Social Grade 8 K&E

Module 2

Renaissance Europe:

Origins of a Western Worldview

Name:

Date Received:

Date in:

Mark:

⮜ K&E Social Works 8—Unit 1: Renaissance Europe ⮞

Table of Contents

Social Studies 8

The Renaissance
What do I need to know?

Government (pp. 88–90)

Language (see final review)

Roles of men, women, children (see final review)

Technology (see final review)

Family Structure (see final review)

Occupations (see final review)

Transportation (see final review)

How did contact with other cultures through **trade** and **exploration** affect European identity? What changed?

Crusades

Trade

How did the geography of **Renaissance Europe** impact **trade** and **competition** among the countries in Europe? (pp. 48–49)

How did the Renaissance change **ideas** and **knowledge**?

Religion (pp. 92–95)

Arts (pp. 70, 73, 75)

Astronomy (p. 81)

Mathematics (p. 86)

Science (p. 80)

Politics (p. 89)

Name: _____ Date: _____

Knowledge and Employability: Introduction				
I Can	**Read** 📖	**Do**	**Completed**	
			Student	**Teacher**
• I can explain what point of view, perspective and worldview mean.	• What's in a Word? (p. 3) • Last paragraph (p. 3) • All (p. 4) – Glossary	• Split Page Vocabulary (SPV) (p. 1) • To Think About Questions (p. 2) • To Think About (p. 3)		

Name: _____ Date: _____

Practice: Split Page Vocabulary

Directions:

Look up the definition for the term in the glossary at the back of your Worldviews textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

Term	Definition	Example/Picture
Worldview (p. 2) Glossary		
Point of View (p. 3) Glossary		
Perspective (p. 4) Glossary		

Name: _____ Date: _____

Practice: To Think About 1 of 2

1. What is a perspective? (Worldviews textbook, page 4)

_____

_____

_____

_____

_____

2. Our worldview answers important questions for us and helps us to create meaning in our lives. What important questions does it answer? (Worldviews textbook, page 4)

- _____

- _____

- _____

- _____

- _____

- _____

Name: _____ Date: _____

Practice: To Think About

Activity 1 ➢ Time Machine Adventure

1. activehistory.co.uk
   - Go to **Year 8: History** then click on **Renaissance Florence: Time Machine Adventure**
   - How to play: Make sure to read over the rules
   - Worksheets: Print off the worksheets
   - Your bag
   - Progress: Check your progress as you play

Activity 2 ➢ Internet Timeline

2. http://www.pbs.org/empires/medici/timeline/index.html
   - Click on **Take Me to the Interactive Timeline**
   - Read each screen as you click on the names at the top of the page

Activity 3 ➢ The Renaissance Connection

3. http://www.renaissanceconnection.org/index2.cfm
   - This version has audio, so bring your headphones
   - Art explorer
   - Innovations
   - Patron of the Arts
   - The Artist's Life

Activity 4 ➢ Renaissance Personalities

4. http://www.yesnet.yk.ca/schools/projects/renaissance/index.html
   - Use this site to learn more about famous Renaissance personalities

Name: _____ Date: _____

Knowledge and Employability: Chapter 1				
I Can	**Read** 📖	**Do**	**Completed**	
			Student	**Teacher**
• I can explain how the chapter is organized. • I can define important words from the chapter. • I can tell you what a feudal hierarchy is. • I can tell you why Medieval Society changed. • I can compare then and now. • I can tell you how important the Church was during these times. • I can describe important people from the Renaissance.	• A Changing Society (pp. 18–19) • Zoom In (p. 33) • A New Age—The Renaissance (in handout) (p. 35)	• THRILD (pp. 5–8) • Split Page Vocabulary (SPV) (pp. 9–10) • Feudal Hierarchy Triangle Assignment (p. 11) • What Changed Medieval Society? (pp. 13–16) • Religious Society Questions (pp. 14–15) • Major Assignment: Hockey Card (pp. 17–20)		

Name: _____ Date: _____

Practice: THRILD

Topic (page 16)

Write down the title.

_____

_____

Headings

Write down the major headings. They are in large print.

1. Page 18 _____
2. Page 29 _____
3. Page 34 _____

Read the first paragraph (page 17)

What does the first paragraph describe? Write it in your own words.

_____

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____

Practice: THRILD

Illustrations

Write a sentence about the picture (illustration) in your own words. What do you think it is about?

1. Page 18, figure 1-2

_____

_____

_____

2. Page 27, figure 1-12

_____

_____

_____

3. Page 33, figure 1-19

_____

_____

_____

Name: _____ Date: _____

Practice: THRILD

Last paragraph (page 35)

In your own words, summarize the paragraphs under the title, "A New Age."

_____

_____

_____

_____

_____

_____

_____

_____

Discussion Question (page 29)

What happens today when an epidemic like the Black Death breaks out?

_____

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____

Practice: THRILD

Questions I still have...

Name: _____ Date: _____

Practice: Split Page Vocabulary 1 of 2

Directions:

Look up the definition for the term in the glossary at the back of your Worldviews textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

Term	Definition	Example/Picture
Feudalism (p. 18) Glossary		
Hierarchy (p. 18) Glossary		
Allegiance (p. 18) Glossary		
Manors (p. 18) Glossary		

Name: _____ Date: _____

Practice: Split Page Vocabulary 2 of 2

Term	Definition	Example/Picture
Freemen (p. 19) Glossary		
Serfs (p. 19) Glossary		
Monastery (p. 22) Glossary		
Journeymen (p. 23) Glossary		
Sumptuary Laws (p. 27) Glossary		
Tithe (p. 31) Glossary		

Name: _____ Date: _____

Practice: The Feudal Hierarchy 1 of 2

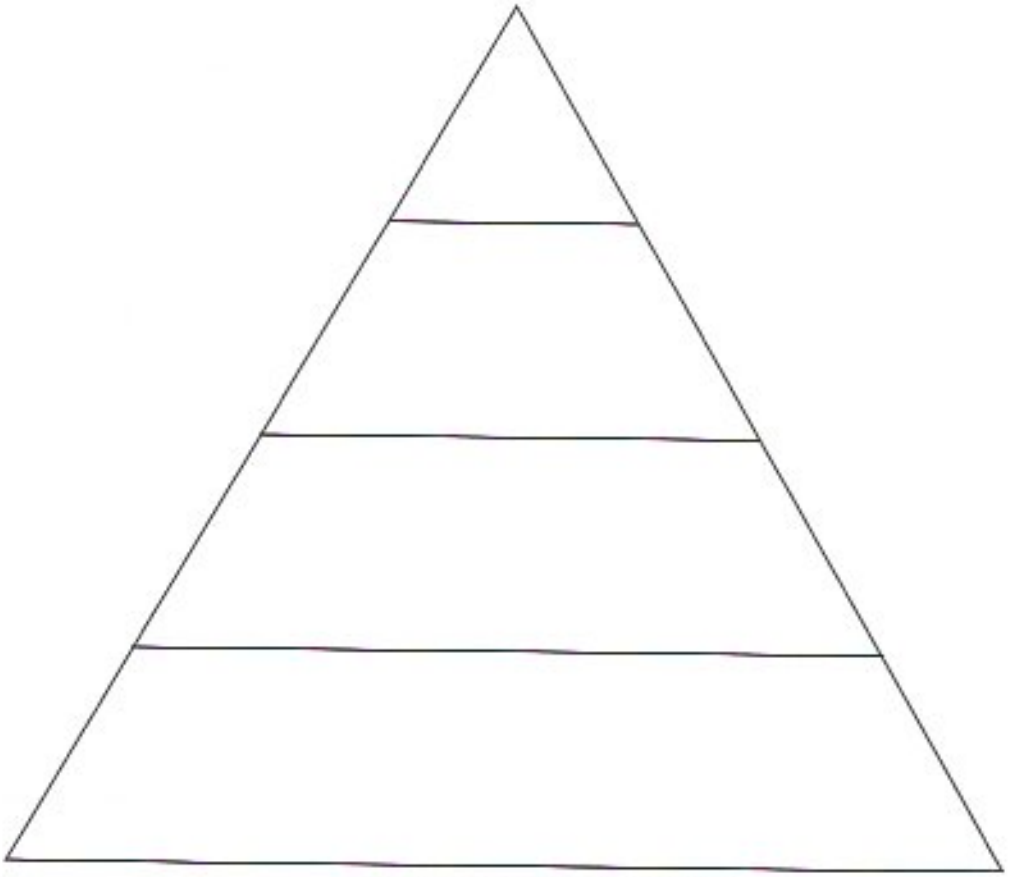
1. **Read** pages 18 and 19 in the Worldviews textbook.

   Pay close attention to all of the words that are **bolded**.

2. **Assignment**

   Step 1 ➢ Label the diagram on the bottom of the page.
   Step 2 ➢ Based on what you read, write the job of each person beside their title.

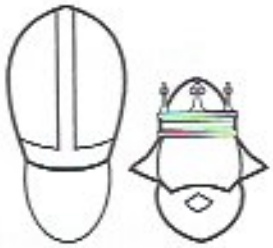
   Example: *Crown* means king or queen, they controlled all of the land and had all of the power.



The Feudal Hierarchy

Name: _____ Date: _____

Practice: The Feudal Hierarchy 2 of 2



3. **Question**

In a feudal society, nobility and clergy (the Church) held all of the land and power, but they only made up a small part (ten percent) of the population. Why did the rest of the people accept this situation?

Name: _____ Date: _____

Practice: What Changed Medieval Society? 1 of 3

What changed medieval society?

- The peasants revolted against the feudal system.
- The plague (Black Death) killed millions. A labour shortage caused many feudal estates to lose all of their wealth.
- More people moved into the towns. They became more skilled and made more money. This helped them to move up in social status.

In the news last year, Alberta reported what it would do if there was a pandemic. A pandemic is a worldwide illness that affects a large number of the population. There have been three pandemics in the last hundred years.

1. The Spanish Flu (1918–1919)
2. The Asian Flu (1957–1958)
3. The Hong Kong Flu (1968–1969)

Assignment: What Changed Medieval Society?

1. Do an Internet search to find out more about the Spanish, Asian, and Hong Kong Flu pandemics.

_____

_____

_____

2. If you were in charge, what are the first steps you would take to stop the spread of the pandemic? What new laws would you need to put in place?

_____

_____

_____

Name: _____ Date: _____

Practice: What Changed Medieval Society? 2 of 3

Religion

- During medieval times, people's ideas were mostly influenced by the Church.
- People practised their religion daily.
- People had very hard lives and hoped to have a better life after death.
- People had to pay part of what they earned to the Church; this was called a **tithe**.
- Every part of life centred around the Christian Church in Europe.
- During medieval times, there were many churches built.
- All of the architecture, art and the universities were centred around religion.

Assignment: Religion

1. Read "Zoom In" on page 33.

2. What were the other two major religions in medieval Europe?

   - _____

   - _____

Name: _____ Date: _____

Practice: What Changed Medieval Society? 3 of 3

3. Why was Spain the centre of medieval learning?

_____

_____

_____

_____

_____

_____

_____

4. Why did Jews become jewellers, money traders, merchants and sometimes, physicians (doctors)?

_____

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____

Practice: A New Age 1 of 5

In medieval society, the Church was very wealthy; so wealthy that they owned one third of all of the land in Europe. After the plague (Black Death), people began to question the Church. They wondered why so many people had died when they had tried so hard to please God. They wondered why the Church was so wealthy.

The world began to change. After people moved to towns and began working, they had more money and more skills. They had more money to spend.

Read more about the Black Death on pages 25 and 26 of your Worldviews textbook.

What was The Renaissance?

The Renaissance was a time period (14th to 17th centuries) when people's thinking changed. It can be described as a time when knowledge and learning became more important. There were many advances in the arts and sciences and great inventions (like the printing press) were made.

Name: _____ Date: _____

Practice: A New Age 2 of 5

Assignment: Hockey Cards

1. Using the website "Renaissance Personalities," choose six people who made important contributions to the Renaissance period.

2. Fill one hockey card for each person's vital statistics.

   Side 1
   - a picture of the person
   - name of the person

   Side 2
   - year they were born and the year they died
   - vital statistics — a short description of why they were important, any inventions and interesting facts

   If you don't have access to a computer, use page 36 in the Worldviews textbook to get started.

Side 1

Side 2

Date of birth:
April 15, 1452
Date of death:
May 2, 1519

Vital Statistics:
- painter (Mona Lisa)
- inventor
- engineer
- Leonardo conceived ideas ahead of his own time,
- Designs for helicopter, tank, a calculator, and more.

Name: _____ Date: _____

Practice: A New Age 3 of 5

Hockey Card Assignment — Renaissance Personalities

Name: _____

Name: _____

Name: _____ Date: _____

Practice: A New Age 4 of 5

Hockey Card Assignment — Renaissance Personalities

Name: _____

Name: _____

Name: _____ Date: _____

Practice: A New Age 5 of 5

Hockey Card Assignment — Renaissance Personalities

Name: _____

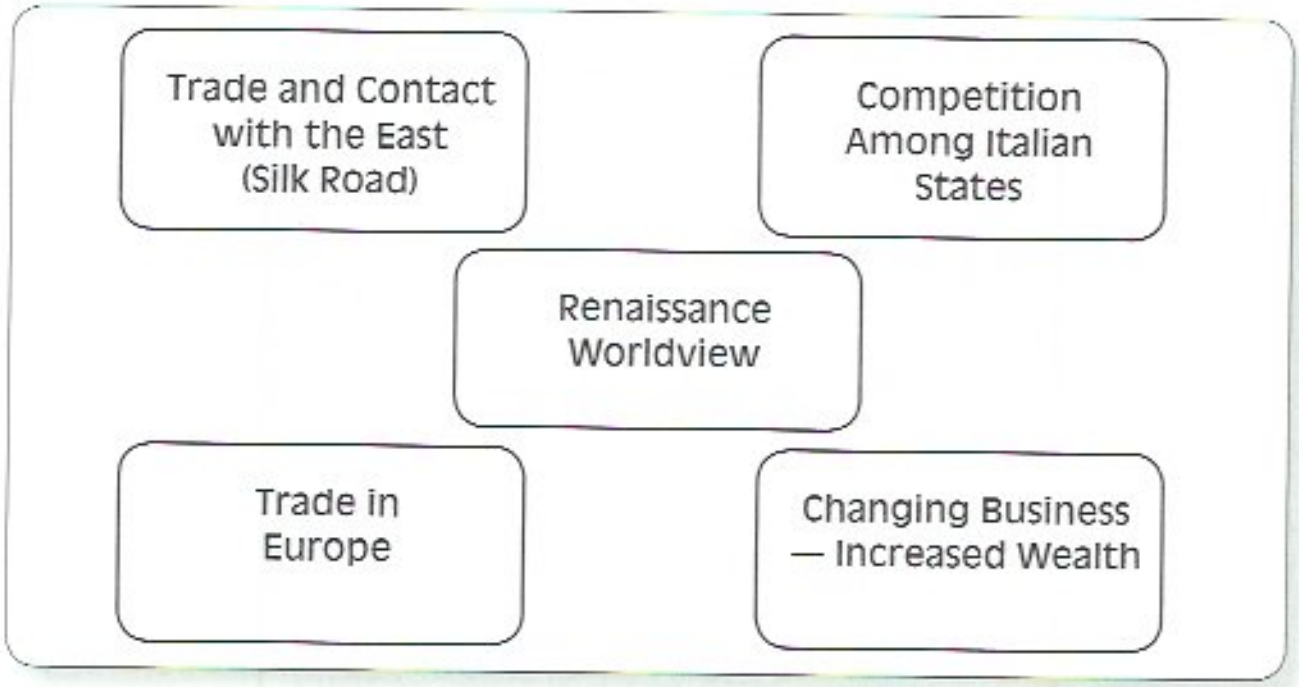
Name: _____

Name: _____ Date: _____

Knowledge and Employability: Chapter 2				
I Can	**Read**	**Do**	**Completed**	
			Student	**Teacher**
• I can identify what affected Renaissance worldview. • I can describe the Silk Road. • I can tell you about the Crusades. • I can tell you about Canada's trading partners. • I can define geography terms. • I can identify mapping rules and create a map.	• The Rise of International Trade (p. 40) • Zoom In (p. 41) • International Trade—Handout (pp. 25–26) • Asking Geographic Questions (pp. 44–45)	• The Silk Road (p. 21) • The Crusades (pp. 22–23) • Internet Activity (p. 24) • Where Are We? Definitions (p. 27) • Map Trade Routes—Italian City States (p. 28)		

Name: _____ Date: _____

Practice: The Expansion of Trade 1 of 4



Worldview

- Remember that worldview means how someone sees the world.

A. The Silk Road Assignment

1. Read page 40, The Rise of International Trade.
2. What is the Silk Road? (page 40, paragraph 2)

_____

_____

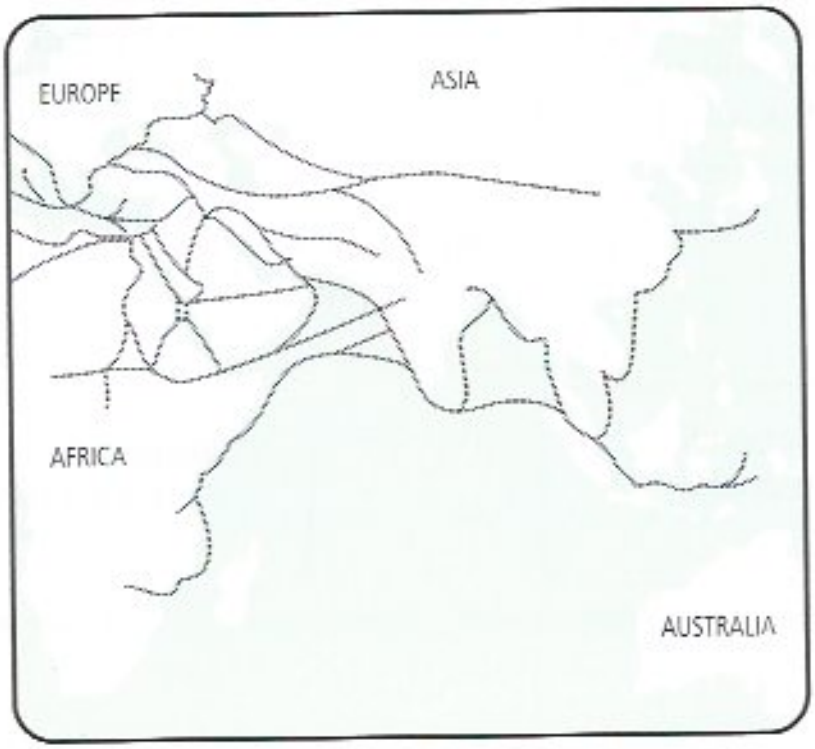
_____

_____

_____

_____

3. Map of the Silk Road



Europeans wanted to trade with the East for valuable goods, such as spices and jewels, that were not available in their own countries. They also learned more about the other cultures, knowledge and inventions.

B. The Crusades Assignment

1. Read "Zoom In" on page 41 in your Worldviews textbook.

2. **Cloze Activity:** Use the information on page 41 to fill in the blanks.

   The Crusades were a series of religious wars over the land of _____. Three religious groups, the _____, the _____, and the _____ wanted to control the religious sites in Palestine.

Name: _____ Date: _____

Practice: The Expansion of Trade 3 of 4

The leader of the Christian Church, the_____ , called on Christians to move the _____ out of the "Holy Land" of Palestine. Christian knights and Muslim warriors both thought that fighting in this holy war would guarantee a place in _____.

C. Notesheet Activity

For Europeans, two major results of the crusades were (fill in the table):

Results	Description
Contact with Muslim Civilization	
Trade	

Name: _____ Date: _____

Practice: The Expansion of Trade 4 of 4

Internet Activity:

1. Go to http://www41.statcan.ca/2007/1130/ceb1130_000_e.htm.
2. Read the article "International Trade."
3. What is Canada's busiest port?

_____

_____

_____

4. Who are Canada's major (foremost) trading partners?

_____

_____

_____

_____

5. How has our trade with China changed?

_____

_____

_____

NOTES:

International Trade

If you want to see Canada's international trade in action, a good vantage point is Vancouver's Lions Gate Bridge. Looking east toward the Port of Vancouver, you will see freighters move toward their berths; looking west, other ships sit moored at the mouth of Howe Sound, waiting their turn to dock.

Vancouver is our busiest port. Most of the commodities passing through it are headed offshore, mainly to Asia. However, Canada's trade travels by many other modes, such as truck, rail, air, pipeline and power line.

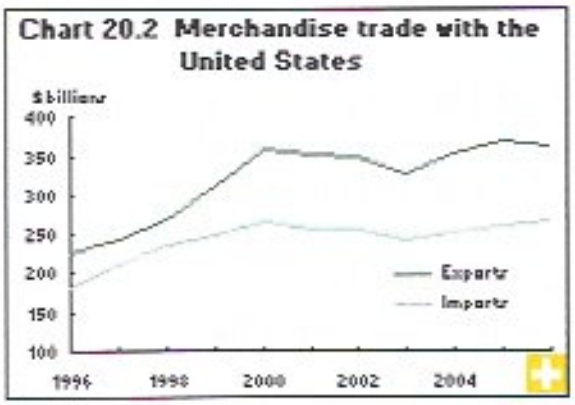
Canada exports more than it imports. In 2006, we exported $458.2 billion in goods, up 1.1% from 2005, and imported $404.5 billion, up 4.2% from 2005. We've posted a trade surplus every year since 1976.

In 2006, the value and volume of both our imports and exports reached record highs. This fits into a larger trend: world trade has grown as much since 1990 as it did in the prior 100 years, the result of international trade agreements, falling transportation costs, and the free flow of information, ideas and product orders.

Source: Statistics Canada http://www41.statcan.ca/2007/1130/ceb1130_000_e.htm. Used with permission.

NOTES:

The United States remains our foremost trading partner by far, with China as our second-largest trading partner. Trade flows to other countries that shift over time. China surpassed Japan in 2003.



Our trade with China—Canada's fourth-largest export market and second-largest source for imports—has been expanding significantly. China has become a major importer and consumer of our raw materials and an exporting powerhouse. Lately, China's manufacturers have shifted to making higher-value capital goods, such as computers and electronic equipment. Since 2003, Canada has imported more and more of these higher-value items from China than lower-value items, such as clothing and shoes.

As an exporter, Canada has benefited directly and indirectly from China's industrial revolution. Indirectly, China's demand for all sorts of industrial raw materials, especially energy and metals, has pushed up world prices. As a major raw materials producer, Canada has enjoyed these higher prices, whether we sell those commodities to China or to another nation.

Source: Statistics Canada http://www41.statcan.ca/2007/1130/ceb1130_000_e.htm. Used with permission.

Name: _____ Date: _____

Practice: The Expansion of Trade 1 of 4

Geography

Define the following terms:

Physical geography (page 44): _____

_____

Human geography (page 44): _____

_____

Relief map (page 45): _____

_____

Mapping Rules

1. Print the name of the map at the top, as close to the centre as possible.

2. Write your name, class and date in the top, right-hand corner of the map.

3. Make a compass rose in the bottom, right-hand corner of the map.

4. Make a legend/key in the bottom, left-hand corner of the map. Be sure to put all symbols and colours used on the map in the key.

   Remember: Blue is used only for water and red for international borders.

5. Print horizontally on the map, except for the names of rivers, which are labelled along their course.

Name: _____ Date: _____

Practice: The Expansion of Trade 2 of 4

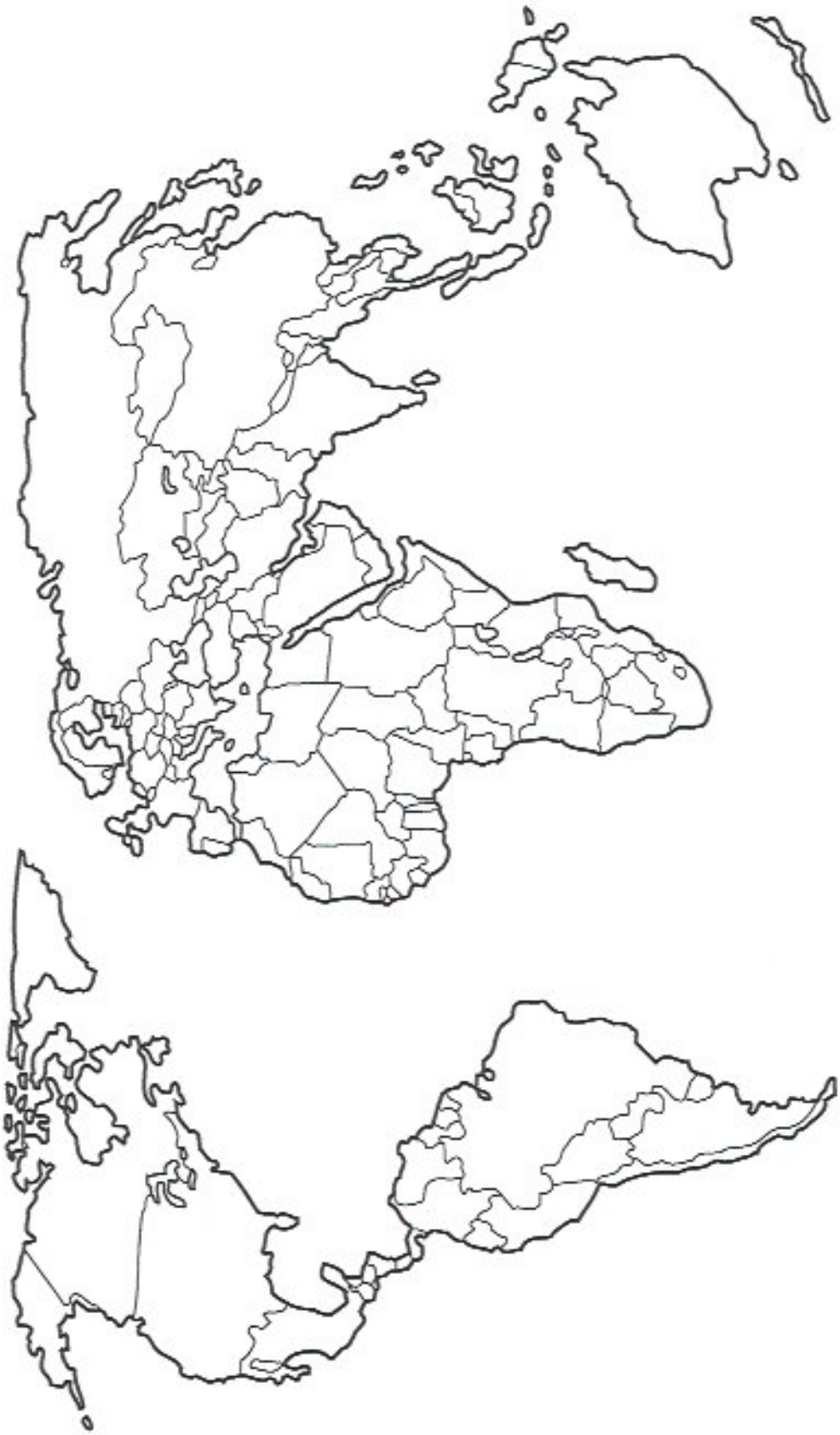
Making Maps Assignment

1. Map #1: Colour and label Italy on a map of the world.
2. Map #2: Colour and label Italy on a map of Europe.
3. Identify and label the Italian city-states on a map of Europe.

** Page 44—Use figure 2-8 and a map of Europe to show the trade routes controlled by the Italian city-states.

Name: _____ Date: _____

Practice: The Expansion of Trade 3 of 4



Name: _____ Date: _____

Practice: The Expansion of Trade 4 of 4

Name: _____ Date: _____

Knowledge and Employability: Chapter 3				
I Can	**Read**	**Do**	**Completed**	
			Student	**Teacher**
• I can define important terms about Renaissance thinkers. • I can analyze a painting from the time period. • I can tell you about humanism. • I can create a piece of art based on Renaissance style.	• To Think About — Handout (p. 35) • Pages 65, 67, 69	• Split Page Vocabulary (SPV) (pp. 33–34) • The Humanist Approach (pp. 36–38) • The Arts (p. 39)		

Chapter 3
The Humanist Approach

Name: _____ Date: _____

Practice: Split Page Vocabulary 1 of 2

Directions:

Look up the definition for the term in the glossary at the back of your Worldviews textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

Term	Definition	Example/Picture
Humanists (p. 60) Glossary		
Aqueducts (p. 62) Glossary		
Philosophers (p. 62) Glossary		
Democracy (p. 62) Glossary		
Civic (p. 65) Glossary		

Name: _____ Date: _____

Practice: Split Page Vocabulary 2 of 2

Term	Definition	Example/Picture
Rhetoric (p. 67) Glossary		
Patrons (p. 70) Glossary		
Petroglyphs (p. 71) Glossary		
Vernacular (p. 75) Glossary		
Sonnets (p. 75) Glossary		

NOTES:

To Think About

Renaissance thinkers were called humanists. They wanted people to develop their own minds; their talent to question ideas and to think for themselves. They discussed their ideas with other people. They studied ancient writing from their own worldview. They thought that people should read, and study art and architecture. Humanists believed that all people should be responsible for knowing about history and politics. Each person needed to improve the world they lived in. Education was seen as very important. Religion continued to play an important part in people's lives during the Renaissance.

Name: _____ Date: _____

Practice: The Humanist Approach 1 of 3

Exploring Sources: The Renaissance Individual

Refer to the painting on page 64 of your Worldviews textbook to answer the following questions:

1. What objects do you see in this painting?

_____

_____

_____

_____

2. What do they suggest about the interests and abilities of the two young men?

_____

_____

_____

_____

Name: _____ Date: _____

Practice: The Humanist Approach 2 of 3

3. How does this double portrait illustrate the humanist ideas about the individual listed on page 62?

_____

_____

_____

_____

4. In the top left corner of the painting, there is a religious object—a tiny crucifix. What might its size and position suggest about the young man's attitude toward religion?

_____

_____

_____

_____

Name: _____ Date: _____

Practice: The Humanist Approach

Topics	Notes
Civic Humanism	What did Humanists believe about public service? (page 65)
Humanist Education	What did Humanists believe about education? (page 67)
Humanism and Religion	What did Humanists believe about religion? (page 69)

Name: _____ Date: _____

Practice: The Arts

A new style of art began in the Renaissance period. This style was shown through paintings, architecture (buildings), sculptures, and literature (books). Look at the pictures between pages 70 and 76 to see what kinds of art they created.

Look at figures 3-15 and 3-16 on page 70 of the Worldviews textbook. Figure 3-16 is the Mona Lisa, a famous painting. The artist who created Mona Leapa (figure 3-16), created the image based on a famous work of art.

Activity

1. Choose a piece of art from pages 70 to 76 in the Worldviews textbook.
2. Recreate this piece of art the way you see it.
3. Make sure to write the page number of the original art piece on the back of your paper.

Name: _____ Date: _____

Knowledge and Employability: Chapter 4				
I Can	**Read** 📖	**Do**	**Completed**	
			Student	**Teacher**
• I can define important terms about Renaissance ideas. • I can tell you about important people and discoveries from the Renaissance. • I can tell you about Galileo. • I can tell you about Machiavelli. • I can use a newspaper to find a problem we face in our world today.	• Page 79 • Page 89	• Split Page Vocabulary (SPV) (pp. 41–42) • Graphic Organizer (p. 43) • Problem Solving: Past and Present (pp. 44–46)		

Name: _____ Date: _____

Practice: Split Page Vocabulary 1 of 2

Directions:

Look up the definition for the term in the glossary at the back of your Worldviews textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

Term	Definition	Example/Picture
Anatomy (p. 82) Glossary		
Astrology (p. 82) Glossary		
Allegory (p. 91) Glossary		
Excommunication (p. 92) Glossary		

Name: _____ Date: _____

Practice: Split Page Vocabulary 2 of 2

Term	Definition	Example/Picture
Indulgences (p. 93) Glossary		
Scribe (p. 97) Glossary		

Name: _____ Date: _____

Practice: Graphic Organizer

The Renaissance worldview encouraged making direct observations and experimenting to learn about the world.

1. What discoveries were made as a result of this attitude?

2. Fill in the graphic organizer below to organize your thoughts.

Discipline	Innovator	Discovery
Science	Nicolaus Copernicus	Earth moves around the sun.
Anatomy		
Astronomy		
Medicine		
Mathematics		

Name: _____ Date: _____

Practice: Problem Solving: Past and Present

1. Read all about Galileo on page 79.
2. If you were Galileo, what steps would you have taken to solve this problem?

_____

_____

_____

_____

3. Using a newspaper, find a current problem. Neatly cut out the newspaper article.
4. Answer each question while you read the article.
   - Who? _____
   - What? _____
   - Where? _____
   - When? _____
   - Why? _____
5. Based on the 5 W's, how would you solve this problem?

_____

_____

_____

_____

6. Attach the article to this page.

Name: _____ Date: _____

Practice: Problem Solving: Past and Present 2 of 3

1. Read all about Machiavelli on page 89.

2. Do you agree with Machiavelli's opinion on how rulers should behave?

_____

_____

_____

_____

3. Using a newspaper, find a current problem about someone in politics. Neatly cut out the article.

4. Answer each question while you read the article.

- Who? _____
- What? _____
- Where? _____
- When? _____
- Why? _____

5. Based on the 5 W's, how would you solve this problem?

_____

_____

_____

_____

Name: _____ Date: _____

Practice: Problem Solving: Past and Present 3 of 3

6. What makes you think he or she is a good leader?

_____

_____

_____

_____

7. Attach the article to this page.

Name: _____ Date: _____

Knowledge and Employability: Chapter 5				
I Can	**Read** 📖	**Do**	**Completed**	
			Student	**Teacher**
• I can define important terms about Renaissance exploration. • I can tell you the reasons people wanted to explore. • I can tell you why their ideas about money and religion made them want to explore.	• Pages 107, 110, 111	• Split Page Vocabulary (SPV) (p. 47) • Graphic Organizer – Why Did People Want to Explore? (p. 48) • Money/Religion Graphic Organizer (p. 49)		

Chapter 5
The Age of Exploration

Name: _____ Date: _____

Practice: Split Page Vocabulary

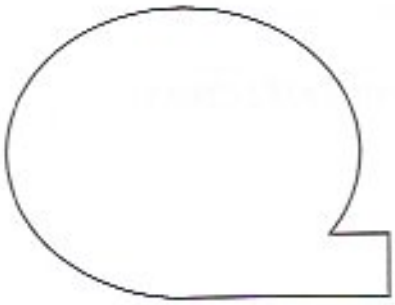
Directions:

Look up the definition for the term in the glossary at the back of your Worldviews textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

Term	Definition	Example/Picture
Indigenous (p. 105) Glossary		
Circumnavigate (p. 120) Glossary		
Expansionism (p. 120) Glossary		

Name: _____ Date: _____

Practice: Graphic Organizer — Why Did People Want to Explore?



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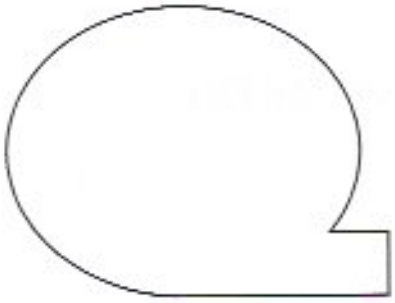

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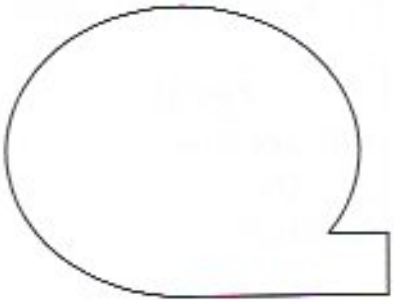

page 111

Why did people want to explore?

Name: _____ Date: _____

Practice: Graphic Organizer — Money and Religion

TO THINK ABOUT

How did the way that the Renaissance Europeans thought about money and religion (worldview) make them want to explore and expand?

Assignment: Money and Religion

Describe the European worldview about money and religion in the boxes below.

Money — page 107	Religion — page 111
	

Name: _____ Date: _____

Knowledge and Employability: Chapter 6				
I Can	**Read**	**Do**	**Completed**	
			Student	**Teacher**
• I can define important terms about the new world. • I can tell you about the Treaty of Tordesillas. • I can tell you about the results of European Imperialism.	• Pages 132, 133, 135	• Split Page Vocabulary (SPV) (p. 51) • The Treaty of Tordesillas (pp. 52–54) • Graphic Organizer – Explorers (p. 55) • Imperialism (p. 56)		

Chapter 6
"O Brave New World!"

Name: _____ Date: _____

Practice: Split Page Vocabulary

Directions:

Look up the definition for the term in the glossary at the back of your Worldviews textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

Term	Definition	Example/Picture
Imperialism (p. 132) Glossary		
Immunity (p. 136) Glossary		
Quipu (p. 137) Glossary		
Decolonization (p. 140) Glossary		

Name: _____ Date: _____

Practice: The Treaty of Tordesillas

1. What is the Treaty of Tordesillas? (page 132)

Name: _____ Date: _____

Practice: The Treaty of Tordesillas 2 of 3

2. On a map of South America:
   - label each country
   - be sure to include a title
   - make sure you follow the map-making rules

Name: _____ Date: _____

Practice: The Treaty of Tordesillas 3 of 3

Zoom In: Bartolomé de Las Casas

Read page 135 and answer the following question:

3. Why would the settlers in New Spain want the new laws repealed? What does this suggest about their worldview?

_____

_____

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Name: _____ Date: _____

Practice: Graphic Organizer — Explorers

Fill in the following chart.

Explorer	**Columbus** (page 133) – Exploring Sources	**Sepulveda** (page 133) – Exploring Sources	**Las Casas** (page 135) – Zoom In
How did they rank Indigenous society with Spanish society?			
What values would have influenced these three viewpoints?			
How might their views affect economic decisions that the Spanish would make about their lands in the Americas?			

Name: _____ Date: _____

Practice: Imperialism

Use page 136 to record what Ronald Wright identifies as some of the results of European imperialism.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____