



ORC CURRICULUM MAP

Grade 8 Social Studies: Historical Worldviews Examined

Topics Included: From Isolation to Adaptation: Japan; Origins of a Western Worldview: Renaissance Europe; Worldviews in Conflict: The Spanish and the Aztecs

Resources Included: Britannica School: Elementary, Britannica School: Middle, National Geographic Kids Virtual Library, CultureGrams, Curriculum Video on Demand, World History in Context, Global Issues in Context, TrueFLIX

*Published: April 4, 2017
Updated: September 6, 2018*

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Crash Course Videos Disclaimer

These Curriculum Maps have been updated to include the YouTube educational web series *Crash Course*. This web series is geared towards Division III Social Studies. It includes topics related to The Renaissance, Japanese History, Aztec Myth, The Spanish Empire, and more. These videos sometimes contain irreverent humour. We encourage educators to preview the videos for appropriateness before showing them in a classroom or library setting.

Background and Access Information

Learn Alberta's Online Reference Centre is a \$1.2 million collection of authoritative curricular aligned resources that are licensed on behalf of all students, staff, parents and public librarians learning/teaching/supporting the Alberta curriculum.

To Access the Online Reference Centre:

1. Go to LearnAlberta.ca
2. Select English or French
3. Click on "Online Reference Centre" in the tab along the top of the screen
4. In school while on a school device, users do not need to enter a username or password. Users are able to enter any database or website instantly.
5. Access from a personal device in school or remotely from outside of the school will require the user to enter a username/password once to unlock all of the resources.
 - a. School District Username: LA_____ Password: _____
(not case sensitive)
6. Please share your district's ORC username/password with your students, parents of your students, and fellow staff members. Please do not share the username and password information on an open website (a website that does not require the user to login).

How to Use This Guide

Attached please find a listing of databases found on Learn Alberta's Online Reference Centre (ORC) that directly support specific learner outcomes in the grade eight social studies curriculum.

Formatting Overview:

Curricular Topic

Specific Learner Outcome (SLO)

Name of the Database

Topic

o Subtopic

▪ Article Title (with permalink where possible)

▫ Article Sections (with permalink where possible)

If you have any questions regarding this guide or if you would like a guide for additional grades please contact Bethany Arsenault, ORC Coordinator at barsenault@thealbertalibrary.ab.ca

Historical Worldviews Examined

8.1 From Isolation to Adaptation: Japan

General Outcome: Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview

8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society

8.1.3 appreciate how models of governance and decision making reflect a society's worldview

8.1.4 appreciate how a society's worldview shapes individual citizenship and identity

**** Note:** *The ORC strives to include the most recent and up-to-date articles as possible in our curriculum maps. As such, we try not to include articles and information that was published before 2007. Some of the articles contained in the databases that pertain to this section of the Grade 8 curriculum, however, were published before 2007. In this map, we have included articles published before and after 2007 (denoted below). If you wish to use the articles published before 2007, we suggest you do so at your own discretion.*

8.1.5 analyze the effects of cultural isolation during the Edo period by exploring and reflecting upon the following questions and issues:

- In what ways did Japan isolate itself from the rest of the world?
- How did isolation during the Edo period lead to changes in Japan?
- How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period?
- How did the physical geography of Japan affect its worldview?

- How did the shogun use the feudal system and the hierarchical social classes to maintain control of Japan?

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

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

**** Articles published in 2007 and later**

Resources for Students Reading Below Grade Level

Britannica School: Elementary

- Articles
 - Social Studies
 - World Social Studies
 - The Modern World (1915-present)
 - Japan
 - Article Sections: History

National Geographic Kids

- Advanced Search: Japan
 - Subjects (Left-hand Side)
 - Japan
 - Books
 - Countries of the World: Japan
 - Pages: 30-34

Resources for Students Reading At or Above Grade Level

Britannica: Middle

- Articles
 - History
 - Middle Ages
 - Shogunate
 - History

- Age of Revolutions
 - Meiji Restoration
 - Japan

CultureGrams

- World Edition
 - Asia
 - Japan
 - History

Curriculum Video on Demand

- Keyword Search: Japan
 - Filter (Right-hand side): Copyright Date
 - “Within 5 years”
 - [History of Japan](#)

World History in Context

- Countries, Cultures, and Civilizations
 - Japan, Historical Overview
 - Reference
 - [Japan \(Junior Worldmark Encyclopedia of the Nations, 2012\)](#)

Global Issues in Context

- Advance Keyword Search: Japan (Basic Content Level Selected)
 - Reference
 - [Early Asian Cultures \(Fashion, Costume, and Culture: Clothing, Headwear, Body Decorations, and Footwear Through the Ages, 2013\)](#)

Resources for Students Reading Above Grade Level

World History in Context

- Advanced Search: Japanese History (Intermediate Content Level Selected)
 - Reference
 - [Japan](#)
 - Article Sections: History

Resources for Students Reading Above Grade Level

World History in Context

- Advanced Search: Japan “AND” Edo period (Intermediate Content Level Selected)
 - Reference

- [Edo \(Encyclopedia of Asian History, 1988\)](#)
- Advanced Search: Edo (Intermediate Content Level Selected)
 - Reference
 - [Tokyo \(Encyclopedia of Asian History, 1988\)](#)
- Advanced Search: Tokugawa (Intermediate Content Level Selected)
 - Reference
 - [Tokugawa Period \(Encyclopedia of Asian History, 1988\)](#)

Global Issues in Context

- Advanced Search: Japan (Intermediate Content Level Selected)
 - Reference
 - [Japan \(Governments of the World: A Global Guide to Citizens' Rights and Responsibilities, 2006\)](#)

Crash Course Videos

- [Samurai, Daimyo, Matthew Perry, and Nationalism: Crash Course World History #34 \(specific section on Meiji\)](#)

8.2 Origins of a Western Worldview: Renaissance Europe

General Outcome: Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world.

8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the Western world

8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews

8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context

8.2.4 examine, critically, the factors that shaped the worldview evolving in western Europe during the Renaissance by exploring and reflecting upon the following questions and issues:

- What was the Renaissance?
- How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, arts)?
- How did the physical geography of Renaissance Europe affect trade and competition among European countries?
- How did increased trade lead to the emergence of powerful city-states (i.e., Florence, Venice, Genoa)?
- In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance?
- In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview?
- In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans?

Resources for Students Reading Below Grade Level

Britannica School: Elementary

- Articles
 - Social Studies
 - World Social Studies
 - Age of Revolutions (1770-1914)
 - Europe
 - Article Section: History

- Link within Article: Renaissance
 - Article Sections: Introduction, Background, Humanism, The Printing Press, Science, Art, Exploration
- Keyword Search: Humanism
 - French Literature
 - Article Sections: The Renaissance
- Articles
 - Social Studies
 - World Social Studies
 - Global Exploration (1450-1770)
 - Portugal
 - Article Sections: History (Age of Discovery)

TrueFLIX

- Continents
 - Europe
 - Chapter 3: Ancient and Amazing

Resources for Students Reading At or Above Grade Level

Britannica School: Middle

- Articles
 - History
 - Global Exploration
 - Renaissance (Menu on Left-Hand Side)
 - Renaissance

Curriculum Video on Demand

- Keyword Search: Renaissance
 - The Long Shadow: treasures of Ancient Greece
 - [The Renaissance \(Segment 6\) \(02:26\)](#)
 - Power – The Ascent of Woman: A 10, 000 Year Story
 - [Arrival of Humanism \(Segment 9\) \(02:41\)](#)

Global Issues in Context

- Advanced Search: Renaissance (Basic Content Level Selected)
 - Reference
 - [Europe in the Fifteenth Century \(Fashion, Costumes, and Culture: Clothing, Headwear, Body Decorations, and Footwear Through the Ages, 2013\)](#)

- [The Sixteenth Century \(Fashion, Costume, and Culture: Clothing, Headwear, Body Decorations, and Footwear Through the Ages, 2013\)](#)

World History in Context

- Browse Topics
 - "R" – Renaissance
 - Reference
 - Sort By: Content Level (drop-down box long the top right)
 - [Europe in the Fifteenth Century \(Fashion, Costume, and Culture: Clothing, Headwear, Body Decorations, and Footwear Through the Ages, 2013\)](#)
 - [A Changing View of the Universe: Philosophy and Science in the Elizabethan Era \(Elizabethan World Reference Library, 2007\)](#)
 - [The Arts in the Elizabethan World \(Elizabethan World Reference Library, 2007\)](#)

Resources for Students Reading Above Grade Level

Global Issues in Context

- Advanced Search: Age of Discovery (Intermediate Content Level Selected)
 - [The Law of the Sea \(Human Geography: People and the Environment, 2013\)](#)

World History in Context

- Browse Topics
 - "R" – Renaissance
 - Reference
 - Sort By: Content Level (drop-down box long the top right)
 - [Cities](#)
 - [Humanism \(The Greenhaven Encyclopedia of The Renaissance, 2008\)](#)
 - [Venice](#)

Crash Course Videos

- ****For Teacher Use - primarily - preview first - gives a thought-provoking alternate perspective**

[The Renaissance: Was it a thing? - Crash Course World History #22](#)

8.3 Worldviews in Conflict: The Spanish and the Aztecs

General Outcome: Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.

8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies

8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact

8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge

8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:

- What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish
- How did the Aztec civilization's worldview influence the Aztecs' choices, decisions and customs?
- What key elements of Spain's worldview led to the desire to expand the Spanish empire?
- In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization?
- To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other?

Resources for Students Reading Below Grade Level

Britannica School: Elementary

- Articles
 - Social Studies
 - World Social Studies
 - Aztec
 - Global Exploration (1450-1770)
 - conquistador

TrueFLIX

- Ancient Civilizations
 - The Aztec Empire
 - Chapter 3: The Center of an Empire

- Chapter 4: Life in Tenochtitlán
- Chapter 5: The End of an Empire

Resources for Students Reading At or Above Grade Level

Britannica School: Middle

- Articles
 - History
 - Ancient World
 - Aztec
 - Global Exploration
 - Conquistador
 - conquistador
 - Cortés, Hernán

Global Issues in Context

- Advanced Search: Aztec (Basic Content Level Selected)
 - [Mayas, Aztecs, and Incas](#)

World History in Context

- Browse Topics
 - "A" – Aztecs
 - Reference
 - [Aztec Mythology \(UXL Encyclopedia of World Mythology, 2009\)](#)
 - [Mayas, Aztecs, and Incas \(Fashion, Costume, and Culture: Clothing, Headwear, Body Decorations, and Footwear Through the Ages, 2013\)](#)
 - [Aztec Religion, Culture, and Daily Life \(Early Civilizations in the America's Reference Library, 2005\)](#) (**Note: Article published before 2007; Please use at your own discretion)
 - "S" – Spain, 1450-1789
 - Reference
 - [Elizabethan Explorers and Colonizers \(Elizabethan World Reference Library, 2007\)](#)

Resources for Students Reading Above Grade Level

World History in Context

- Browse Topics
 - "A" – Aztecs
 - Featured Content

- [Aztec Religion \(Encyclopedia of Religion, 2005\)](#)
(*Note: Article published before 2007; Please use at your own discretion)
- Advanced Search: Conquistador (Intermediate Level Selected)
 - [Spanish Exploration and Colonization \(Science and Its Times, 2001\)](#) (*Note: Article published before 2007; Please use at your own discretion)

Crash Course Videos

- [The Spanish Empire, Silver, & Runaway Inflation: Crash Course World History #25](#)
- [American Floods: Crash Course World Mythology #18](#) (at start point for Aztec Myth)