. Many of the cities along the Silk Road became ...ier.	T	F

Questions

Use information from the text to sup... ans...

1. **Text to Self** – Have you ever made a trade? What was the outcom... benefit? Have you ever traded ideas for music or tv shows?

_____
_____
_____

2. **Text to World –** What kind of trading happens in today's world? Who does Canada trade with? Do we share music, architecture, and food with other countries?

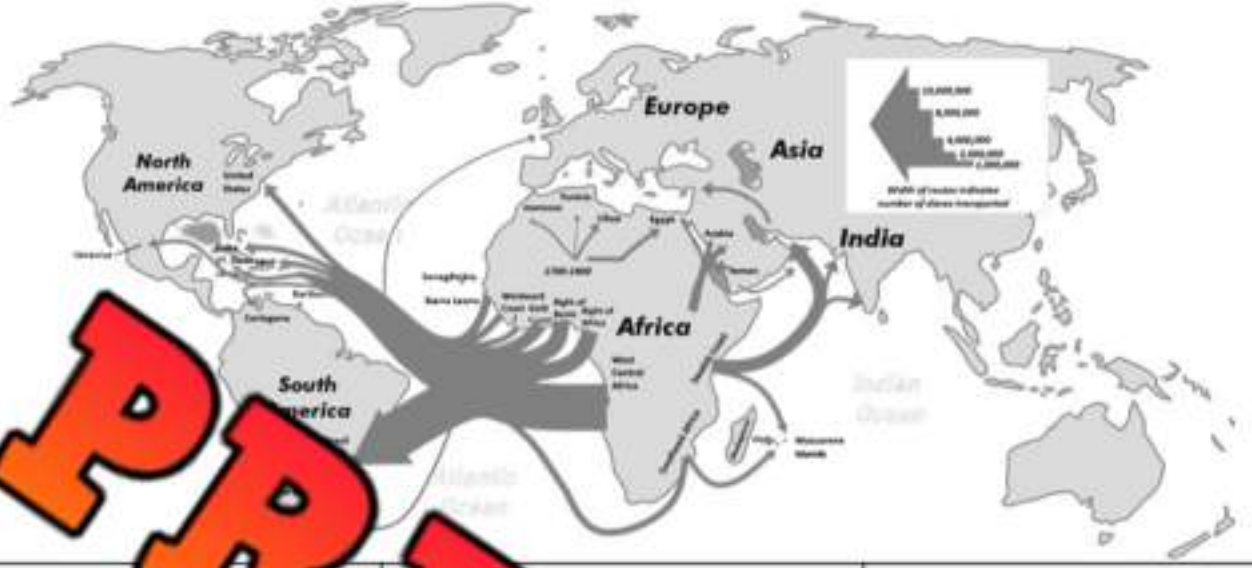
_____
_____
_____
_____

PREVIEW

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Curriculum Connection
8.4

Trans- Atlantic Slave Trade



PREVIEW

Regio	Location	Population (Millions)
Brazil	erica	4.9
British Caribbean		2.3
French Caribbean		1.6
Spanish America	South ntral A	1.6
Dutch Caribbean	Caribbe	0.5
British North America/ United States	North America	

Here's a list of some specific countries and the main work the ensla ach location:

- Brazil: Most slaves went here. They worked on sugar and coffee farm in mines.
- British Caribbean: Slaves went to islands like Jamaica, Barbados, and the Bahamas. They worked on sugar farms and grew crops like tobacco and cotton.
- French Caribbean: Slaves went to islands like Haiti, Guadeloupe, and Martinique. They worked on sugar farms and grew coffee and indigo.
- Spanish America: Slaves went to countries like Mexico, Colombia, and Peru. They worked on farms, in mines, and as servants.
- Dutch Caribbean: Slaves went to islands like Curaçao, Aruba, and Saint Maarten. They worked on sugar and tobacco farms, and in salt production.
- United States: Slaves mostly went to the southern states. They worked on cotton, tobacco, and rice farms, and as servants and skilled workers.

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8.4

Questions

Use information from the text to support your answer.

1) Where did most of the slaves go to? What did they do there?

2) Did a high percentage of the slaves go to Canada?

3) Where did mo[illegible] – USA, Canada, Caribbean, Brazil, South/Central America? How do you th[illegible]ected [illegible]s there now?

PREVIEW

Mapping

Draw a map showing the Trans-A[illegible]c S[illegible]Trade.



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Curriculum Connection
8.4

Imperialism

What is Imperialism?
Imperialism is the practice of one country extending its control and influence over other countries or territories, usually for economic and political gain. This happened a lot between the 19th and early 20th centuries, when powerful countries like Britain, France, and the United States expanded their empires around the world.



Why Did Co[illegible] Practice Imperialism?
There we[illegible]ons why countries wanted to expand their territo[illegible]

- Res[illegible]es: Ma[illegible]s wanted access to natural resources, like rubber, oil, [illegible] to [illegible] their growing economies.
- Markets: Exp[illegible]eir e[illegible]wed countries to sell their products to mor[illegible]ple [illegible]oney in the process.
- Power: Some countrie[illegible]d that [illegible]arge empire made them more powerful and [illegible]d c[illegible]tage.
- Cultural Beliefs: Many people in pow[illegible]untrie[illegible]ght that their culture and way of life were superio[illegible] they w[illegible]read their ideas to other parts of the world.



How Did Imperialism Affect People?
Imperialism had a huge impact on the people living in the[illegible]s th[illegible]e taken over.

- Loss of Independence: Many people lost their freedom an[illegible]ad t[illegible] control of a foreign country.
- Cultural Changes: People were often forced to adopt the language, re[illegible] and customs of the ruling country.
- Economic Exploitation: The imperial powers often took advantage of the local people and resources, making themselves richer while leaving the conquered countries poorer.
- Resistance: Some people fought back against imperialism, leading to wars and conflicts.

The End of Imperialism
By the mid-20th century, many people around the world began to reject the idea of imperialism. They believed that all countries should be free to govern themselves and make their own decisions. This led to a wave of independence movements, where countries fought to regain their freedom from imperial powers.

PREVIEW

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Curriculum Connection
8.4

Impact Meter

Rate each impact from 1–5. Explain why.

Impact	Rating	Explanation
Loss of Independence	☆☆☆☆☆	
Cultural Ch ges	☆☆☆☆☆	
Econom	☆☆☆☆☆	
Resistance	☆☆☆☆☆	

Multiple Choice

Circle the best a

1) Which century had a lot of imperialis	18th	19th
2) Countries participated in imperialism f more	ct	Peace
3) Some countries lost their...	I	Economy
4) When countries fought back, it led to...	ace	War
5) Imperialist countries wanted...	ey	s

Opinion

What do you think about imperialism? Explain.

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Curriculum Connection
8.5

Spanish Explorer – Christopher Columbus

Who was Christopher Columbus?
Christopher Columbus was an explorer from Italy who helped Europe find new lands across the ocean. He is famous for his voyage in 1492 when he discovered America.



Columbus' ife and Plan
Columbu aly in 1451 ool cloth. wante e the seas instead. He had an idea to find a faster way to get to Asia, where th ble gs like spices and silk. He thought he could get there by sailing west.

Columbus's Voyages a
In 1492, Columbus got the ing F nd Queen Isabella, to pay for his trip to find a new way to Asia. He left ree pta Maria, the Pinta, and the Niña. On October 12, 1492, they saw land, a islan as are now. Columbus thought he was in Asia, so he called the people India

Columbus went on four trips to the Americas oring s like the Caribbean, Central America, and the north coast of South A . He that he had found a new continent, but his trips started European exp on Americas.

First Contact and Early Interactions
When Columbus and his crew first arrived in the Bahamas in , th y the friendly Taino people. Columbus initially traded with the Tainos, ean goods for local products. However, as the Spanish explorers sought t ex new lands for gold and other resources, tensions between the two groups beg grow.

The Taino Revolt and Spanish Response
One of the first significant conflicts between the Spanish and the Indigenous people was the Taino Revolt of 1495, which took place on the island of Hispaniola (now Haiti and the Dominican Republic). The Taino people, led by their chief Caonabo, rebelled against the harsh treatment by the Spanish, who had forced them into slavery and demanded tributes of gold.

Columbus and his forces responded to the revolt with brutal force, capturing and killing many of the Taino people. Those who survived were forced into even harsher conditions of slavery, working in mines and on plantations. The brutal response to the Taino Revolt set the tone for future conflicts between the Spanish and the native people throughout the Americas.

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Curriculum Connection
8.5

Questions

Use information from the text to support your answer.

1) Who was Christopher Columbus? What is he remembered for?

2) What h[illegible]between Spanish (European) explorers and the Indigenous groups they made co[illegible]

PREVIEW

True or False

Circle whether [illegible]emen[illegible]e or false.

1) Columbus was born in Spain in 1451.	True	False
2) Columbus made four trips to the Americas.	True	False
3) Columbus called the Indigenous people he met "Indian[illegible]	Tr[illegible]	False
4) Chief Caonabo led the Taino Revolt against the Spanish.	[illegible]	alse
5) Columbus and his forces responded to the revolt peacefully.		False

Opinion

How do you feel about Christopher Columbus? Describe his character.



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Curriculum Connection
8.4

The Columbian Exchange

Introduction

The Columbian Exchange was a period of time when people from Europe, Africa, and the Americas exchanged plants, ani[illegible] ideas, and even d[illegible] It started in [illegible] Christ[illegible] disco[illegible] the New World (th[illegible] Ameri[illegible]



PREVIEW

New Foods and A[illegible]

One of the most exci[illegible] part[illegible]n Exchange was the sharing of new plants and animals. People in E[illegible] Africa [illegible]roduced to new foods from the Americas, like tomatoes, potatoes, corn, co[illegible]to, originally from South America, became a major food source in E[illegible]pe, [illegible]any people.

At the same time, Europeans bro[illegible]mals l[illegible]es, cows, and pigs to the Americas. These new plants and animals [illegible]nged th[illegible]y pe[illegible]ate and farmed, leading to healthier diets and new agricultural practices.

Diseases and Population Changes

Sadly, the Columbian Exchange also brought diseases to[illegible]e li[illegible] the Americas. Europeans carried diseases like smallpox, measles, and the f[illegible]nich[illegible] Indigenous people. Because they had never been exposed to these d[illegible]e Indigenous population suffered greatly, with millions of people dying [illegible]thesses.

Impact on Cultures and Societies

The Columbian Exchange also had a big impact on cultures and societies. As people from different parts of the world came into contact with each other, they exchanged ideas, languages, and traditions. This led to the blending of cultures and the creation of new societies, such as the colonies in the Americas that combined European, African, and Indigenous influences.

Global Trade and Economy

The Columbian Exchange also led to an increase in global trade. As new products, like gold, silver, and sugar, were discovered and produced in the Americas, they were traded with Europe and Africa. This trade helped to make some countries very wealthy and powerful, while also leading to the growth of cities and the creation of new jobs.

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Curriculum Connection
8.4

Questions

Use information from the text to support your answer.

1) What was the Columbian Exchange? What was exchanged?

2) Wr[illegible] from Europe and Africa to the Americas. Then write what was brough[illegible] Europe and Africa.

Fr[illegible]	From Americas

PREVIEW

Multiple Choice

Circle the best answer.

1) When did Columbian Exchange start?	1600	1492
2) What food came from the Americas?	Rice	Potatoes
3) Which animal was brought to the Americas?	Giraffes	Horses
4) Which disease spread to Indigenous people?	Smallpox	Malaria
5) What increased during Columbian Exchange?	Trade	Conflict

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Curriculum Connection
8.5

European Explorer: John Cabot

Background

John Cabot, an Italian explorer, was born in 1450. Not much is known about his life from 1450-1497, but he played a significant role in the age of exploration. Cabot was the second European to explore North America, following in the footsteps of Christopher Columbus. Although he was Italian, Cabot was hired by King Henry VII of England to search for unknown lands, gold, spices, and other valuable commodities. The King was determined to find new territories and expand England's influence after hearing about Columbus's recent discoveries in the New World.

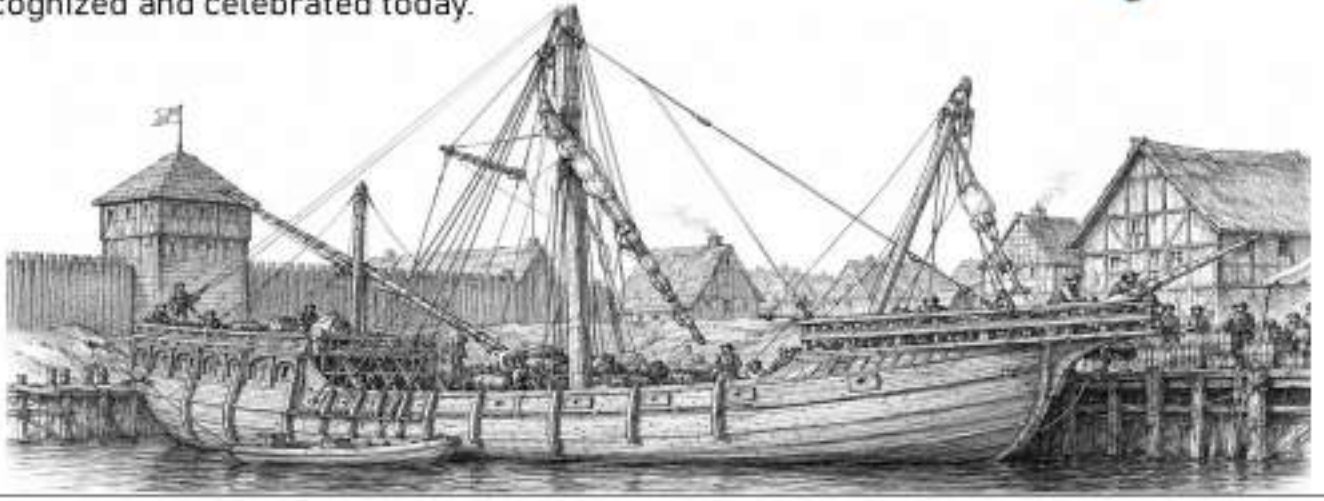
Voyage 1

In 1497, Cabot set sail on his ship, the "Matthew," with 18 crew members. They traversed the Atlantic Ocean, facing harsh weather conditions and the vast unknown. Eventually, they landed in what is known as Newfoundland, a large island off the eastern coast of Canada. Cabot claimed the new land for England and King Henry VII. The King was thrilled with Cabot's achievement and rewarded him with £10 and an annual pension of £20. **£10** was a **very generous** sum; a common labourer might earn only **£2–£5 per year**, so £10 could represent **three to five years' wages** for an ordinary worker. **£20 per year** could comfortably support a household and was a meaningful mark of royal favour. Cabot also received financial support for his expedition.

Voyage 2

In 1498, Cabot embarked on his second voyage, seeking the mythical land of Japan, which was believed to be rich in valuable spices and other goods. The plan was for five ships to sail west across the Atlantic, but the exact events of this expedition remain unclear.

Some historians believe that Cabot landed on the eastern coast of what is now Canada, exploring the region and mapping its coastline. Others argue that his fleet was lost at sea during a violent storm, and he never reached his intended destination. It is known that one of the five ships returned to Ireland after being severely damaged. By the end of 1499, Cabot was declared dead, although his ultimate fate and the full extent of his discoveries remain shrouded in mystery. His contributions to the age of exploration, however, are still recognized and celebrated today.



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Curriculum Connection
8.5

Questions Read each statement and place a ✓ in the correct column to show whether it applies to Voyage 1, Voyage 2, or Both.

Statements	Voyage 1	Both	Voyage 2
1. John Cabot sailed on the Matthew.			
2. Newfoundland may have been reached.			
3. The journey took place in 1498.			
4. King He supported the voyage.			
5. The ex emains a mystery.			
6. Ca gland.			
7. Five ships w			

PREVIEW

Questions Use ext to support your answer.

1. Why did the King of England Cab unknown land?

2. What parts of Cabot's life are unknown? Why do you t diffic now what happened to Cabot?

Multiple Choice Circle the correct answer.

1. Cabot was from	England	Italy
2. Cabot was hired by King	Henry	George
3. Cabot was looking for	Weapons	Spices
4. Cabot's boat was named	Matthew	Henry
5. Cabot travelled on which ocean	Pacific	Atlantic

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Curriculum Connection
8.5

Jacques Cartier



Background
Jacques Cartier was a French explorer who is best remembered for naming Canada. He was born on December 31st, 1491, in Saint Malo, France. Cartier was a skilled navigator and played a crucial role in the exploration of North America during the early 16th century.

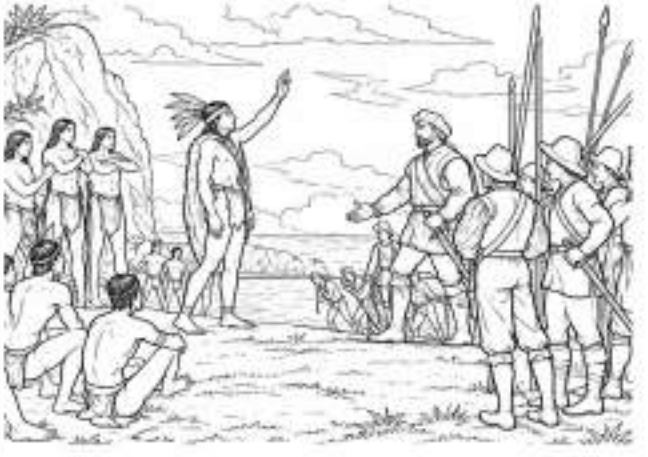
Voyage 1
In 1534, [illegible] of France sent Cartier on his first voyage to North America to find gold, [illegible] to Asia. Although unsuccessful in achieving these specific goals, [illegible] Newfoundland, Prince Edward Island, and the Gulf of the St. Lawrence.

Upon ar[illegible] he encountered indigenous people, including the Iroquois. Worried [illegible] empty-handed, Cartier decided to kidnap the Iroquois Chief Donna[illegible] Hochelaga and Taignoagny. King Francis was impressed by Cartier[illegible] and to send him on a second voyage.

Voyage 2
On his second voyage, Cartier traveled [illegible] into C[illegible] the St. Lawrence River as a guide. He ventured all the way to Stadacona ([illegible] Quebec City), where he and his crew became the first Europeans to spend t[illegible] in Canada. Unfortunately, the harsh winter weather took a to[illegible] many deaths..

Voyage 3
After hearing tales from the indigenous people about treasure further [illegible] embarked on a third voyage to Canada. Despite high hopes, no trea[illegible] during this expedition. Cartier never returned to Canada again, and his third voya[illegible] marked the end of his explorations in North America.

Legacy
Jacques Cartier passed away in France on September 1, 1557. Though he never found the gold, spices, or passage to Asia he initially sought, his explorations and interactions with the indigenous peoples laid the groundwork for future French colonization in North America. Today, he is remembered as the man who named Canada and as an important figure in the early exploration of the continent.



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8.5

Fill in the Blanks

Fill in the blanks using words from the word bank.

Word Bank				
St. Lawrence	Cartier	Voyages	Asia	France
Settlement	Kidnapped	Montreal	Weather	Conflict

Jacques _____ is known for his exploration of Atlantic Canada in 1534. He was commissio[ned by t]he King of _____ to find the Northwest Passage to _____. Instea[d he sailed] the _____ river and eventually what is now known as _____. [He] cla[imed] the region for France and _____ the two sons of an Iroquo[is chief]. He [returned] to France but made two more _____ back to the "New World". Unfortunately, C[artier] failed in his goal to create a permanent _____ in the "New World" [due to] _____ conditions, disease, and _____ with the First Na[tions people].

PREVIEW

Questions

Use information from the text to [answer] your [answers].

1. How might life today be different for the people in Canada [if] Cartier [had] establish a permanent settlement for France?

2. What do you think would be the most devastating for the explorers: winter in present-day Canada, disease, or spending two months on a ship?

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8.5

Samuel de Champlain

Who was Samuel de Champlain?



Samuel de Champlain was a French navigator, cartographer, and explorer who played a crucial role in the early colonization of Canada. He is remembered for being the first European to establish a permanent settlement in Canada, which he named Quebec City.

Voyage 1 &

Champlain's voyage in 1603 was aimed at exploring the land the French had claimed in what is now known as Canada, which they referred to as "New France." During his second voyage in 1604, Champlain brought settlers to New France, specifically to what is now known as Nova Scotia, where the initial settlement was established.

Although the settlement was unsuccessful, Champlain used the opportunity to explore the region and learn more about the land and its resources.

Voyage 3

In 1608, Champlain returned to New France. He traveled further into Canada along the St. Lawrence River and established a trading post in what is now Quebec City.

Champlain forged alliances with the Wendat (also known as Huron) people, trading beaver furs for guns, metal items (such as pots, pans, and knives), and beads. He would then send the furs back to France to be sold, marking the first trade alliance between the First Nations and European explorers. Champlain's friendship with the Wendat led him to join them in battle against the Iroquois. Armed with European guns, the Iroquois were defeated.





Later Years and Legacy

During the war between France and England for control of New France, Champlain was captured by the English. After the conflict ended, he was released and returned to Quebec, where he continued to play an active role in the development of the settlement.

Samuel de Champlain passed away on December 25, 1635. His contributions to the exploration and settlement of New France laid the groundwork for the future growth of Canada, and he is remembered as a key figure in the nation's early history.

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8.5

Fill in the Blanks

Fill in the blanks using words from the word bank.

Word Bank					
Colony	Weapons	Tools	France	9	Winter
Quebec City	Champlain	Settlers	French	Fur	

Samuel de Champlain was a _____ explorer who was the first to establish a French _____ in the "New World". He took 32 _____ to _____ to begin setting up a _____ trading post in the "New _____ de _____ and _____ to the First Nation _____ furs. T_____ ld send the furs back to France to sell for a profit. Unfortunately _____ cold _____ in Quebec City led to only _____ of the 33 settlers surviving. _____ wo_____ settlers and _____ spent the rest of his life managing _____ ts for _____ Quebec.

PREVIEW

Questions

Answer the question_____.

1. Since Champlain traded with the First Nation_____ u thi_____ ted them with respect?



2. Describe what you see in Quebec City's first settlement?

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8.4

Fur Trade – French Alliances

Furs in Canada

An important group in Canada's early history was the fur traders. Canada was rich in animals with thick furs, as animals needed these furs to survive the cold winters. The Indigenous people were happy to hunt the animals and trade the pelts for supplies. They made great hats that were in demand in Europe.



Who were the French traders?

The fur trade in New France was regulated by the king of France. He only let licensed agents from the Company of *the One Hundred Associates* to trade with the Indigenous people. The indigenous trappers would bring their furs to regions that are present-day Montreal, Quebec City, and Trois-Rivières. The agents would meet there and exchange the furs for metal supplies that the Indigenous didn't have access to. Examples would be hatchets, metal pots and pans, and weapons like knives.

French Alliance with the Wendat (Huron) and the Algonquin

Samuel de Champlain made trade alliances with the Wendat and Algonquin with these nations because they controlled the St. Lawrence River passage to the Atlantic Ocean.

The French traded for years with the Wendat and Algonquin, forming a strong relationship. Champlain respected the First Nations and learned a lot from them. He learned how to survive in the sometimes-harsh Canadian climate. Champlain and some of his men even stayed with these nations as if they were their own.

To strengthen their relationship, Champlain even fought rival nations with the Wendat and Algonquin. In July 1609, Champlain and two other French soldiers won a battle with 60 Algonquin warriors against the Haudenosaunee/Iroquois.

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8.4

Inference

Read the quote below about the battle with the French/Algonquin and explain how you think the battle would have went.
"They see a lightning flash, and hear a roar" – as the French point their guns.

PREVIEW

True or False

Circle wh the rue or false.

1) The Indigenous people and French fou a lot.	True	False
2) The French formed an alliance with the Wend Algo	True	False
3) The French needed the First Nations to help them	ue	False
4) The First Nations didn't get much from the alliance with ch.	ue	False
5) The French fought the Iroquois with the Algonquin in 1609.		lse

Word Search

Find the words in the wordsearch.

French	First
Nations	Cartier
Fur	Trapping
Hunting	Beaver
European	Metal

A R F C A R H Z W G J C M K Q X S M
F Y U O V K T P Z T M W G Q U J S W
L O D O F I R S T R K W T C X K N N
E D X Q C A D Z O A G P F U R W O A
E D Y T A L B O M P G Y R S Y A I E
F E N F R T D S E P F R E N C H T P
H H U N T I N G T I I S L S Z H A O
Z D D T I V D X A N Z Y N F M K N R
K N K G E D Z N L G B E A V E R E U
G D P Z R G U J I R T N A C B M L E

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8.4

The Beaver Wars

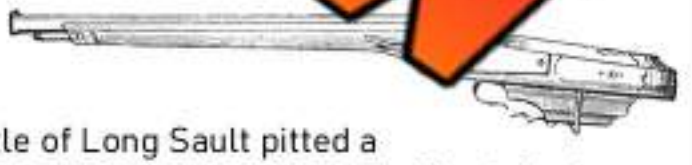
What were the Beaver Wars?
The Beaver Wars, also known as the Iroquois Wars, took place in North America from the 17th to the early 18th centuries. The Iroquois Confederacy and the Huron, backed by the French and Dutch, fought for control over the fur trade in the Great Lakes and St. Lawrence River regions, where there was a high concentration of beavers.

Territories and Resources
The Iroquois and Huron fought to control territories rich in beaver populations. The beaver fur trade was very lucrative, as European demand for beaver pelts was strong due to their use in fashionable hats and warm clothing. Control over these territories would give the winning side significant economic power and influence in trade with European powers.

Alliances
During the Beaver Wars, the Iroquois Confederacy, consisting of the Mohawk, Oneida, Onondaga, Cayuga, and Seneca nations, were allied with the Dutch and later the English.
The Huron, on the other hand, were allied with the French. These alliances were driven by mutual interests in the fur trade, as European powers sought to secure reliable sources of beaver fur.

Notable Battles

Battle of Lake Champlain (1609)
The Battle of Lake Champlain marked the beginning of the Beaver Wars. French explorer Samuel de Champlain and his Huron allies confronted the Iroquois near present-day Ticonderoga, New York. The French and Huron forces were victorious, solidifying the long-lasting alliance between the French and the Huron. They won because they had more powerful weapons, including an arquebus, which was a heavy and clumsy gun (musket).



Battle of Long Sault (1660)
Taking place near present-day Ontario, the Battle of Long Sault pitted a small group of French and Huron soldiers against a larger Iroquois force. The defenders, led by Adam Dollard des Ormeaux, made a valiant last stand, but were ultimately defeated. The battle delayed the Iroquois' advance on French settlements, giving the French time to prepare for further attacks.

Lachine Raid (1689)
In 1689, the Iroquois launched a devastating raid on the French settlement of Lachine, near Montreal. This attack marked the beginning of King William's War, which was fought between England and France and their respective Native American allies. The Iroquois, now armed with British weapons, inflicted heavy casualties on the French and their allies.

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Question What were the Beaver Wars? What were they fighting over?

Summari ...marize each battle with just the important information.

Battle of Lake Champlain (1609)	
Battle of Long Sault (1660)	
Lachine Raid (1689)	

PREVIEW

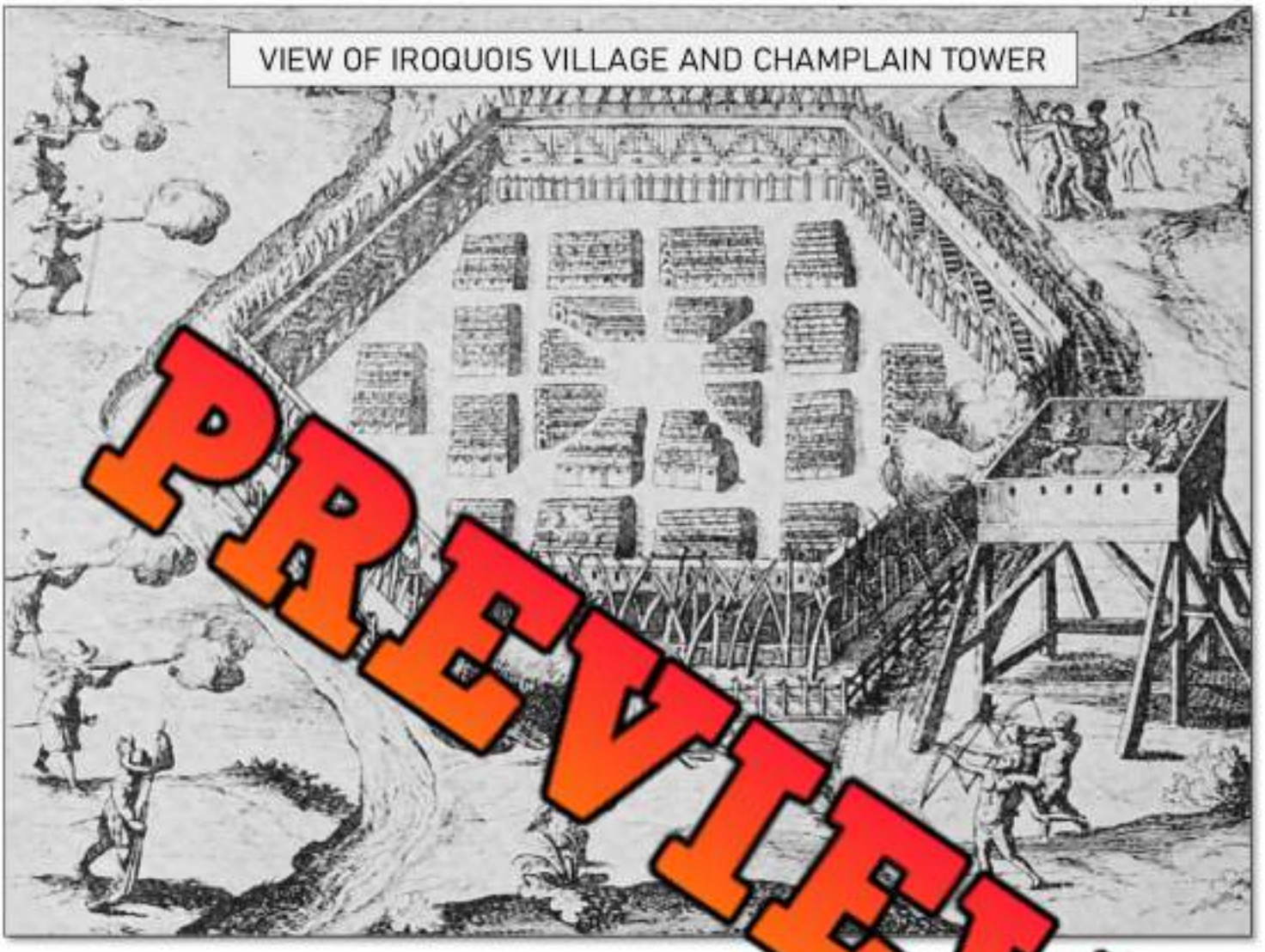
True or False Circle whether the statement is true or false.

1) The Beaver Wars were fought over the fur trade.	True	False
2) The Huron were allied with the French.	True	False
3) Beaver pelts were used to make hats.	True	False
4) The French won the Battle of Lake Champlain.	True	False
5) The Lachine Raid happened in 1689.	True	False

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PREVIEW

Champlain and a handful of Frenchmen met up with the Huro[illegible]he [illegible] Champlain and his crew with a feast and war dances. They prepare[illegible]n the Iroquois.

The next day, the Huron and French traveled by boat on lakes and [illegible]ver Trent to Lake Ontario. They marched for a few days before finding the Iroquois village.

They attacked the Iroquois village that was surrounded by wooden spears. This palisade made it difficult to enter the village. But Champlain had a plan. He brought a tower that he sent his best sharpshooters to the top of. They shot down over the palisade, taking out some of the Iroquois. The Huron set fire to the bottom side of the walls, but they were quickly put out with water by the Iroquois.

After several hours of aimless and ineffective strikes against the palisade, the Huron fell back. Champlain tried to get them to continue in the attack, but they weren't interested. The Huron carried their wounded in baskets upon their backs.

Champlain wanted to go back to Quebec but didn't have a boat. Instead, the Huron took them back to their village, where months went by before the Huron helped him return to Quebec. In Quebec, they thought Champlain was dead.

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8.4

Two Truths and a Lie Read each group. Tick ✓ the two true statements. Mark ✗ the one lie.

	The Huron welcomed Champlain with a feast and war dances.
	Champlain built a tower to help his sharpshooters attack the Iroquois.
	The Iroquois quickly surrendered after the first attack.

	The Iroquois village was protected by a wooden palisade.
	The Huron successfully burned down the village walls.
	The Huron carried their wounded in baskets on their backs.

Multiple Circle the best answer.

1) Who ght th tower?	French	Huron
2) Who won th	Huron	Iroquois
3) Who fought with g	Huron	French
4) Who set fire to the palis	French	Huron
5) The people in Quebec thought Champ	Dead	a traitor

Questions Use information from the text t ort y er.

1) Why do you think the Huron and French had trouble is ba

2) What did the Huron and French do to try to win the battle?

3) What happened after the battle?

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8.4

European Learning from the Indigenous

Difficulties Living in Present-Day Canada For Europeans

When explorers like Champlain landed in present-day Canada, they faced many challenges. During one of Champlain's trips across the Atlantic, 16 of 25 of his men died. It was hard to live in present-day Canada because:

- Cold te eratures in the winter made it difficult to find plants to eat
- They ve the hunting skills the Indigenous had
- S hreat. People get scurvy from not getting any vitamin C. Ex rs and t scurvy from not have any fruits or vegetables. Scurvy makes yo d w ts your joints, and leads to swollen and bleeding gums which ca e yo out.

Learning from the Indigenou

The Europeans would not have survive ters nt-day Canada without the help of the Indigenous. The Indigenous ta ght them oll often in exchange for supplies like tools, alcohol, and European weap

- Gave them medicine to cure their sickness. For ex Indig would make Cedar tea for explorers and settlers dying of scurvy. H as C and cured scurvy almost immediately
- Showed them how to make clothing from furs to keep warm – mitten



- Showed them where to go to find food
- Taught them how to build shelters they could make out of the materials they had in the environment
- Helped them build canoes, snow-shoes, and sleds to help them with transportation
- The Europeans learned from First Nations that you could use the buffalo in many ways. They would use the fat to make candles and soap.

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8.4

True or False

Circle whether the statement is true or false.

1) Many Europeans got scurvy from not eating fruits or vegetables.	True	False
2) Present-day Canada was an easy place for Europeans to live.	True	False
3) The Indigenous helped the Europeans survive.	True	False
4) Cedar tea was made to cure scurvy.	True	False
5) The First Nations didn't get anything back for their teachings.	True	False

Question

Use information from the text to support your answer.

1. Imagine you are lost in the woods of Canada. How difficult would it be to survive in the winter? What might help you survive?

2. List 4 ways in which the Indigenous people helped the Europeans survive?

1	
2	
3	
4	

PREVIEW

Taught or Traded

Check whether the Indigenous people TAUGHT it to Europeans or whether it was something Europeans often TRADED in exchange.

Cedar tea	❑ Taught ❑ Traded	Building shelters	❑ Taught ❑ Traded	European weapons	❑ Taught ❑ Traded
Tools	❑ Taught ❑ Traded	Canoes	❑ Taught ❑ Traded	Warm fur clothing	❑ Taught ❑ Traded
Alcohol	❑ Taught ❑ Traded	Finding food	❑ Taught ❑ Traded	Spices	❑ Taught ❑ Traded

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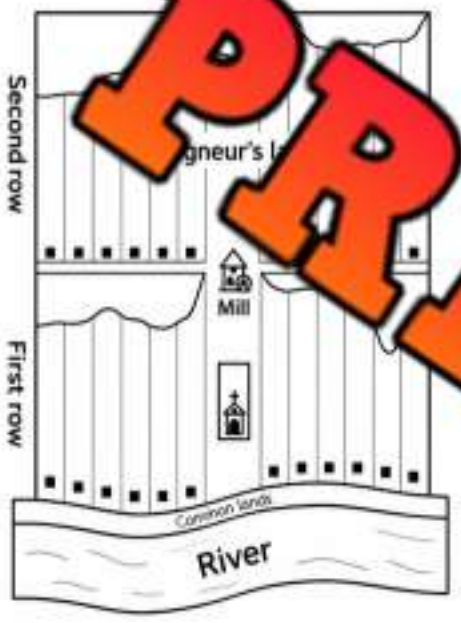
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Curriculum Connection
8.4

Seigneurs and Habitants

Settlers in New France

The explorers and fur traders were the first two groups that lived in New France. After they settled, farmers were sent to develop the land. The farmers were divided into two main groups – seigneurs and habitants. These distinct social classes worked closely together to clear the vast wilderness and establish permanent, thriving agricultural communiti



Seigneurs and Seigneuries

The men that the king of France liked were called **seigneurs**. A seigneur was someone who may have supported the king back in France, or perhaps was a soldier who fought well in war. Either way, a seigneur was ...ded with a **seigneurie**, which was a large area of land ...ften 5 kilometres by 10 kilometres. A seigneurie ... one family to develop, so they had to get ...itants ...mily) to live on it and help develop the ...

A ...gneu... ...t were long and narrow so that more of ... could ... access to water. Seigneuries were set ...de the ... River so that the water could be used for ...g, tra... ...tion, fishing, and personal use. Th... ...eur ... large section of the land to provide a ... ...nit fo... ...abitants. This intentional geographic layout ensured that every family ...ily t... ...rt their goods by boat, gather fresh fish for food, and successfully irrigate ... cro... ...hort growing season. It also fostered a tightly-knit, cooperative commun... neighbors lived close to one another along the waterfront.

Habitants

The farm families that worked on the fields on the seigneurie were called habitants. Habitants worked very hard and had lots of responsibilities, like cutting and clearing the land, growing crops, and raising animals. Habitants didn't live on the land for free. They needed to give a portion of their crops to the seigneurs as well as pay taxes to the Church and to the government. They also had to work without pay for ten days a year on the seigneur's personal fields. This heavy burden of mandatory labor and financial obligations made survival incredibly difficult, forcing entire families to work from dawn until dusk just to sustain their households each year.



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8.4

True or False

Is the statement true or false?

1. A habitant was someone who the king treated well with a seigneurie.	True	False
2. Seigneurs were given seigneuries, which were large areas of land.	True	False
3. Habitants were farm families that lived on seigneuries.	True	False
4. Habitant families didn't have to pay anything to their seigneurs.	True	False
5. Seigneurs were soldiers or people who supported the King of France.	True	False

Questions

Answer the questions below.

1. What is the difference between a seigneur and a habitant?

2. What responsibilities did the habitants have on the seigneur's land? Was it fair?

PREVIEW

Draw

Draw how your seigneurie would look.

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8.4

Citizens of New France

Population of New France

In 1666, the population of New France was 3215 people. Most of the people living in New France were men, with a total of 63 percent of the population. The 37 percent of women in New France is way below the population breakdown we see today in Canada, as women make up 50.48 percent of the population, which is more than the 49.52 per[illegible] males.



Jobs in N[illegible]

Only [illegible] skilled workers who had jobs where [illegible] special[illegible] trade. These men had a higher social status compared to the farmers wh[illegible] hei[illegible]lds all day. The top 7 jobs are listed below.

Occupation	[illegible]tion
Soldiers	New [illegible] its territory with soldiers.
Carpenters	The land w[illegible]log[illegible]ded carpenters to build houses and buildings.
Masons	A mason is a builder w[illegible]rks wit[illegible]. Masons built strong buildings.
Tailors	A tailor makes clothing. Remem[illegible]hey [illegible]lothing in New France.
Merchants	Merchants were people who owned sto[illegible]bou[illegible]d so[illegible] items.
Bakers	Bread represented 60-85 percent of the total food[illegible] France.
Millers	A miller someone who works in a grain mill which produces grain for breads.

PREVIEW

Reflection

There weren't nearly as many opportunities to find jobs in New France. Which job would you choose? Explain why.

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Questions

Answer the questions below using evidence from the text.

1. Why do you think there were more men living in New France in 1666?

2. Which j u think were the most important? Explain.

PREVIEW

True or False

Circle w he true or false.

1) In 1666, the population of New Franc 8215 p	True	False
2) There were more women than men in New Fr	True	False
3) Farmers had the best jobs in New France.	True	False
4) One of the most important jobs was soldier to defend ce.	True	False
5) Women could become skilled workers and have jobs like m hs bakers.		alse

Match it up

Draw a line to match each term with its description.

Soldier	❑	❑	Makes clothing
Carpenter	❑	❑	Defends the colony
Mason	❑	❑	Builds with stone
Tailor	❑	❑	Builds houses
Merchant	❑	❑	Makes bread
Baker	❑	❑	Grinds grain into flour
Miller	❑	❑	Buys and sells goods

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8.4

Society in the New France

People of New France

The King of France was the most powerful man in New France. He controlled both France and New France, but he hired a **viceroy**, who he put in charge of New France. The viceroy was the governor who made decisions on behalf of the King. Learn more about the other people of New France below.

Governor

The **gover** s the top government official in New France. His job was to make sure the king got w anted out of New France. He appointed people to the sovereign council, who wer aking laws and setting taxes that people needed to pay. The gove os e king of the colony in New France.

Intendant

The intendent w rankin ment official who was responsible for finance and justice in New Fran ey m overeign council followed the rules in determining laws and t nden often a **commoner**, who is someone not born into the upper class.



Members of the Sovereign Council

The members that were given the job t e on laws and taxes were also part of the upper-class society. They had more power than the average citizen.

Captain of the Militia

The **captain of the militia** oversaw the militia in New France. mili bodied men between sixteen and sixty who could defend New Franc formal training to be a soldier. The captain of the militia had the job t or hem into squads and get them prepared with weapons to fight if needed.

Citizens

Most of the people that lived in New France were average citizens with jobs like farmers, bakers, merchants, and tailors. These people performed services for each other so that society could function.

Criminals

France sent some of their criminals to New France. Most of these criminals were prisoners who were thieves. They were given the option of serving out their prison sentence in France or be sent to New France. If they decided to be shipped to New France, they became indentured servants who could get their freedom back after three years slave labour.

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8.4

True or False

Circle whether the statement is true or false.

1. An indentured servant could get their freedom back after 2 years.	True	False
2. The governor of New France was like a king in the colony.	True	False
3. The Viceroy was second in command.	True	False
4. The intendant made sure the sovereign council did their jobs.	True	False
5. A commoner was born into a wealthy and powerful family.	True	False

Questions

Answer the questions below using evidence from the text.

1. What do you think indentured servants had to do if they decided to come to New France?

2. Do you think the regular citizens had a say in how much taxes were? Did they have any involvement in the government?

PREVIEW

Would You Rather?

Circle your choice and explain why.

Would you rather be: ❑ Governor ❑ Intendant	**Explain:**
Would you rather be: ❑ Baker ❑ Merchant	**Explain:**
Would you rather be: ❑ Soldier ❑ Farmer	**Explain:**

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8.4

The Expulsion of the Acadians

Tension Between France and Britain

France and Britain were both trying to colonize North America as fast as possible. Both countries were building up colonies and expanding their territory. The rivalry between the two countries was growing as they fought battles all over the world. Both countries had other colonies in Asia, Africa, and the Caribbean. They were both fighting for global dominance.



The Loss

Acadi s colony in North Amer the Ki efend it as well as New Fran esent-day New Brunswick, PE c. In British attacked Acadia fr ton, They took control over part rned it to France in the Peace t 97.

PREVIEW

War of Spanish Succession

While Spain and France were at war wit other, took advantage. From 1702 to 1713, the British gained control of Acadia nd the C ean. 13, leaders from France and Britain negotiated a peace treaty called the of Ut

Each side agreed to give back some of the es t taken in war. Britain offered to give back the Caribbea r Acadia. France decided to take back the Caribbean island sugar cane was grown there, and sugar was valuable in Fran his meant that the Treaty of Utrecht officially gave Acadia to the British.



The Expulsion of the Acadians

Britain may have owned the land of Acadia, but it was still French Acadians living there. The British were worried the Acadians would revolt against them. So, the British tried to make them take an **oath of allegiance**, which would mean they promised to be loyal to Britain.

The Acadians declined as they were French Catholics, and the British were English Protestants, and religion was very important to the Acadians. Life in Acadia was becoming hostile as British soldiers harassed the French population. The French often returned the favour by harassing the British in the colony.



This continued until 1755, when Britain decided enough was enough. From 1755 to 1760, about 10,000 out of 12,000 Acadians were expelled from the region. Most of the French A cadians went to the French colony of Louisiana.

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Multiple Choice
Circle the correct answer.

1. The people that originally lived in Acadia were...	French	British
2. France decided to give away which colony?	Caribbean	Acadia
3. What was found on the Caribbean colony?	Iron	Sugar Cane
4. Did the Acadians sign the Oath of Allegiance?	Yes	No
5. The Treaty of Utrecht was signed in which year?	1755	1713

Agree or D
Circle Agree or Disagree, then explain your thinking in one sentence.

1) Fra d Brit nted control of North America.	Agree	Disagree
2) The Treaty of Utr ave in.	Agree	Disagree
3) The Acadians agreed to take th	Agree	Disagree
4) About 10,000 Acadians were expelled from A	Agree	Disagree

PREVIEW

Questions
Answer the questions below.

1. Why did France give up Acadia instead of the Caribbean colony?

2. Why did the British expel the Acadians?

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Curriculum Connection
8.4

New France Effects on Quebec

New France Effects on Quebec

Even though control of New France was taken by the British, the people living in New France stayed and continued to keep their French culture. The British tried to convert the French col[illegible]t to their British ways but were unsuccessful. The Frenc[illegible]eir population by having babies, and they passe[illegible] culture and language to the next genera[illegible].



New France – Similar Land Boundaries as Quebec

PREVIEW

Canada and the Pr[illegible] of Q[illegible]

As Canada became a cou[illegible]e French [illegible]ed their culture and language be protected in Quebec. They wer[illegible]to [illegible]rovincial laws that help make sure French will continue to be the first lang[illegible] Quebe[illegible]



Quebec's Bill 101

- States it is law that French is the official law in Qu[illegible]
- No business signs in Quebec can be written in English
- French must be the language spoken in the courts, government, educational system, and businesses
- Businesses could not have English names

The Province of Quebec Today

Many English-speaking people living in or visiting Quebec have challenged Quebec's Bill 101. They find it difficult to understand signs, maps, and other important information. But, if Quebec used more English, more English people would move to Quebec, causing them to possibly lose their French culture.



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8.4

True or False

Circle whether the statement is true or false.

1) The people living in New France continued their French culture	True	False
2) Quebec's Bill 101 protects French culture in Quebec	True	False
3) You could move to Quebec and start an English business	True	False
4) Bill 101 is important in making sure French stays the official language in Quebec	True	False
5) Without [illegible]101, Quebec could become less French and more English	True	False

Questi[illegible]

[illegible] questions below using evidence from the text.

1) How did Ne[illegible]t t[illegible]ture of Quebec today?

2) Why is Bill 101 important? What might happe[illegible]ut B[illegible]

PREVIEW

Questioning

What questions do you have about the reading?

1)	
2)	

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Curriculum Connection
8.6

Population Changes From 7th Century to 1750

Population Changes From 7th Century to 1750

From the 7th century to 1750, the world population grew from around 208 million to 791 million. During this time, we saw the rise and fall of empires, the spread of religions, the discovery of new lands, and the exchange of ideas and innovations.



The 7th Ce

In the 7th c the world's population was around 208 milli ing this time, many important events took place, such as the rise of Islam ula. This led to the spread of Islam throughout the Middle East, North and p ope.

The 10th Centu

By the 10th cent lobal had increased to around 250 million. The world was seeing the emer of s, like the Byzantine Empire in the east and the Holy Roman Empire in Meanw China, the Song Dynasty was experiencing a golden age with advances logy d art.

The 14th Century

Jumping to the 14th century, the world tion ha around 360 million. Unfortunately, this period was marked by a devasta even Black Death. This deadly disease swept through Europe, Asia, and Africa an es 200 million people. This disaster slowed down population growth for e

The 15th Century

By the 15th century, the world started to recover, and the po ion 25 million. This period saw the beginning of the Age of Exploration, with ers like Christopher Columbus and Vasco da Gama discovering new lan . This age of exploration connected the world like never before, which led to the nge of ideas, goods, and people.

The 17th Century

In the 17th century, the global population had increased to around 550 million. This time saw the rise of powerful empires, such as the Ottoman Empire and the Mughal Empire in India. Europe was also experiencing major changes, like the Scientific Revolution, which helped people better understand the world around them.

The Year 1750

By 1750, the world population reached about 791 million. The Age of Enlightenment was in full swing, inspiring new ideas about politics, science, and human rights. In addition, the Industrial Revolution was just around the corner, which would lead to new technologies, economic growth, and even more population growth.

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Curriculum Connection
8.6

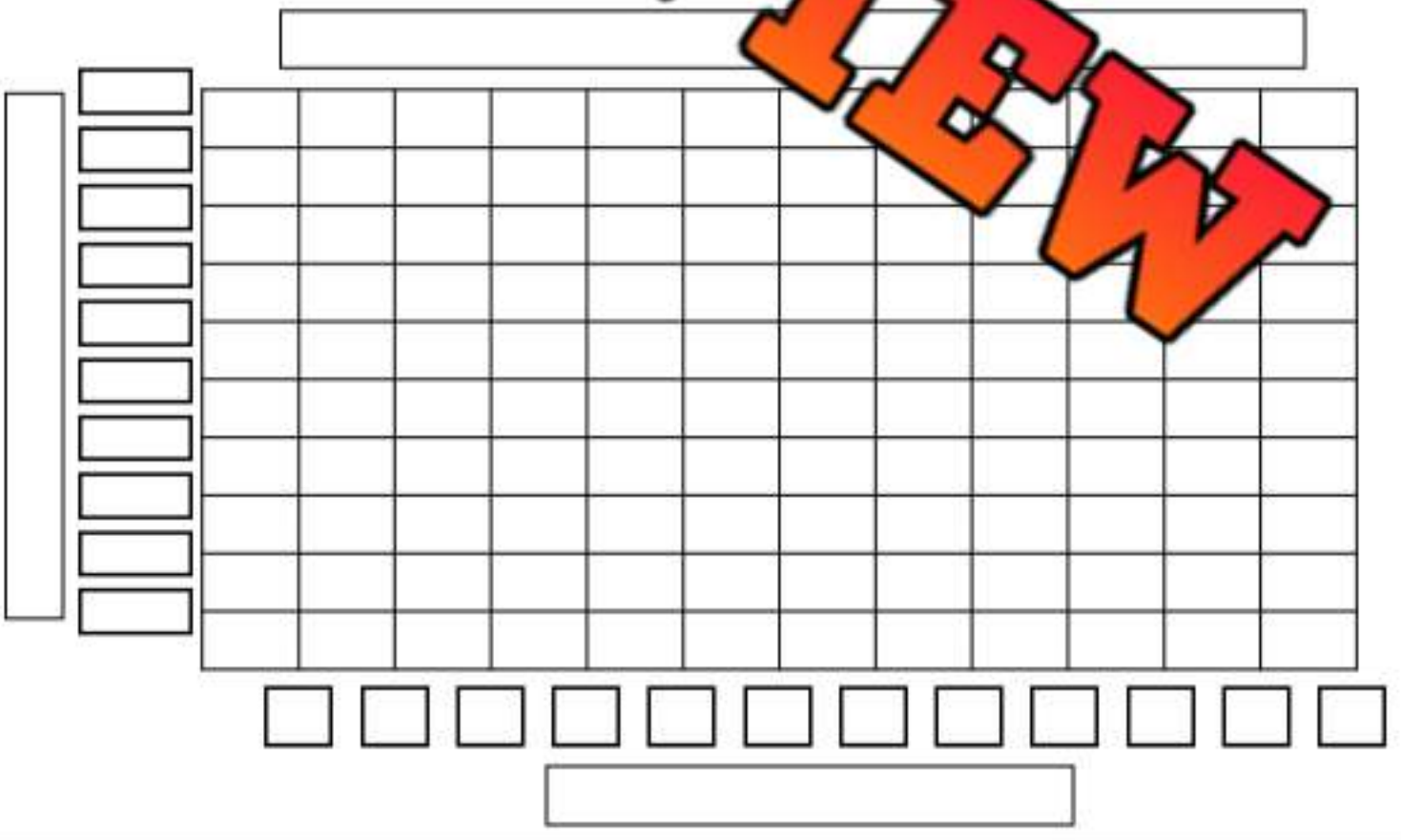
Questions Use information from the text to support your answer.

1) Describe how the population has changed from the 7th century to 1750.

2) What le[illegible] population declining in some time periods?

3) What led to th[illegible] in[illegible]sing in some time periods?

Graphing Make a graph of the pop[illegible]n cha[illegible] the 7th century to 1750



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Curriculum Connection
8.6

Urbanization in the Middle Ages

Urbanization in the Middle Ages

The Middle Ages, also called medieval times, lasted from around the 5th to the 15th century. During this time, people began to move from the countryside to cities, which is called **urbanization**.



I. The Start of Urbanization

1) Life in the Countryside
- Most people lived in the countryside and worked on farms.
- As farming improved, they could feed more people

2) Moving to Cities
- Some people moved to cities to find new jobs and opportunities.
- Cities started to grow and became busier places.

II. The High Middle Ages (11th – 13th Century)

1) Revival of European Cities
- During this time, cities began to grow and became more important.
- Trade became a big part of city life, as people began to buy and sell goods from different places.

2) Castles and Cathedrals
- Kings and queens built big castles in cities, which made cities more important.
- Churches built huge cathedrals, which also attracted people to cities.

III. The Late Middle Ages (14th – 15th Century)

1) The Black Death
- A disease called the Black Death spread through Europe and killed many people.
- This made cities less crowded for a while, but they eventually started to grow again.

2) The Renaissance
- During this time, people became more interested in learning, art, and science.
- Cities became centers of culture, and many famous artists and thinkers lived in cities during this time.

IV. What Made Cities Special in the Middle Ages?

1) Walls and Gates
- Cities were often surrounded by big walls and gates to protect the people living inside.
- These walls made cities feel like safe places to live.

2) Markets and Shops
- Cities were full of markets and shops where people could buy and sell things.
- This made cities exciting places to visit and live in.

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8.6

Questions

Use information from the text to support your answer.

1) What is urbanization? When did it begin?

2) What fa[illegible]d to increased urbanization in the Middle Ages?

PREVIEW

Multiple Choice

Ch[illegible]est

1) Why did people move to cities during [illegible]ddle A[illegible]	Disease	Better Jobs
2) What was a big part of city life during the Mid[illegible]es?	[illegible]de	Education
3) As _____ got bigger, people moved to the cities.	Farm	Churches
4) Which period led famous artists and thinkers to the city?	Rev[illegible]	R[illegible]ssance
5) Cities were surrounded by walls, making them	[illegible]	[illegible]y

Word Search

Find the words in the puzzle below.

Word Search

- ❑ Cities
- ❑ Moving
- ❑ Farming
- ❑ Jobs
- ❑ Castles
- ❑ Disease
- ❑ Art
- ❑ Markets
- ❑ King
- ❑ Queen

T C A S T L E S M L X Y U B C F L Q F S K
R N E Q U E E N A O T F N I F A D C Q U K
K O P S W T F L R W F N T M U R A X N I S
D I S E A S E E K L C I D R L M K R N W B
M B H O Q X A H E N E R N C K I J G T T O
M O V I N G G D T S R R F D S N C Q B F J
M D J H I R S N S J E G W L V G C C I E V

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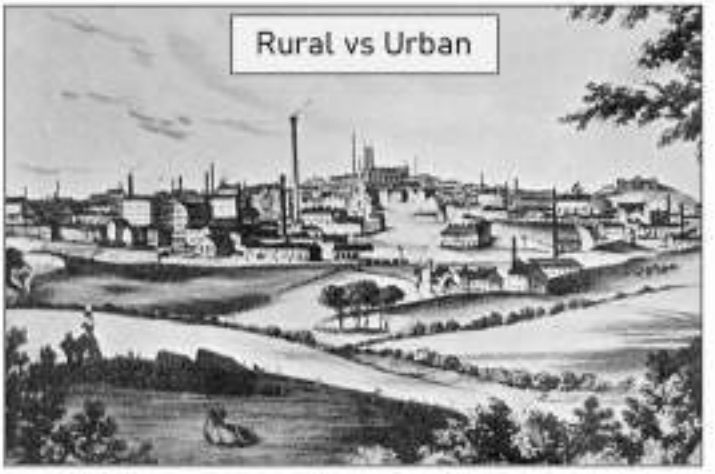
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Curriculum Connection
8.6

Urbanization – A Changing Society

Urbanization – What is it?

The term **urbanization** refers to the movement of people to a city, as opposed to a rural area, which is the countryside. Urbanization has increased rapidly since the mid 1800s, after the Industrial Revolution.



With the invention of powered machinery, factories were built to mass produce goods. People moved to be near these factories so they could get jobs. It was very common for people to own their own vehicles, so they were able to live near their workplace. The factories were manufacturing goods like clothing that were then sold in stores. More stores opened and cities developed.

In 1851, only 13% of people lived in cities like Toronto and Montreal. By 1921 and after the **Industrial Revolution**, that number changed to 47% of Canadians living in urban centres. Canada's economy was based on people were working in factories to make a lot of things that were sold around the country changed a lot in those 70 years as you could now buy things in stores instead of each family had to find jobs outside of farming.

Immigration and Growing Cities

People around the world were hearing about the success Canada was having. They knew if they could move to Canada, they could find a job and improve themselves and their family. Immigration was the most important factor in the growth of cities, as the population of Canada went from around 2 million in 1851 to 7 million in 1911.

Cities	1891	1911	
Montreal	219 616	528 000	
Toronto	181 215	381 833	111%
Calgary	3876	43 704	1028%

Urbanization and First Nations

With immigration rising and cities growing, First Nations communities were becoming less important in Canada. Some Indigenous people took jobs in the growing cities, but most were unhappy with the changing society. The environment was worsening with factories pumping out pollution, and the lands were becoming crowded.

Most First Nations members continued living on their reserve. But what if the reserve was on valuable land for mining? In 1911, a change to the Indian Act allowed local governments to take reserve land from First Nations for uses like roads and railways. That amendment caused a lot of conflict between the government and Indigenous people.

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8.6

True or False

Decide if the statement is true or false.

1) Urbanization has increased rapidly since the Industrial Revolution.	True	False
2) Urbanization has a devastating impact on the environment.	True	False
3) In 1921, only 13 percent of Canadians lived in urban cities.	True	False
4) The population of Calgary grew the most from 1891-1911.	True	False
5) Immigration was the largest factor in population growth.	True	False

Questions

Answer the questions below.

1) How [illegible] from 1850 to 1920?

2) What happened with the First Nation [illegible] changed?

PREVIEW

Word Search

Find the words in the wordsearch.

Urbanization	Rural
Machines	Factories
Montreal	Toronto
Immigration	Calgary
Economy	Reserve
Pollution	Population

P X D E C O N O M Y R E S E R V E P
M L N O O Q K R U R A L X Q X A Y O
W G M A C H I N E S Z X I H B B T L
J L E M I M M I G R A T I O N F U L
T O R O N T O T M O N T R E A L U U
U R B A N I Z A T I O N J I O F C T
P M Q P O P U L A T I O N R B T Q I
W R A D N X F H I T H L W V R N R O
D I L U T U T J A A U W V Q T P X N
F A C T O R I E S C A L G A R Y N E

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8.6

Environmental Effects of Urbanization

Urbanizations – Effects on the Environment

From the Middle Ages to 1750, cities around the world started to grow bigger as more people moved in, a process called urbanization. But what happened to the environment when cities grew?



I. Middle Ages (5th - 15th Century):

During this time, cities were smaller, but they still had an impact on the environment.

- Cutting down trees: People needed wood to build houses, castles, and other buildings. This led to fewer forests and loss of habitats for plants/animals.
- Waste disposal: Without a good system for getting rid of trash, people often dumped their waste in the streets. This made the water dirty, spread diseases, and harmed aquatic life.

II. Age of Exploration (15th - 17th Century):

During this time, more cities were built, and they grew bigger due to increased trade.

- Clearing land: To build new settlements, people cleared large areas of land. This destroyed natural habitats, like forests and wetlands, where animals and plants lived, causing loss of biodiversity.
- Pollution: The growth of trade and industries caused more pollution. For example, burning wood or coal produced smoke that polluted the air, causing health problems for people living in cities.

III. Agricultural Revolution (17th - 18th Century):

Better farming methods during the Agricultural Revolution helped cities grow even more, and this affected the environment.

- Loss of farmland: As people moved to cities, some farmland was replaced by buildings, roads, and other city structures.
- Soil erosion: With more farming, some land was used too much, causing the soil to become unhealthy and erode. This made it harder for plants to grow and disrupted the nutrient cycle in ecosystems.

IV. Rise of Industry (16th - 18th Century):

New inventions and industries in cities also affected the environment during this period.

- Water pollution: Factories and businesses often dumped waste, like chemicals and other pollutants, into rivers. This made the water dirty and unsafe for people and animals, leading to the decline of fish populations and other aquatic life.
- Air pollution: More industries meant more smoke from burning fuel, which made the air in cities unhealthy to breathe. This could cause health problems like asthma and lung diseases for people living in urban areas.

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Questions

Use information from the text to support your answer.

1) How did urbanization lead to negative environmental effects?

2) What is [illegible]moval? How is waste removal in your city/town? How was it during the middle ag[illegible]id that affect the environment?

PREVIEW

Multiple Choice

Circle th[illegible]t a[illegible]

1) During the middle ages, _____ was a problem.	[illegible]ste	Farming
2) What was cleared to make room for cities?	[illegible]	Farms
3) Burning wood or coal made _____ pollution.	Water	Air
4) Which century had more pollution do you think?	18th	[illegible]th
5) The Agriculture Revolution led to _____ erosion.	Wi[illegible]	

Questioning

What questions do you have after reading the information?

1)	
2)	
3)	

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Unit Test – 7th century to 1750

Multiple Choice /10

1) Who wrote the 95 Theses? a) Tyler Wat b) Pope Benedict c) Martin Luther d) King Fer	2) Which movement were the Jesuits part of? a) Reformation b) Counter-Reformation c) Peasants' Revolt d) Expulsion of Jewish People
3) What y scope invented? a) 700 b) 1000 c) 1400 d) 1600	4) Which religion was spread along the Silk Road? a) Christianity b) Protestant c) Judaism) Buddhism
5) Who was the first explorer t the Americas? a) Columbus b) Champlain c) Cabot d) Cartier	h country did most African slaves land a) Uni te b) a c) d) Brazil
7) Which thing was **not** a main thing brought to the Americas in the Columbia Exchange? a) Coffee b) Sugar c) Potatoes d) Horses	8) Which thing **not** ught to Europe in the Colu a) Tobacco b) Bananas c) Corn d) Potatoes
9) Which explorer first found Canada? a) Columbus b) Champlain c) Cabot d) Cartier	10) Who did Champlain fight with on his side? a) Iroquois b) Cree c) Huron d) Ojibway

PREVIEW

Define What do the terms below mean?

Term	Definition – What does it mean?
The Columbia Exchange	
Imperiali	
The Beaver Wars	

PREVIEW

Short Answer Answer th stio h question is worth 3 marks.

1) What is colonialism? Give an example of colonial you d about.

2) What was the Trans-Atlantic Slave Trade?

3) Who is Zhong He? How did he contribute to cartography?

Long Answer Answer the questions below – Each question is worth 5 marks.

1) Choose one explorer you have learned about. Describe their voyages and what they wanted. What did they accomplish? What were the effects of their exploration?

2) What was the Reformation and Counter-Refo ever id they affect religion in Europe?

PREVIEW