CollegeBoard | **Pre-AP®**

Pre-AP® World History and Geography

TEACHER RESOURCES

Geography and World Regions and the Ancient Period

ABOUT COLLEGE BOARD

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit **www.collegeboard.org**.

PRE-AP EQUITY AND ACCESS POLICY

College Board believes that all students deserve engaging, relevant, and challenging grade-level coursework. Access to this type of coursework increases opportunities for all students, including groups that have been traditionally underrepresented in AP and college classrooms. Therefore, the Pre-AP program is dedicated to collaborating with educators across the country to ensure all students have the supports to succeed in appropriately challenging classroom experiences that allow students to learn and grow. It is only through a sustained commitment to equitable preparation, access, and support that true excellence can be achieved for all students, and the Pre-AP course designation requires this commitment.

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Acknowledgments

College Board would like to acknowledge the following committee members, consultants, and reviewers for their assistance with and commitment to the development of this course. All individuals and their affiliations were current at the time of contribution.

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Introduction to Pre-AP World History and Geography

About Pre-AP

Introduction to Pre-AP

Every student deserves classroom opportunities to learn, grow, and succeed. College Board developed Pre-AP® to deliver on this simple premise. Pre-AP courses are designed to support all students across varying levels of readiness. They are not honors or advanced courses.

Participation in Pre-AP courses allows students to slow down and focus on the most essential and relevant concepts and skills. Students have frequent opportunities to engage deeply with texts, sources, and data as well as compelling higher-order questions and problems. Across Pre-AP courses, students experience shared instructional practices and routines that help them develop and strengthen the important critical thinking skills they will need to employ in high school, college, and life. Students and teachers can see progress and opportunities for growth through varied classroom assessments that provide clear and meaningful feedback at key checkpoints throughout each course.

DEVELOPING THE PRE-AP COURSES

Pre-AP courses are carefully developed in partnership with experienced educators, including middle school, high school, and college faculty. Pre-AP educator committees work closely with College Board to ensure that the course resources define, illustrate, and measure grade-level-appropriate learning in a clear, accessible, and engaging way. College Board also gathers feedback from a variety of stakeholders, including Pre-AP partner schools from across the nation who have participated in multiyear pilots of select courses. Data and feedback from partner schools, educator committees, and advisory panels are carefully considered to ensure that Pre-AP courses provide all students with grade-level-appropriate learning experiences that place them on a path to college and career readiness.

PRE-AP EDUCATOR NETWORK

Similar to the way in which teachers of Advanced Placement® (AP®) courses can become more deeply involved in the program by becoming AP Readers or workshop consultants, Pre-AP teachers also have opportunities to become active in their educator network. Each year, College Board expands and strengthens the Pre-AP National Faculty—the team of educators who facilitate Pre-AP Readiness Workshops and Pre-AP Summer Institutes. Pre-AP teachers can also become curriculum and assessment contributors by working with College Board to design, review, or pilot course resources.

HOW TO GET INVOLVED

Schools and districts interested in learning more about participating in Pre-AP should visit **preap.org/join** or contact us at **preap@collegeboard.org**.

Teachers interested in becoming members of Pre-AP National Faculty or participating in content development should visit **preap.org/national-faculty** or contact us at **preap@collegeboard.org**.

Pre-AP Approach to Teaching and Learning

Pre-AP courses invite all students to learn, grow, and succeed through focused content, horizontally and vertically aligned instruction, and targeted assessments for learning. The Pre-AP approach to teaching and learning, as described below, is not overly complex, yet the combined strength results in powerful and lasting benefits for both teachers and students. This is our theory of action.

Focused Content
Course Frameworks,
Model Lessons

Horizontally and Vertically Aligned Instruction
Shared Principles,
Areas of Focus

Targeted Assessments and Feedback
Learning Checkpoints,
Performance Tasks,
Final Exam
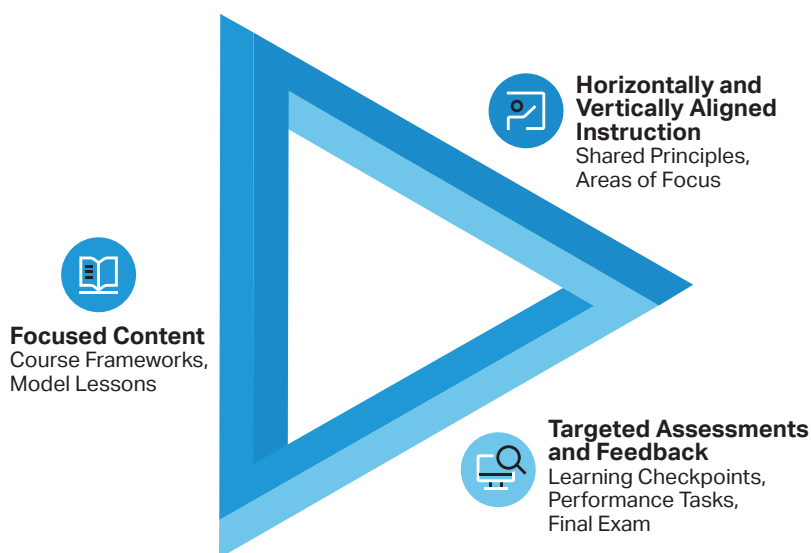
FOCUSED CONTENT

Pre-AP courses focus deeply on a limited number of concepts and skills with the broadest relevance for high school coursework and college and career success. The course framework serves as the foundation of the course and defines these prioritized concepts and skills. Pre-AP model lessons and assessments are based directly on this focused framework. The course design provides students and teachers with intentional permission to slow down and focus.

HORIZONTALLY AND VERTICALLY ALIGNED INSTRUCTION

Shared principles cut across all Pre-AP courses and disciplines. Each course is also aligned to discipline-specific areas of focus that prioritize the critical reasoning skills and practices central to that discipline.

SHARED PRINCIPLES

All Pre-AP courses share the following set of research-supported instructional principles. Classrooms that regularly focus on these cross-disciplinary principles allow students to effectively extend their content knowledge while strengthening their critical thinking skills. When students are enrolled in multiple Pre-AP courses, the horizontal alignment of the shared principles provides students and teachers across disciplines with a shared language for their learning and investigation, and multiple opportunities to practice and grow. The critical reasoning and problem-solving tools students develop through these shared principles are highly valued in college coursework and in the workplace.

Close Observation and Analysis

Evidence-Based Writing

SHARED PRINCIPLES

Higher-Order Questioning

Academic Conversation
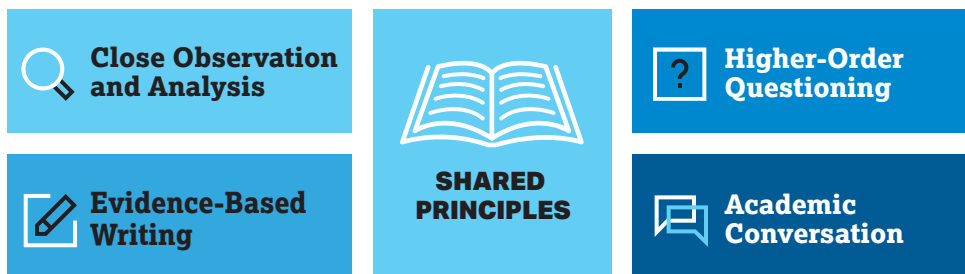
CLOSE OBSERVATION AND ANALYSIS

Students are provided time to carefully observe one data set, text, image, performance piece, or problem before being asked to explain, analyze, or evaluate. This creates a safe entry point to simply express what they notice and what they wonder. It also encourages students to slow down and capture relevant details with intentionality to support more meaningful analysis, rather than rushing to completion at the expense of understanding.

HIGHER-ORDER QUESTIONING

Students engage with questions designed to encourage thinking that is elevated beyond simple memorization and recall. Higher-order questions require students to make predictions, synthesize, evaluate, and compare. As students grapple with these questions, they learn that being inquisitive promotes extended thinking and leads to deeper understanding.

EVIDENCE-BASED WRITING

With strategic support, students frequently engage in writing coherent arguments from relevant and valid sources of evidence. Pre-AP courses embrace a purposeful and scaffolded approach to writing that begins with a focus on precise and effective sentences before progressing to longer forms of writing.

ACADEMIC CONVERSATION

Through peer-to-peer dialogue, students' ideas are explored, challenged, and refined. As students engage in academic conversation, they come to see the value in being open to new ideas and modifying their own ideas based on new information. Students grow as they frequently practice this type of respectful dialogue and critique and learn to recognize that all voices, including their own, deserve to be heard.

AREAS OF FOCUS

The areas of focus are discipline-specific reasoning skills that students develop and leverage as they engage with content. Whereas the shared principles promote horizontal alignment across disciplines, the areas of focus provide vertical alignment within a discipline, giving students the opportunity to strengthen and deepen their work with these skills in subsequent courses in the same discipline.

Areas of Focus
Align Vertically Within Disciplines
(Grades 6-12)

Arts | English | Mathematics | Science | Social Studies

- Academic Conversation
- Higher-Order Questioning
- Evidence-Based Writing
- Close Observation and Analysis

Shared Principles
Align Horizontally Across All Courses
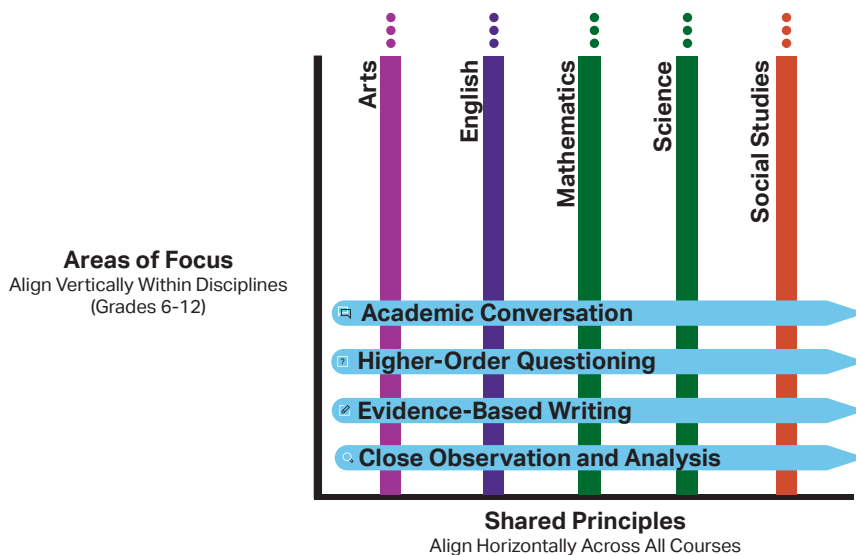
For a detailed description of the Pre-AP World History and Geography areas of focus, see page 13.

TARGETED ASSESSMENTS FOR LEARNING

Pre-AP courses include strategically designed classroom assessments that serve as tools for understanding progress and identifying areas that need more support. The assessments provide frequent and meaningful feedback for both teachers and students across each unit of the course and for the course as a whole. For more information about assessments in Pre-AP World History and Geography, see page 49.

Pre-AP Professional Learning

Pre-AP teachers are required to engage in two professional learning opportunities. The first requirement is designed to help prepare them to teach their specific course. There are two options to meet this requirement: the Pre-AP Summer Institute (Pre-APSI) and the Online Foundational Module Series. Both options provide continuing education units to educators who complete them.

- The Pre-AP Summer Institute is a four-day collaborative experience that empowers participants to prepare and plan for their Pre-AP course. While attending, teachers engage with Pre-AP course frameworks, shared principles, areas of focus, and sample model lessons. Participants are given supportive planning time where they work with peers to begin to build their Pre-AP course plan.

- The Online Foundational Module Series is available to all teachers of Pre-AP courses. This 12- to 20-hour course supports teachers in preparing for their Pre-AP course. Teachers explore course materials and experience model lessons from the student's point of view. They also begin to plan and build their own course so they are ready on day one of instruction.

The second professional learning requirement is to complete at least one of the Online Performance Task Scoring Modules, which offer guidance and practice applying Pre-AP scoring guidelines to student work.

About the Course

Introduction to Pre-AP World History and Geography

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students' essential skills and helps to prepare them for a range of AP history and social science coursework during high school, including AP Human Geography and all three AP history courses. The learning model is that of an apprenticeship. Primary and secondary sources take center stage in the classroom, and students use the tools of the historian and geographer to examine questions and build arguments.

PRE-AP WORLD HISTORY AND GEOGRAPHY AREAS OF FOCUS

The Pre-AP World History and Geography areas of focus, described below, are practices that students develop and leverage as they engage with content. These areas of focus are vertically aligned to the practices embedded in other history and geography courses in high school, including AP, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their educational career. The vertical progression of these disciplinary practices is delineated in the course framework beginning on page 25.

EVALUATING EVIDENCE

> *Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources.*
>
> Historians and geographers do not merely examine sources for the purposes of acquiring knowledge; they seek to understand and form arguments about historical perspectives. Like these disciplinary experts, students learn to determine a source's value by asking disciplinary questions. This process involves considering historical or geographic context, how audience and purpose influence the author's choices, and the degree to which pieces of evidence corroborate or contradict each other. Learning to evaluate evidence builds a durable understanding of key concepts and fosters informed citizenship.

Analyzing Primary Sources

Identify relevant information in a source	Identify and explain a source's point of view, purpose, historical situation, and/or audience.	Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

Analyzing Secondary Sources

Identify a key claim and/or argument in a source.	Explain how the author supports a claim or argument with evidence.	Explain how additional evidence can support, modify, or refute a source's claim or argument.

Assessing Patterns in Quantitative and Qualitative Evidence

Identify basic patterns found in evidence.	Explain patterns and identify potential contradictions found in evidence.	Explain the degree to which patterns or contradictions found in evidence can be plausibly interpreted.

EXPLAINING HISTORICAL AND GEOGRAPHIC RELATIONSHIPS

Students explain relationships among events and people by marshaling evidence for causation, comparison, and continuity and change over time.

History and geography are investigative disciplines. Regularly pursuing inquiries of comparison, causation, and continuity and change over time helps students build the investigative techniques used by historians and geographers. With practice, these techniques become habits of mind. As students learn to see relationships between and among developments, they can begin to examine questions of historical and geographic significance within the context of specific places or times.

Causation

| Identify causes and effects of a specific historical/geographic development or process. | Explain relationships between causes and effects of specific historical/geographic developments or processes. | Explain the relative importance of different causes and effects of specific historical/geographic developments or processes. |

Comparison

| Identify the similarities and/or differences between historical/geographic developments or processes. | Explain relevant similarities and/or differences between specific historical/geographic developments or processes. | Explain how similarities and differences between historical/geographic developments or processes reflect underlying factors or trends. |

Continuity and Change over Time

| Identify patterns of continuity and/or change over time. | Explain patterns of continuity and/or change over time. | Explain significant turning points and broad patterns of continuity within a given time and place. |

INCORPORATING EVIDENCE

Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments.

Writing or presenting arguments in history and geography requires more than summarizing facts. Creating sound arguments relies upon effectively connecting evidence in support of a clear, nuanced thesis. The ability to establish a line of reasoning by deftly framing and organizing evidence is a valuable skill that requires ample opportunities for practice and feedback. It is a skill students will carry forward into college, career, and civic settings.

Claims

Write a defensible claim.	Write a defensible claim that establishes a line of reasoning.	Write a defensible claim that incorporates diverse evidence and addresses counterclaims to develop a complex argument.

Supporting Evidence

Describe specific examples of historically relevant evidence.	Explain how specific examples of historically relevant evidence support an argument.	Explain how specific examples of historically relevant evidence support an argument while accounting for contradictory evidence.

Contextualization

Describe a historical/geographic context for a specific historical/geographic development or process.	Explain how a specific historical/geographic development or process is situated within a broader historical context.	Explain how broader contexts inform a historical/geographic development or process.

PRE-AP WORLD HISTORY AND GEOGRAPHY AND CAREER READINESS

The study of world history and geography offers unique, discipline-specific benefits that are relevant to students' lives as well as to a range of career pursuits. Beyond preparing the next generation for careers in history, geography, political science, and economics, the course is designed to help all students become more astute consumers of information as they learn to regularly apply the skills and contexts associated with each discipline.

Content and skills related to history and geography have numerous connections to life experiences. For example, students may apply these skills when reacting to front-page news stories, evaluating the merits of proposed policies, or actively applying historical and geographic thinking and knowledge in the career fields of government, public policy, economics, and law.

Career clusters and career examples related to history and geography are provided below. Teachers may consider discussing these with students throughout the year to promote motivation and engagement.

Career Clusters Related to History and/or Geography	
agriculture, food, and natural resources architecture and construction government and public administration	manufacturing transportation, distribution, and logistics
Examples of Careers Related to History and Geography	
archivists	
economists	
Foreign Service Officers	
geographers	
geographic informational systems (GIS) specialists	
government executives and legislators	
historians	
lawyers and judges	
market and survey researchers	
political scientists	
strategic operations managers	
urban and regional planners	
In addition to traditional careers above, newer careers such as data analysts and social technologists are also related to skills developed in history and geography courses.	

Source for Career Clusters: "Advanced Placement and Career and Technical Education: Working Together." Advance CTE and the College Board. October 2018. **careertech.org/resource/ap-cte-working-together.**

For more information about careers related to history and geography, teachers and students can visit and explore the College Board's Big Future resources: **bigfuture.collegeboard.org/ majors/history-history** and **bigfuture.collegeboard.org/majors/social-sciences-geography**.

SUMMARY OF RESOURCES AND SUPPORTS

Teachers are strongly encouraged to take advantage of the full set of resources and supports for Pre-AP World History and Geography, which are summarized below. Some of these resources must be used for a course to receive the Pre-AP Course Designation. To learn more about the requirements for course designation, see details below and on page 59.

The framework defines what students should know and be able to do by the end of the course. It serves as an anchor for model lessons and assessments, and it is the primary document teachers can use to align instruction to course content. **Use of the course framework is required**. *For more details see page 22.*

MODEL LESSONS

Teacher resources include a robust set of model lessons that demonstrate how to translate the course framework, shared principles, and areas of focus into daily instruction. **Use of the model lessons is encouraged but not required**. *For more details see page 47.*

LEARNING CHECKPOINTS

Accessed through Pre-AP Classroom, these short formative assessments provide insight into student progress. They are automatically scored and include multiple-choice and technology-enhanced items with rationales that explain correct and incorrect answers. **Use of one learning checkpoint per unit is required**. *For more details see page 49.*

PERFORMANCE TASKS

Available in the printed teacher resources as well as on Pre-AP Classroom, performance tasks allow students to demonstrate their learning through extended problem-solving, writing, analysis, and/or reasoning tasks. Scoring guidelines are provided to inform teacher scoring, with additional practice and feedback suggestions available in online modules on Pre-AP Classroom. **Use of each unit's performance task is required**. *For more details see page 50.*

FINAL EXAM

Accessed through Pre-AP Classroom, the final exam serves as a classroom-based, summative assessment designed to measure students' success in learning and applying the knowledge and skills articulated in the course framework. **Administration of the final exam is encouraged but not required**. *For more details see page 52.*

PROFESSIONAL LEARNING

Both the four-day Pre-AP Summer Institute (Pre-APSI) and the Online Foundational Modules Series support teachers in preparing and planning to teach their Pre-AP course. **All Pre-AP teachers are required to either attend the Pre-AP Summer Institute or complete the module series. In addition, teachers are required to complete at least one Online Performance Task Scoring module**. *For more details see page 10.*

PRE-AP WORLD HISTORY AND GEOGRAPHY: TWO PATHWAYS

Before implementing the Pre-AP World History and Geography course, schools select one of two available pathways. This encourages a deep study of a few historical periods and provides an opportunity for schools to choose the pathway that is the best fit for their state standards and district course sequences. Model lessons and assessments are based on the selected pathway.

- **Both pathways** begin with the study of geography and world regions.
- **Pathway 1** moves from geography and world regions to developments in world history from the ancient period through c. 1450 CE.
- **Pathway 2** moves from geography and world regions to developments in world history from c.1450 CE through the present.

Pathway 1

Geography and World Regions

Ancient Period
to c. 600 BCE

Classical Period
c. 600 BCE to c. 600 CE

Postclassical Period
c. 600 to c. 1450

Pathway 2

Early Modern Period
c. 1450 to c. 1750

Modern Period
c. 1750 to c. 1914

Contemporary Period
c. 1914 to the Present

Course Map: Pathway 1

Model Lesson and Assessment Sequence

PLAN
The course map shows how components are positioned throughout the course. As the map indicates, the course is designed to be taught over 140 class periods (based on 45-minute class periods), for a total of 28 weeks.

Lesson ideas along with content summaries and organizers are provided for every learning objective (LO). In addition, source exploration exercises with curated primary and secondary sources and questions for analysis are included for approximately 55% of the learning objectives.

TEACH
The model lessons demonstrate how the course framework, Pre-AP shared principles, and Pre-AP World History and Geography areas of focus come to life in the classroom.

Shared Principles
- close observation and analysis
- higher-order questioning
- evidence-based writing
- academic conversation

Areas of Focus
- evaluating evidence
- explaining historical and geographic relationships
- incorporating evidence

ASSESS AND REFLECT
Each unit includes two online learning checkpoints and a source-based performance task. These formative assessments are designed to provide meaningful feedback for both teachers and students.

A final exam is available for administration during a six-week window near the end of the course.

Geography and World Regions

~35 Class Periods Total

Principles of Geography

LO G.1 Explain how geographers use maps and data to contextualize spatial relationships and examine how humans organize space.

Regionalization

LO G.2 Examine the purpose, characteristics, and limitations of regions.

Spatial Reorganization

LO G.3 Examine the causes and consequences of spatial reorganization.

Learning Checkpoint 1

Human Adaptations to the Physical Environment

LO G.4 Identify the causes and effects of human adaptations to the physical environment.

Comparison of World Regions

LO G.5 Compare the physical and human characteristics of key world regions.

Learning Checkpoint 2

Performance Task

Source Analysis and Outline

The Ancient Period, to c. 600 BCE

~35 Class Periods Total

Human Adaptation and Migration in the Paleolithic World

LO 1.1 Describe the changes in subsistence practices, migration patterns, and technology during the Paleolithic era.

Causes and Effects of the Neolithic Revolution

LO 1.2 Explain the causes and effects of the Neolithic Revolution.

Origins of Complex Urban Societies in the Ancient World

LO 1.3 Trace the transition from shifting cultivation to sedentary agriculture and the emergence of complex urban civilization.

Pastoralism in Ancient Afro-Eurasia

LO 1.4 Explain the impact of pastoralism as it relates to lifestyle, environment, and sedentary societies.

Learning Checkpoint 1

State Formation in Ancient Afro-Eurasia

LO 1.5 Identify the origins, expansion, and consolidation of the first Afro-Eurasian states.

Development of Ancient Afro-Eurasian Religions

LO 1.6 Examine the continuities and changes in the development of ancient Afro-Eurasian religions and their impact on the states in which they were created.

Development of Ancient Afro-Eurasian Societies

LO 1.7 Trace the changes in social and gender hierarchies in Afro-Eurasian societies from the Paleolithic to the classical period.

Learning Checkpoint 2

Performance Task

Source Analysis and Outline

The Classical Period, c. 600 BCE to c. 600 CE

~35 Class Periods Total

Classical Empires in East Asia

LO 2.1 Trace the origins, expansion, and consolidation of the Han Dynasty.

South Asian States and Dharmic Religions

LO 2.2 Describe the growth and key characteristics of South Asian religious and political development.

Greek and Hellenistic States in the Classical Mediterranean

LO 2.3 Summarize the political and cultural impact of Greek city-states and the Hellenistic states.

The Classical Roman Mediterranean

LO 2.4 Examine the continuities and changes in the social, political, and economic structures of the classical Roman Mediterranean world.

Learning Checkpoint 1

Classical Societies in Afro-Eurasia

LO 2.5 Compare labor structures, social hierarchies, and gender relations in classical Afro-Eurasia.

Trade Networks and Cultural Encounters in the Classical World

LO 2.6 Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period.

The End of Classical Empires and the Consequences in Afro-Eurasia

LO 2.7 Summarize the consequences of the collapse of the Han and Roman empires during the classical period.

Learning Checkpoint 2

Performance Task

Source Analysis, Outline, and Essay

The Postclassical Period, c. 600 to c. 1450

~35 Class Periods Total

Early Islamic States

LO 3.1 Describe the origins, expansion, and consolidation of the first Islamic states.

Postclassical States: Byzantine Empire and European Kingdoms

LO 3.2 Compare the political, economic, and cultural structures of eastern and western Europe.

Postclassical States in East Asia

LO 3.3 Examine political continuity and change in postclassical China.

The Mongols and the Revitalization of the Silk Roads

LO 3.4 Explain the causes and consequences of the origin and expansion of the Mongol Empire.

Learning Checkpoint 1

Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa

LO 3.5 Trace the development and impact of trans-Saharan trade.

Long-Distance Trade and Diffusion in the Indian Ocean Basin

LO 3.6 Examine the causes and effects of long-distance trade in the Indian Ocean basin.

Postclassical Americas

LO 3.7 Compare the political, economic, and cultural structures of the Maya, Inca, and Aztec states.

Learning Checkpoint 2

Performance Task

Source Analysis, Outline, and Essay

Pre-AP World History and Geography Course Framework

INTRODUCTION

Based on the Understanding by Design® (Wiggins and McTighe) model, the Pre-AP World History and Geography Course Framework is back mapped from AP expectations and aligned to essential grade-level expectations. The framework serves as a teacher's blueprint for the Pre-AP World History and Geography instructional resources and assessments.

The course framework was designed to meet the following criteria:

- **Focused:** The framework provides a deep focus on a limited number of concepts and skills that have the broadest relevance for later high school and college success.

- **Measurable:** The framework's learning objectives are observable and measurable statements about the knowledge and skills students should develop in the course.

- **Manageable:** The framework is manageable for a full year of instruction, fosters the ability to explore concepts in depth, and enables room for additional local or state standards to be addressed where appropriate.

- **Accessible:** The framework's learning objectives are designed to provide all students, across varying levels of readiness, with opportunities to learn, grow, and succeed.

The Pre-AP World History and Geography Course Framework provides a cohesive, clear plan for teachers that identifies essential content to target in service of skill-based learning objectives. Both course pathways include four units. Each unit includes five to seven key concepts and approximately seven weeks of instruction. The course is designed to be flexible enough for teachers to integrate additional topics associated with district or state curriculum maps.

In contrast to many social studies curricula that favor either skills **or** content, this course challenges students to follow the example of historians and geographers by using both to pursue disciplinary investigations. To ensure that relevant relationships are prioritized over isolated facts, the key concepts, learning objectives, and essential knowledge statements work together to emphasize the connections between historic and geographic developments.

COURSE FRAMEWORK COMPONENTS

The Pre-AP World History and Geography Course Framework includes:

- Areas of Focus: Connected Disciplinary Skills
- Key Concepts

AREAS OF FOCUS: CONNECTED DISCIPLINARY SKILLS

Although units emphasize different topics, they are all designed to foster the disciplinary skills of evaluating evidence, explaining historic and geographic relationships, and incorporating evidence. Throughout each unit, students need regular opportunities to practice the skills and to receive feedback on their progress.

Skill Alignment with AP

The course skills illustrate clear targets for instruction and assessment that can also support class discussion and student reflection. Despite this emphasis on specificity and accessibility, each area of focus and its associated skills has direct connections with the AP History Skills and Practices. Below is a brief description of how each area of focus aligns to specific skill categories in AP.

Evaluating Evidence

Skill articulations from this area of focus prepare students for AP Historical Thinking Skills 2 and 3 (sourcing and situation, claims and evidence in sources) and AP Human Geography Course Skills 3 and 4 (data analysis, source analysis)

Explaining Historical and Geographic Relationships

Skill articulations from this area of focus prepare students for all of the reasoning processes used in AP history courses (comparison, causation, continuity and change) and AP Historical Thinking Skill 5 (making connections) as well as AP Human Geography Skill 2 (spatial reasoning).

Incorporating Evidence

Skill articulations from this area of focus prepare students for AP Historical Thinking Skills 4 and 6 (contextualization, argumentation).

KEY CONCEPTS

To support teacher planning and instruction, each unit is organized by key concepts. Each key concept includes a corresponding **learning objective** and **essential knowledge statements**.

Key Concept
A brief identification of the development or concept to be explored.

Learning Objectives
These objectives define what a student needs to be able to do with essential knowledge to explain the underlying historic and geographic relationships between developments and concepts. The learning objectives serve as actionable targets for instruction.

Essential Knowledge Statements
The essential knowledge statements are linked to the learning objectives. These statements describe the knowledge required to perform the learning objective(s).

About the Course
Pre-AP World History and Geography Course Framework

THE POSTCLASSICAL PERIOD, C. 600 TO C. 1450

Key Concept	
Learning Objective *Students will be able to ...*	**Essential Knowledge** *Students need to know that ...*
Early Islamic States **LO 3.1** Describe the origins, expansion, and consolidation of the first Islamic states.	**EK 3.1.A** *Origins and basic tenets of Islam* Islam, a religion informed by Abrahamic and Arab traditions and the teachings of Muhammad, began in the seventh century on the Arabian Peninsula. **EK 3.1.B** *Establishment and expansion of the Arab Umayyad Caliphate* After Muhammad's death, Sunni and Shi'a traditions of Islam developed, and his successors and the Umayyad caliphs established an Arab empire that adapted Byzantine political structures and expanded to South Asia and the Iberian Peninsula. **EK 3.1.C** *State consolidation, cosmopolitanism, and the Abbasid Caliphate* The Abbasid Caliphate continued Umayyad practices of qualified religious tolerance, created a cosmopolitan state that adapted Persian political and cultural traditions, and supported scholarship of global significance.
Postclassical States: Byzantine Empire and European Kingdoms **LO 3.2** Compare the political, economic, and cultural structures of eastern and western Europe.	**EK 3.2.A** *Governmental structures of Byzantium and western Europe* In the feudal kingdoms of western Europe, the Roman church and the monarchs competed for political authority while emperors in the Byzantine Empire maintained imperial rule through control of both the state and the Eastern Orthodox church, especially after the East–West Schism. **EK 3.2.B** *Economic foundations of Byzantium and western Europe* While the western territories of the former Roman Empire fractured into independent kingdoms reliant on manorialism and agriculture, the Byzantine Empire developed a sophisticated urban economy. **EK 3.2.C** *The Crusades* Starting in the 11th century, popes endorsed multiple military campaigns to reclaim the Holy Land and expand Catholic influence on the peripheries of Europe, which destabilized the Byzantine Empire, intensified Mediterranean trade, and expanded economic and cultural interactions between the Islamic world and western Europe.
Postclassical States in East Asia **LO 3.3** Examine political continuity and change in postclassical China.	**EK 3.3.A** *Neoconfucianism and state building in postclassical China* China reunited in the seventh century with a strong bureaucratic government that initially supported Buddhism but later utilized Confucian principles and restored the imperial examination system. **EK 3.3.B** *Economic foundations of the Tang and Song dynasties* The Tang Dynasty's land redistribution system increased tax revenue from free peasants, expanded state investment in infrastructure projects, and promoted agricultural and artisanal production. **EK 3.3.C** *Imperial expansion and fragmentation in the Tang and Song dynasties* The Tang Dynasty expanded imperial borders but collapsed in the wake of internal conflict, leading to the Song Dynasty.

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AREAS OF FOCUS: CONNECTED DISCIPLINARY SKILLS

The following tables articulate the disciplinary skills that students should develop while building knowledge of each unit's key concepts. Each skill is aligned to a Pre-AP World History and Geography area of focus and assessed through the learning checkpoints, performance tasks, and final exam.

Course assessments are designed around the goal that students fully master the skills in the left column and demonstrate consistent proficiency of skills in the center column. While the skills in the right column may be explored in Pre-AP with grade-appropriate scaffolds, independent proficiency of these skills is a goal reserved for AP courses.

Evaluating Evidence

Analyzing Primary Sources

Identify relevant information in a source	Identify and explain a source's point of view, purpose, historical situation, and/or audience.	Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

Analyzing Secondary Sources

Identify a key claim and/or argument in a source.	Explain how the author supports a claim or argument with evidence.	Explain how additional evidence can support, modify, or refute a source's claim or argument.

Assessing Patterns in Quantitative and Qualitative Evidence

Identify basic patterns found in evidence.	Explain patterns and identify potential contradictions found in evidence.	Explain the degree to which patterns or contradictions found in evidence can be plausibly interpreted.

Explaining Historical and Geographic Relationships

Causation

Identify causes and effects of a specific historical/geographic development or process.	Explain relationships between causes and effects of specific historical/geographic developments or processes.	Explain the relative importance of different causes and effects of specific historical/geographic developments or processes.

Comparison

Identify the similarities and/or differences between historical/ geographic developments or processes.	Explain relevant similarities and/or differences between specific historical/geographic developments or processes.	Explain how similarities and differences between historical/geographic developments or processes reflect underlying factors or trends.

Continuity and Change over Time

Identify patterns of continuity and/or change over time.	Explain patterns of continuity and/or change over time.	Explain significant turning points and broad patterns of continuity within a given time and place.

Incorporating Evidence

Claims

Write a defensible claim.	Write a defensible claim that establishes a line of reasoning.	Write a defensible claim that incorporates diverse evidence and addresses counterclaims to develop a complex argument.

Supporting Evidence

Describe specific examples of historically relevant evidence.	Explain how specific examples of historically relevant evidence support an argument.	Explain how specific examples of historically relevant evidence support an argument while accounting for contradictory evidence.

Contextualization

Describe a historical/ geographic context for a specific historical/geographic development or process.	Explain how a specific historical/geographic development or process is situated within a broader historical context.	Explain how broader contexts inform a historical/ geographic development or process.

GEOGRAPHY AND WORLD REGIONS

Key Concept Learning Objective *Students will be able to …*	Essential Knowledge *Students need to know that …*
Principles of Geography **LO G.1** Explain how geographers use maps and data to contextualize spatial relationships and examine how humans organize space.	**EK G.1.A** Maps convey representations of space, place, and location through symbols, keys, scale, and other manners of representation. **EK G.1.B** Maps reflect political and cultural contexts and prioritize, exclude, or distort information to serve a variety of purposes. **EK G.1.C** Geographers examine human and environmental patterns across space and time by synthesizing empirical data and maps with other primary and secondary sources. **EK G.1.D** Geographers use geospatial data, satellite technologies, and geographic information systems (GIS) to organize, represent, and reexamine human and environmental patterns across space and time.
Regionalization **LO G.2** Examine the purpose, characteristics, and limitations of regions.	**EK G.2.A** Regions are created to organize space based on human or physical characteristics and patterns of human and physical activity, which change over time. **EK G.2.B** Types of regions include formal, functional, and perceptual/vernacular. **EK G.2.C** Regions vary in scale from local to global, and places can be located in multiple regions. **EK G.2.D** Regional boundaries are transitional and are sometimes contested and/or overlapping.
Spatial Reorganization **LO G.3** Examine the causes and consequences of spatial reorganization.	**EK G.3.A** Spatial organization shapes and is shaped by patterns of economic activity, cultural diffusion, and political developments. **EK G.3.B** Spatial organization shapes and is shaped by birth and mortality rates, which are influenced by cultural, economic, environmental, and political factors. **EK G.3.C** Spatial, economic, political, environmental, and cultural factors in sending and receiving societies contribute to migration. **EK G.3.D** Migrations impact the demographic characteristics of both sending and receiving societies, which influence spatial organization as well as economic, political, and cultural development.

Key Concept	
Learning Objective *Students will be able to …*	**Essential Knowledge** *Students need to know that …*
Human Adaptations to the Physical Environment **LO G.4** Identify the causes and effects of human adaptations to the physical environment.	**EK G.4.A** Scarcity and surplus of natural resources shape patterns of exchange and transportation networks. **EK G.4.B** Individuals and societies adapt to their environments through innovations in food production, manufacturing, and technology. **EK G.4.C** Human adaptations and activities can result in the modification of environments and the long-distance diffusion of plants, animals, and pathogens. **EK G.4.D** Human interactions with the environment have intended and unintended consequences, including alterations to landscapes and changes in biodiversity.
Comparison of World Regions **LO G.5** Compare the physical and human characteristics of key world regions.	**EK G.5.A** Regions can be defined by physical characteristics, including climate, biomes, landforms, and bodies of water. **EK G.5.B** Regions can be defined by cultural characteristics, including patterns of language, religion, ethnicity, foodways, and traditions. **EK G.5.C** Regions can be defined by population characteristics, including population density, fertility rates, and mortality rates, as well as by patterns of human development, which can be quantified using quality-of-life measures. **EK G.5.D** Regions can be defined by their level of economic development as well as by their primary (agriculture and resource extraction), secondary (manufacturing), and tertiary (service) activities. **EK G.5.E** Regions can be defined by political characteristics, including organization of states and territories, structures of government, and rules for political participation.

THE ANCIENT PERIOD, TO C. 600 BCE

Key Concept Learning Objective *Students will be able to …*	Essential Knowledge *Students need to know that …*
Human Adaptation and Migration in the Paleolithic World **LO 1.1** Describe the changes in subsistence practices, migration patterns, and technology during the Paleolithic era.	**EK 1.1.A** *Technology and human adaptation to the environment during the Paleolithic period* Humans developed increasingly diverse and sophisticated tools, including multiple uses of fire, as they adapted to the environment. **EK 1.1.B** *Cultural and social development in the Paleolithic world* Language facilitated communal social organization and the spread of ideas and technologies. **EK 1.1.C** *Global spread of humans during the Paleolithic period* Humans successfully adapted to a variety of habitats and migrated from Africa to populate both hemispheres.
Causes and Effects of the Neolithic Revolution **LO 1.2** Explain the causes and effects of the Neolithic Revolution.	**EK 1.2.A** *Causes of the Neolithic Revolution* In response to environmental change and population pressure, humans domesticated animals and cultivated plants. **EK 1.2.B** *Effects of the Neolithic Revolution* Human populations grew as a result of animal domestication, shifting agriculture, and new technology, and this growth had an increasing impact on the environment. **EK 1.2.C** *Development and diffusion of Neolithic communities* Neolithic communities developed in, and then spread from, West Asia, East Asia, Southeast Asia, sub-Saharan Africa, the Americas, and Papua New Guinea.
Origins of Complex Urban Societies in the Ancient World **LO 1.3** Trace the transition from shifting cultivation to sedentary agriculture and the emergence of complex urban civilization.	**EK 1.3.A** *Transition from shifting to sedentary agriculture* The use of fertilization and terracing facilitated sedentary agriculture and village communities. **EK 1.3.B** *Formation of hydrologic systems in early ancient Eurasian civilizations* Complex hydrologic systems and bronze tools led to the development of ancient river valley civilizations. **EK 1.3.C** *Formation of American civilizations in the absence of hydrologic systems* Ancient Olmec and Chavin civilizations arose through sophisticated terracing and intercropping.

Key Concept	
Learning Objective *Students will be able to ...*	**Essential Knowledge** *Students need to know that ...*
Pastoralism in Ancient Afro-Eurasia **LO 1.4** Explain the impact of pastoralism as it relates to lifestyle, environment, and sedentary societies.	**EK 1.4.A** *Animal domestication and the origin of pastoral lifestyles* The domestication of animals provided stable sources of meat, milk, and other animal products, but required mobility for water and grazing. **EK 1.4.B** *Expansion of pastoralism and human environmental interaction* The grazing needs of livestock altered the local landscape and reduced biodiversity. **EK 1.4.C** *Pastoral interactions with sedentary communities* Pastoralists both raided and traded with sedentary communities in order to diversify their diets and acquire goods.
State Formation in Ancient Afro-Eurasia **LO 1.5** Identify the origins, expansion, and consolidation of the first Afro-Eurasian states.	**EK 1.5.A** *Origins of the first states in Afro-Eurasia* Political, religious, and economic elites emerged and extracted resources and labor from sedentary farmers and other producers to form and defend states. **EK 1.5.B** *Expansion of tributary states* The reliance on tribute encouraged states to expand through military conquest and political alliances. **EK 1.5.C** *Consolidation of ancient Afro-Eurasian states* Numeric calculation and writing facilitated record keeping and the establishment of legal codes that led to the consolidation of ancient Afro-Eurasian states.
Development of Ancient Afro-Eurasian Religions **LO 1.6** Examine the continuities and changes in the development of ancient Afro-Eurasian religions and their impact on the states in which they were created.	**EK 1.6.A** *Declining significance of animism in complex urban societies* With the formation of cities and states, polytheistic religions shifted focus from the control of nature to human concerns. **EK 1.6.B** *Use of religion in establishing political authority* Leaders of ancient Afro-Eurasian states increasingly used religion and connections to the divine to legitimize their authority. **EK 1.6.C** *Origins and impacts of the first monotheistic religions* Judaism and Zoroastrianism were the first monotheistic religions, and both promoted specific moral and ethical behaviors.
Development of Ancient Afro-Eurasian Societies **LO 1.7** Trace the changes in social and gender hierarchies in Afro-Eurasian societies from the Paleolithic to the classical period.	**EK 1.7.A** *Establishment of specialized labor* Successful agricultural practices led to surpluses and the development of skilled specialized labor. **EK 1.7.B** *Emergence of hierarchical social status* The emergence of coercive forms of labor contributed to an unequal distribution of wealth and the formation of social and political elites. **EK 1.7.C** *Development of gender roles* The use of plow-based agriculture and large-scale militaries contributed to the emergence of patriarchy.

THE CLASSICAL PERIOD, C. 600 BCE TO C. 600 CE

Key Concept Learning Objective *Students will be able to …*	Essential Knowledge *Students need to know that …*
Classical Empires in East Asia **LO 2.1** Trace the origins, expansion, and consolidation of the Han Dynasty.	**EK 2.1.A** *Transition from a feudal to a centralized state under the Qin Dynasty* The Qin unified warring feudal states into a single centralized state through wars of conquest and established law codes informed by Legalism. **EK 2.1.B** *Political and philosophical expansion of the Han Dynasty* The Han established an expansive centralized empire that built on Qin bureaucratic structures by implementing systems of Confucian meritocracy. **EK 2.1.C** *Economic and religious foundations of the Han Dynasty* The Han Dynasty was characterized by Confucianism, Daoism, free labor, artistic and economic innovation, and prosperity aided by the long-distance trade from the Silk Roads.
South Asian States and Dharmic Religions **LO 2.2** Describe the growth and key characteristics of South Asian religious and political development.	**EK 2.2.A** *Reactions to Vedic religion and Brahmanism* Buddhism and Upanishadic Hinduism arose in late Vedic South Asia as a reaction to the ritualism of Brahmanism. **EK 2.2.B** *The Mauryan Empire and the spread of Buddhism in India* Buddhism's monastic organization and appeal to lower classes, as well as support from merchants and the Mauryan Empire, contributed to Buddhist literary and artistic traditions diffusing throughout South Asia. **EK 2.2.C** *The Gupta Empire and the revival of Hinduism in India* The Gupta Empire was characterized by advances in science and mathematics and the sponsorship and revival of Hinduism.
Greek and Hellenistic States in the Classical Mediterranean **LO 2.3** Summarize the political and cultural impact of Greek city-states and the Hellenistic states.	**EK 2.3.A** *Greek philosophical traditions and state building* Greek philosophical traditions explained the natural and human world through reason and observation and also shaped the republican and democratic forms of city-states. **EK 2.3.B** *Alexander the Great and the Hellenistic empires* The empire of Alexander the Great and the successor Hellenistic empires were built upon Persian political structures and spread Greek cultural and administrative practices to West, Central, and South Asia and North Africa. **EK 2.3.C** *Greek art and architecture and their spread* Greek philosophy and polytheistic religious traditions widely influenced the art, architecture, and culture of the Hellenistic and Roman empires.

Key Concept	
Learning Objective *Students will be able to …*	**Essential Knowledge** *Students need to know that …*
The Classical Roman Mediterranean **LO 2.4** Examine the continuities and changes in the social, political, and economic structures of the classical Roman Mediterranean world.	**EK 2.4.A** *Imperial expansion and the fall of the Roman Republic* Roman imperial expansion extended slavery, expanded the wealth of the senatorial class, diminished the authority of a free peasantry, and contributed to the fall of the Roman Republic. **EK 2.4.B** *Political and cultural foundations of the Roman Empire* Greek and Hellenistic philosophical, political, and cultural practices influenced both the Roman Republic and Roman Empire. **EK 2.4.C** *The Roman imperial economy* The Roman Empire relied on the extensive use of slave labor, sophisticated transportation infrastructures, and standardized weights, measures, and currency.
Classical Societies in Afro-Eurasia **LO 2.5** Compare labor structures, social hierarchies, and gender relations in classical Afro-Eurasia.	**EK 2.5.A** *Labor structures in classical Afro-Eurasia* Classical economies relied on a range of labor forms, from free peasants and artisans in Greek city-states and the Han Dynasty to slavery in the Roman Empire. **EK 2.5.B** *Social hierarchy in classical Afro-Eurasia* The social structures of classical societies were hierarchical—informed by economic divisions of labor, land ownership, and commerce and reinforced by legal codes and belief systems. **EK 2.5.C** *Gender relations in classical Afro-Eurasia* Patriarchal social structures continued to shape gender and family relations and were both challenged and reinforced by belief systems.
Trade Networks and Cultural Encounters in the Classical World **LO 2.6** Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period.	**EK 2.6.A** *Transportation technologies and long-distance overland trade* The elite demand for luxury goods stimulated the first phase of the Silk Roads, which were secured by empires such as the Roman and Han and enabled by new transportation technologies. **EK 2.6.B** *Silk Roads and the spread of Buddhism* Mahayana Buddhism spread from South Asia to parts of Central Asia and China via merchants and missionaries along the Silk Roads. **EK 2.6.C** *Early trade in the Indian Ocean and cultural and technological diffusion* Knowledge of the monsoons and new maritime technologies stimulated long-distance trade within the Indian Ocean basin and facilitated the spread of Hinduism and other Indic cultural practices to Southeast Asia and the diffusion of new crops to East Africa.

Key Concept Learning Objective *Students will be able to ...*	Essential Knowledge *Students need to know that ...*
The End of Classical Empires and the Consequences in Afro-Eurasia **LO 2.7** Summarize the consequences of the collapse of the Han and Roman empires during the classical period.	**EK 2.7.A** *Collapse of the Han Dynasty* Nomadic frontier incursions and excessive state expropriation of resources led to the erosion of Han imperial authority as local warlords gained power. **EK 2.7.B** *Collapse of the Roman Empire* Political instability rooted in the challenges of defending an extensive frontier facilitated Germanic invasions that contributed to the collapse of the western portions of the Roman Empire. **EK 2.7.C** *Spread of Buddhism and Christianity* Christianity and Mahayana Buddhism, facilitated by transportation infrastructures, standardized written forms, and religious messages of salvation and spiritual equality, spread in the wake of collapsing empires.

THE POSTCLASSICAL PERIOD, C. 600 TO C. 1450

Key Concept Learning Objective *Students will be able to ...*	Essential Knowledge *Students need to know that ...*
Early Islamic States **LO 3.1** Describe the origins, expansion, and consolidation of the first Islamic states.	**EK 3.1.A** *Origins and basic tenets of Islam* Islam, a religion informed by Abrahamic and Arab traditions and the teachings of Muhammad, began in the seventh century on the Arabian Peninsula. **EK 3.1.B** *Establishment and expansion of the Arab Umayyad Caliphate* After Muhammad's death, Sunni and Shi'a traditions of Islam developed, and his successors and the Umayyad caliphs established an Arab empire that adapted Byzantine political structures and expanded to South Asia and the Iberian Peninsula. **EK 3.1.C** *State consolidation, cosmopolitanism, and the Abbasid Caliphate* The Abbasid Caliphate continued Umayyad practices of qualified religious tolerance, created a cosmopolitan state that adapted Persian political and cultural traditions, and supported scholarship of global significance.
Postclassical States: Byzantine Empire and European Kingdoms **LO 3.2** Compare the political, economic, and cultural structures of eastern and western Europe.	**EK 3.2.A** *Governmental structures of Byzantium and western Europe* In the feudal kingdoms of western Europe, the Roman church and the monarchs competed for political authority while emperors in the Byzantine Empire maintained imperial rule through control of both the state and the Eastern Orthodox church, especially after the East–West Schism. **EK 3.2.B** *Economic foundations of Byzantium and western Europe* While the western territories of the former Roman Empire fractured into independent kingdoms reliant on manorialism and agriculture, the Byzantine Empire developed a sophisticated urban economy. **EK 3.2.C** *The Crusades* Starting in the 11th century, popes endorsed multiple military campaigns to reclaim the Holy Land and expand Catholic influence on the peripheries of Europe, which destabilized the Byzantine Empire, intensified Mediterranean trade, and expanded economic and cultural interactions between the Islamic world and western Europe.
Postclassical States in East Asia **LO 3.3** Examine political continuity and change in postclassical China.	**EK 3.3.A** *Neoconfucianism and state building in postclassical China* China reunited in the seventh century with a strong bureaucratic government that initially supported Buddhism but later utilized Confucian principles and restored the imperial examination system. **EK 3.3.B** *Economic foundations of the Tang and Song dynasties* The Tang Dynasty's land redistribution system increased tax revenue from free peasants, expanded state investment in infrastructure projects, and promoted agricultural and artisanal production. **EK 3.3.C** *Imperial expansion and fragmentation in the Tang and Song dynasties* The Tang Dynasty expanded imperial borders but collapsed in the wake of internal conflict, leading to the Song Dynasty.

Key Concept Learning Objective *Students will be able to …*	Essential Knowledge *Students need to know that …*
The Mongols and the Revitalization of the Silk Roads **LO 3.4** Explain the causes and consequences of the origin and expansion of the Mongol Empire.	**EK 3.4.A** *Origins and development of the Mongol Empire* Under Genghis Khan and his descendants, the Mongols of Central Asia conquered much of Eurasia, creating a large nomadic empire that stretched from East Asia to West Asia and eastern Europe. **EK 3.4.B** *Expansion of the Mongol Empire and the establishment of the Yuan Dynasty* Kublai Khan expanded the Mongol presence in Asia, conquering the Song Dynasty and establishing the Yuan Dynasty, where he and his descendants ruled through traditional Chinese institutions but accepted Muslims, Christians, and Buddhists. **EK 3.4.C** *Biological consequences of Silk Road exchange* Silk Road trade, which the Mongols had revived, was instrumental in spreading the bubonic plague and contributing to dramatic demographic and social changes in western Europe.
Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa **LO 3.5** Trace the development and impact of trans-Saharan trade.	**EK 3.5.A** *Origins and foundations of trans-Saharan trade routes* The introduction of the camel facilitated the development of regular trade routes in which gold, salt, and slaves were exchanged from the western Sahara to West Africa and the Mediterranean. **EK 3.5.B** *State building in the West African Sahel* The states of Ghana, Mali, and Songhai arose in the West African Sahel at transshipment points for the regulation and taxation of trans-Saharan trade in the arable Niger River valley. **EK 3.5.C** *Spread and impact of Islam in sub-Saharan Africa* Trans-Saharan trade routes diffused Islam to sub-Saharan Africa, while the spread of literacy and the Arabic script facilitated record keeping, state building, and West African connections to Muslim global trade networks.
Long-Distance Trade and Diffusion in the Indian Ocean Basin **LO 3.6** Examine the causes and effects of long-distance trade in the Indian Ocean basin.	**EK 3.6.A** *The establishment of Swahili city-states* Indian Ocean trade led to the establishment of coastal city-states in East Africa and the spread of Swahili, a Bantu language containing many Arabic elements. **EK 3.6.B** *Maritime technologies and the expansion of trade in the Indian Ocean basin* Improvements in maritime technologies and expanding global demand for spices, luxury goods, slaves, gold, and silver contributed to a significant increase in trade within and around the Indian Ocean basin. **EK 3.6.C** *Spread of technologies, cultural practices, and flora and fauna in the Indian Ocean basin* The expansion of trade in the Indian Ocean basin contributed to the diffusion of Islam and Buddhism to Southeast Asia as well as the westward spread of Asian technologies.

Key Concept	
Learning Objective *Students will be able to ...*	**Essential Knowledge** *Students need to know that ...*
Postclassical Americas **LO 3.7** Compare the political, economic, and cultural structures of the Maya, Inca, and Aztec states.	**EK 3.7.A** *Governmental structures of the Maya, Inca, and Aztec states* Political structures in the classical and postclassical Americas varied from stateless societies to the confederated city-states of the Maya, the tributary empire of the Aztecs, and the centralized administration of the Inca Empire. **EK 3.7.B** *Economic foundations of the Maya, Inca, and Aztec states* The three principal civilizations in the Americas were associated with long-distance trade and handicrafts and based on intensive agricultural production and varied forms of coercive labor. **EK 3.7.C** *Maya, Inca, and Aztec cultural and religious practices* The Maya, Inca, and Aztec rulers leveraged their perceived divine status and support from a priestly class to maintain control over large populations.

THE EARLY MODERN PERIOD, C. 1450 TO C. 1750

Key Concept Learning Objective *Students will be able to ...*	Essential Knowledge *Students need to know that ...*
Causes and Consequences of Iberian Maritime Exploration and Colonialism **LO 4.1** Summarize the impact of new maritime technologies, shifting patterns of global trade, and changing political dynamics in the creation of Iberian maritime empires.	**EK 4.1.A** *The search for direct access to African and Asian markets* The Iberian Reconquista, growing western European demand for trade goods, and a desire to lower costs prompted traders to seek direct access to Asian markets and West African gold. **EK 4.1.B** *Diffusion of Asian maritime technology* The diffusion of Asian and Muslim maritime technologies and Arab geographic knowledge, incorporated with European metallurgical and woodworking skills, enabled Portuguese and Spanish exploration of the South Atlantic and beyond. **EK 4.1.C** *Iberian maritime colonization* The Portuguese established a trading-post empire in Africa and Asia, while the Spanish utilized metal and gunpowder weaponry to establish colonies in the Americas as Amerindian states and societies were depleted by disease.
Columbian Exchange and Atlantic Slavery **LO 4.2** Explain the environmental and demographic consequences of the Atlantic system.	**EK 4.2.A** *Columbian Exchange* Trade and migration from Afro-Eurasia to the Americas resulted in the exchange of flora, fauna, and diseases, which promoted food security and demographic expansion in Afro-Eurasia while devastating many Amerindian populations. **EK 4.2.B** *The formation of plantation and extractive economies* European demand for crops, such as sugar and tobacco, and the global demand for silver resulted in the development and expansion of plantation and extractive economies in the Americas. **EK 4.2.C** *Coercive labor systems and the transatlantic slave trade* The demographic decline of the Amerindian population and the increased demand for labor from growing plantation and extractive economies led to increased use of coercive forms of labor, such as slavery.
Origins and Impact of the Western European Empires in the North Atlantic **LO 4.3** Describe the causes and the global, political, and economic effects of the Atlantic system.	**EK 4.3.A** *State building in northwestern Europe* As the Spanish Empire declined, England, France, and the Netherlands centralized systems of taxation, government, and defense and established colonial settlements in North America and trading settlements and colonies in Asia and Africa. **EK 4.3.B** *Competition among western European empires* Western European maritime empires enacted mercantilist policies and established economic innovations such as joint-stock companies to finance colonial settlement in the Americas and promote trade. **EK 4.3.C** *Global consequences of the Atlantic economy* As Japanese silver production declined, American production met Chinese demands for silver, facilitating new levels of global economic integration.

Key Concept Learning Objective *Students will be able to ...*	Essential Knowledge *Students need to know that ...*
Early Modern Islamic Empires **LO 4.4** Compare the territorial expansion, political structure, and cultural facets of the early modern Ottoman, Mughal, and Safavid empires.	**EK 4.4.A** *Territorial expansion and military innovation* Diffusion of gunpowder and the use of cannons and firearms contributed to the territorial growth of the early modern Islamic empires and the decline of local nomadic societies in Central Asia. **EK 4.4.B** *Cosmopolitanism in the early modern Islamic empires* The Mughal and Ottoman empires promoted social and political cohesion by enacting policies and practices of limited religious tolerance. **EK 4.4.C** *Varieties of religious policies in early modern Islamic empires* Islamic empires differed in their treatment of Sufis and often engaged in political and imperial conflicts that were religious in nature.
Land-Based Empires: Early Modern China and Russia **LO 4.5** Compare the territorial expansion and foreign policies of early modern China and Russia.	**EK 4.5.A** *Ming and Qing imperial expansion* After China experienced nearly three centuries of stability under the Ming Dynasty, the Manchu invaded China, established the Qing Dynasty, and doubled China's imperial territory through military conquest and tribute-based diplomacy while maintaining Confucian principles. **EK 4.5.B** *Russian imperial expansion* The spatial reorganization and eastward expansion of the Russian state after the collapse of the Golden Horde led to a trans-Eurasian state and diminished the autonomy of Central Asian and Siberian nomadic societies. **EK 4.5.C** *Russian and Chinese engagement with the West* By the late 18th century, Russian imperial policies promoted the importation of Western goods, technology, and culture, while Qing China continued to have relatively limited contact with the West.
Early Modern Religion **LO 4.6** Examine the continuities and changes in religions during the early modern period.	**EK 4.6.A** *Sikhism and religious diffusion in the Indian Ocean basin* Sikhism arose in South Asia as a new religion, while Theravada Buddhism spread across mainland Southeast Asia. **EK 4.6.B** *Early modern religious schisms* The Protestant and Catholic reformations led to religious conflicts that divided European states and societies, promoted literacy and education, and encouraged Catholic evangelicalism in the Americas. **EK 4.6.C** *New syncretic religions* Global connectivity led to new syncretic forms of religion including Vodun and other variations of Catholicism in the Americas that accommodated and incorporated Amerindian religious and cultural practices.

Key Concept	
Learning Objective *Students will be able to ...*	**Essential Knowledge** *Students need to know that ...*
Early Modern Western Society and Culture **LO 4.7** Examine the continuities and changes in early modern society and culture.	**EK 4.7.A** *The Renaissance and the Scientific Revolution* The diffusion of Byzantine and Muslim scholarship of Greco-Roman texts to Europe, the increased use of improved printing technologies, and discoveries in the Americas contributed to the rise of humanism in the Renaissance and to the use of rationalism and empiricism to understand the natural world during the Scientific Revolution. **EK 4.7.B** *Continuities in western European social hierarchies* Land ownership continued to convey social status, generate wealth, and secure political influence in early modern societies despite the end of manorialism. **EK 4.7.C** *Changes in early modern social hierarchies* Commercial societies elevated the status of merchants, financiers, and urban professionals, while chattel slavery in the Americas contributed to the development of racial hierarchies.

THE MODERN PERIOD, C. 1750 TO C. 1914

Key Concept Learning Objective *Students will be able to ...*	Essential Knowledge *Students need to know that ...*
Causes of the Atlantic Revolutions **LO 5.1** Examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions.	**EK 5.1.A** *The Enlightenment* The Enlightenment, characterized by secular thinking and human reasoning, prompted questioning of the role of the church in society and the divine rights of rulers. **EK 5.1.B** *Imperial rivalry in the Atlantic* Imperial rivalry and conflict between European maritime empires created opportunities for independence movements. **EK 5.1.C** *Early modern political and social tensions* Expanding commerce and literacy as well as the growing middle class led to critiques of social hierarchy and political and clerical privilege.
Effects of the Atlantic Revolutions **LO 5.2** Describe the long-term social and political impact of the Atlantic Revolutions.	**EK 5.2.A** *New American states* Successful colonial wars of independence led to the creation of new states and severely reduced the imperial presence of Spain and Great Britain in the Americas. **EK 5.2.B** *The French Revolution* The French Revolution and the Napoleonic Empire established a unitary nation-state with a republican constitution, diminished clerical and landed privilege, and provided political power to an emergent bourgeoisie. **EK 5.2.C** *Nineteenth-century reform movements* The Atlantic Revolutions inspired abolitionism, nationalism, republicanism, liberalism, and emergent feminism; led to movements that eventually ended Atlantic slavery; accelerated the creation and consolidation of nation-states; and democratized political rights.
The First Industrial Revolution **LO 5.3** Explain the origins and significance of the first industrial revolution.	**EK 5.3.A** *Origins of the Industrial Revolution in Great Britain* Access to raw materials, a tradition of machine making, surplus labor, and state protections in Great Britain were key factors that resulted in the emergence of factories and ushered in the first industrial revolution. **EK 5.3.B** *Characteristics of early industrialization* The first industrial revolution utilized inanimate sources of energy and mechanized textile and iron production, increasing manufacturing productivity and consumerism and accelerating resource extraction. **EK 5.3.C** *Spread of industrialization* The first industrial revolution spread from Britain to the United States and parts of northwestern Europe, and by the early 19th century the West had surpassed China in economic production.

Key Concept Learning Objective *Students will be able to ...*	Essential Knowledge *Students need to know that ...*
The Second Industrial Revolution **LO 5.4** Trace the continuities and changes between the first and second industrial revolutions.	**EK 5.4.A** *Late 19th-century industrial innovations* The second industrial revolution witnessed the dramatic expansion of efficient and highly capitalized forms of industrial manufacturing that were aided by the growing availability of cheap steel and electricity during the late 19th century. **EK 5.4.B** *The global spread of industrialization* Germany, Russia, Japan, and the United States experienced significant leaps in industrial growth to join Great Britain as industrial powers, prompting new levels of economic competition. **EK 5.4.C** *Globalization, transportation, and information technologies* Transportation and communication innovations increased opportunities for the global coordination and distribution of goods and facilitated unprecedented production of food and raw materials.
Imperial Expansion in the Late 19th Century **LO 5.5** Describe the continuities and changes in 19th-century imperialism.	**EK 5.5.A** *New imperialism and the second industrial revolution* New imperialism in Africa and Asia was driven by nationalism, Social Darwinism, and economic objectives to secure raw materials and markets associated with the second industrial revolution. **EK 5.5.B** *The expansion and contraction of overland empires* The Russian and Austrian empires expanded as the Ottoman and Qing empires, facing financial, demographic, and political challenges, declined. **EK 5.5.C** *Neocolonialism in Latin America* Great Britain and the United States practiced economic imperialism in Latin America in order to obtain cheap foodstuffs and raw materials and to secure markets for the export of manufactured goods.
Reactions to Imperialism **LO 5.6** Compare the responses to imperialism in the 19th century.	**EK 5.6.A** *Violent resistance to imperialism* Violent uprisings attempted by colonies and independent nations to stop or reverse the spread of Western European imperialism often failed and resulted in tighter imperial control. **EK 5.6.B** *Self-rule* In settler colonies such as Australia and Canada, local elites obtained dominion status and self-rule, while in direct-rule colonies such as India, local elites were often co-opted through access to Western lifestyles and education. **EK 5.6.C** *Modernization reform movements* The governments of the Ottoman Empire and Qing China enacted programs that aimed to modernize their economies and militaries in efforts to withstand Western imperial expansion.

Key Concept	
Learning Objective *Students will be able to ...*	**Essential Knowledge** *Students need to know that ...*
Consequences of Industrialization **LO 5.7** Explain the social, political, and demographic effects of industrialization in the 19th century.	**EK 5.7.A** *Social changes in industrial societies* Industrialization led to rapid urbanization, new family structures, and new class identities. **EK 5.7.B** *Political responses to industrialization* While Marxist and socialist ideologies and trade unionism arose in response to widening economic and social inequities, many industrialized nations expanded suffrage and political representation in response to the growth of middle-class incomes and influence. **EK 5.7.C** *Migration in the 19th century* Industrialization, cheaper transportation, global agricultural markets, and the abolition of slavery led to mass migrations of Europeans to the Americas and Russians to Central and East Asia, as well as the global movement of East and South Asian indentured servants.

THE CONTEMPORARY PERIOD, C. 1914 TO THE PRESENT

Key Concept Learning Objective *Students will be able to …*	Essential Knowledge *Students need to know that …*
Origins and Outcomes of World War I in Global Context **LO 6.1** Trace the origins of World War I and its immediate outcomes in global perspective.	**EK 6.1.A** *The global origins of World War I* Nationalism, imperial rivalry, and shifting diplomatic alliances among rival European powers led to the global outbreak and scale of World War I. **EK 6.1.B** *Global fronts and home fronts* With increasingly mechanized warfare and an unprecedented number of casualties, World War I was fought between large empires on a number of global fronts, and the superior domestic industrial production of the Allies ultimately helped them win the war. **EK 6.1.C** *The settlement of World War I* The Treaty of Versailles reorganized the defeated landed empires into new nation-states and expanded the victors' maritime empires—factors that contributed to anti-imperial movements and the outbreak of World War II.
A New Age of Revolutions: Mexico, Russia, and China **LO 6.2** Compare the results of revolutions in Mexico, Russia, and China.	**EK 6.2.A** *The Mexican Revolution* The Mexican Revolution began a process of social and political reform and reaction, expropriating foreign-owned assets and gradually creating a mixed economy of state and private investment. **EK 6.2.B** *The Russian Revolution and Stalinism* The Russian Revolution led to the USSR as the first Communist state, which became increasingly nationalistic and authoritarian under Stalin, who established a planned industrial economy. **EK 6.2.C** *The Chinese Revolution* The Chinese Communist Party adapted Marxism–Leninism to the needs of an agrarian society and established a communist dictatorship under Mao Zedong that, despite implementing the Great Leap Forward and other initiatives, struggled to create a successful centrally planned industrial economy.
The Global Economy and the State Between the Wars **LO 6.3** Identify the reasons for the expansion of government power and the emergence of authoritarian regimes in Europe and Japan.	**EK 6.3.A** *The Depression in global context* Burdened by war debt and protectionism, the global economy was further damaged by the 1929 stock market crash and its aftermath, which led to unprecedented levels of unemployment and state interventions in the economy and society. **EK 6.3.B** *Fascist states in Europe* Hostility toward the Treaty of Versailles, unemployment, and weak democratic institutions led to fascist states in Italy and Germany that gained popular support for extreme nationalism, territorial expansion, and racism. **EK 6.3.C** *Militarism in Japan* The emperor, the military, and the business community reacted to the economic challenges of the Depression by pursuing policies of imperial expansion that exploited weaknesses in the Meiji constitution and undermined recent efforts toward establishing a liberal state.

Key Concept **Learning Objective** *Students will be able to …*	**Essential Knowledge** *Students need to know that …*
World War II and the Decline of Empires **LO 6.4** Explain the causes and effects of World War II.	**EK 6.4.A** *Appeasement and the origins of World War II* The appeasement and subsequent expansion of German, Italian, and Japanese empires was the result of U.S. isolationism, economic and political weakness in Britain and France, and the distrust between Western democracies and the USSR. **EK 6.4.B** *The human tragedies of World War II* World War II was the most lethal war in history, with the victims of genocide and ethnic cleansing and the civilian casualties of mass strategic bombing far outnumbering military casualties. **EK 6.4.C** *Decolonization after World War II* Disruptions and intensifications of colonial rule during the war sparked anti-imperialist movements that used both violence and diplomacy to create postcolonial states independent from empires that no longer had the economic or political will to sustain colonialism in the decades after the war.
A Global Cold War **LO 6.5** Compare the impact of the Cold War in the developed and the developing worlds.	**EK 6.5.A** *The Cold War in the developed world* Though the Allies decisively defeated the Axis Powers, the growing distrust between the U.S. and the USSR during and immediately after the war led both nations to develop military industrial complexes, nuclear arsenals, and international military alliances, including NATO and the Warsaw Pact. **EK 6.5.B** *The Cold War in the developing world* Both the U.S. and the USSR advocated for the end to Western European empires, sought to build economic and political alliances with postcolonial states, backed rival regimes in the developing world, and sometimes intervened directly in proxy wars. **EK 6.5.C** *The end of the Cold War* Soviet economic deficiencies, its Afghanistan invasion, and the U.S.'s détente with China and accelerated military spending contributed to the ending of the Cold War.

Key Concept	
Learning Objective *Students will be able to ...*	**Essential Knowledge** *Students need to know that ...*
Foundations of Contemporary Globalization **LO 6.6** Explain the origins of contemporary globalization.	**EK 6.6.A** *Neoliberalism and transnational institutions* International organizations as well as growing neoliberalism promoted the removal of barriers to international trade. **EK 6.6.B** *Postindustrialization and the Pacific basin* The massive shift of global manufacturing from the West to Asia and the Pacific basin accelerated with the reforms of Deng Xiaoping in China and was fueled by the lower cost of Asian labor, the freer flow of global investment, and the growth of postindustrial knowledge economies in the U.S. and Europe. **EK 6.6.C** *Information, communication, and transportation revolutions* Cellular and internet communications and transportation efficiencies led to unprecedented levels of connectivity that increased the speed of information transmission, global trade, and migration, and contributed to the globalization of cultural practices and forms.
Impact of Contemporary Globalization **LO 6.7** Analyze the extent to which contemporary globalization resulted in social, cultural, political, and environmental change.	**EK 6.7.A** *Environmentalism* Global demographic expansion, accelerating consumerism, and the shift of manufacturing to the developing world both impacted the environment and stimulated environmentalism. **EK 6.7.B** *Income and social inequality* Contemporary globalization has generated substantial economic growth, but income and social inequality have continued to increase in most parts of the world. **EK 6.7.C** *Reactions to globalism* Religious fundamentalism and nationalism arose, sometimes in violent forms, in response to rising cultural, economic, and political globalization.

THEMES IN PRE-AP WORLD HISTORY AND GEOGRAPHY

The course themes map out the core principles and processes of Pre-AP World History and Geography and offer students a broad way of thinking about the discipline. These ideas cut across all units of the course and serve as the connective tissue between key concepts, learning objectives, and essential knowledge statements that make up the focus of each unit.

- **Humans and the Environment:** Interactions between people and places
- **Governance:** Institutional power
- **Economic Systems:** Exchange and innovation
- **Culture:** Patterns of interaction
- **Society:** Hierarchies and social roles

Pre-AP World History and Geography Model Lessons

Model lessons in Pre-AP World History and Geography are developed in collaboration with history and social studies educators across the country and are rooted in the course framework, shared principles, and areas of focus.

- **Robust instructional support for teachers:** Pre-AP World History and Geography model lessons and accompanying student resources embody the Pre-AP approach to teaching and learning. Model lessons provide instructional support to teachers as they guide students in their investigations of historic and geographic relationships. The source-exploration activities offer student practice in examining primary and secondary sources based on the course learning objectives. Also included for each key concept is a content summary, provided in the Expanding Essential Knowledge resource for each unit, which provides background information to help students contextualize primary sources.

- **Key instructional strategies:** Commentary and analysis embedded in each lesson highlight not just what students and teachers do in the lesson, but also how and why they do it. This educative approach provides a way for teachers to gain unique insight into key instructional moves that are powerfully aligned with the Pre-AP approach to teaching and learning.

Teachers have the option to use any or all model lessons alongside their own locally developed instructional resources.

SUPPORT FEATURES IN MODEL LESSONS

The following support features recur throughout the Pre-AP World History and Geography lessons to promote teacher understanding of the lesson design and provide direct-to-teacher strategies for adapting lessons to meet their students' needs:

- **Why These Sources?**
- **Key Takeaways**
- **Meeting Learners' Needs**
- **What's Next?**

CLASSICAL PERIOD

DESIGNING INSTRUCTION
Source Exploration 2.2-C: The Gupta Empire and the Revival of Hinduism in India

SOURCES TO EXPLORE

Source 7 Comments by Marcus du Sautoy, professor of mathematics at the University of Oxford, on the origins of the symbol of zero, 2017

Source 8 Excerpted from J. Michael McKnight, *Kingship and Religion in the Gupta Age*, 1976

Source 9 Recent picture of one of the oldest surviving Hindu temples, built in fifth century CE during the Gupta Empire, located in present-day Bhitargaon, India

Sachan Neeraj / Shutterstock

Observe-and-Analyze Questions
1. According to du Sautoy, how did humanity's understanding of mathematics change in the third or fourth century?
2. How does source 8 describe the rule of the Guptas?
3. How does the structure pictured in source 9 relate to sources 7 and 8?
4. Using the information provided by the sources, revise each pair of simple sentences into a single, sophisticated claim supported by detailed evidence.
   They invented it. It was important.
   They did some things the same. They did some things differently.

WHY THESE SOURCES?
This trio of sources was selected to help students with no prior knowledge explore the Gupta state and the Guptas' tradition of sponsoring Hinduism as well as the arts and sciences. The information provided by these sources should provoke reactions from students who will likely not know about the Guptas' foundational contribution to mathematics, and the information will set up some interesting comparisons with other classical states students will study.

MEETING LEARNERS' NEEDS
- To assist novice readers, provide opportunities for students to check with a partner after examining each source to discuss misunderstandings or apply contextual clues to difficult vocabulary.
- To encourage close observation, project or provide multiple high-resolution photographs of the Hindu temple of Bhitargeon so that students can identify details that will introduce them to Gupta architectural sophistication.
- To build confidence with disciplinary vocabulary, ask students to compare source 9 with the Great Wall of China and monuments from the ancient period and discuss which structures best fit the concept of monumental architecture.

KEY TAKEAWAYS
- Mathematicians began to think in ways that eventually led to zero being identified as a number in its own right. The concept of zero would go on to become a "key building block" of today's digital world. (Q1)
- The Guptas are described as taking power relatively quickly, projecting grandiose, superhuman images of authority, and invoking religious authority. (Q2)
- The fact that the Guptas sponsored the building of a Hindu temple is consistent with the connection between the Guptas and Hindu ideals of government described in source 8. The Gupta Empire would likely need people knowledgeable in architectural engineering and mathematics, as suggested by source 7, to build such a complicated structure. (Q3)
- Expansions of the simple sentences should communicate why the discovery and use of the zero symbol in Gupta India was important and create accurate comparisons and contrasts between the Gupta and Mauryan states. (Q4)

WHAT'S NEXT?
- Although several centuries separate the Mauryan and Gupta empires, both states faced similar challenges in trying to unite a religiously plural society. Have students explore similarities in the ways that both states addressed the multiplicity of religions in their empires.
- The Gupta Empire is often considered the golden age of Hindu culture. The "**South Asia, 1–500 A.D.**" portion of the Metropolitan Museum of Art's Heilbrunn Timeline features many works of art that could be used for a gallery walk or jigsaw activity.
- The Palace Museum (Beijing, China) provides a virtual walking tour of their exhibit "**Across the Silk Road: Gupta Sculptures and Their Chinese Counterparts During 400–700 CE**," which illustrates how Gupta and East Asian art influenced each other.

Teacher Resource
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Pre-AP World History and Geography

TEACH

CLASSICAL PERIOD

Why These Sources?
Provides insight into why the sources were selected as well as which aspects of the course framework the sources are intended to introduce or illuminate.

Key Takeaways
Summarizes for teachers the most important aspects of the sources students should explore during discussion of the observe-and-analyze questions.

Meeting Learners' Needs
Offers strategies to adapt or differentiate instruction to address the readiness or interest of students. The suggestions highlight ways to support or reinforce the learning with additional scaffolding or practice, vary the approach with alternate activities, or extend the learning with additional investigations or challenges.

What's Next?
Supports lesson planning by providing ideas for activities to accompany the source exploration that allow students to deepen their understanding of the concepts embedded in the included sources or to address relevant topics that are not explicitly referenced.

Pre-AP World History and Geography Assessments for Learning

Pre-AP World History and Geography assessments function as a component of the teaching and learning cycle. Progress is not measured by performance on any single assessment. Rather, Pre-AP World History and Geography offers a place to practice, to grow, and to recognize that learning takes time. The assessments are updated and refreshed periodically.

LEARNING CHECKPOINTS

Based on the Pre-AP World History and Geography Course Framework, the digital learning checkpoints ask students to read and interpret a range of brief primary and secondary sources and to respond to a targeted set of questions that measure both disciplinary skills (such as analyzing sources) and key concepts from the unit. All learning checkpoints are automatically scored, with results provided through feedback reports that contain explanations of all questions and answers as well as individual and class views for educators. Teachers also have access to assessment summaries on Pre-AP Classroom, which provide more insight into the question sets and targeted learning objectives for each assessment event.

The following tables provide a synopsis of key elements of the Pre-AP World History and Geography learning checkpoints.

Format	Two learning checkpoints per unit
	Digitally administered with automated scoring and reporting
	Questions target both concepts and skills from the course framework
Time Allocated	One 45-minute class period per assessment
Number of Questions	12–14 questions per assessment
	▪ 11–13 four-option multiple choice
	▪ 1–3 technology-enhanced questions
Stimulus Based	100%

Domains Assessed	
Learning Objectives	Learning objectives, corresponding key concepts, and prioritized essential knowledge statements from the course framework

Skills	Skills are assessed with regular frequency across all learning checkpoints:
	
	▪ **evaluating evidence**
	   ◆ analyzing primary sources
	   ◆ analyzing secondary sources
	   ◆ assessing patterns in quantitative and qualitative evidence
	▪ **Explaining historical and geographic relationships**
	   ◆ causation
	   ◆ comparison
	   ◆ continuity and change over time
	▪ **incorporating evidence**
	   ◆ claims
	   ◆ supporting evidence
	   ◆ contextualization

| Question Styles | Question sets include two to four questions that focus on single or paired primary or secondary sources (including texts, maps, and charts).

Each question set includes three types of questions:

▪ Type 1: Analyzing Evidence: Students must draw upon evidence solely from the source to answer the question.
▪ Type 2: Analyzing Evidence and Disciplinary Reasoning: Students must draw upon source and outside content knowledge to answer the question.
▪ Type 3: Disciplinary Reasoning: Students must extend beyond the source and draw upon the key concepts and learning objectives from the unit to answer the question. |

PERFORMANCE TASKS

Each unit includes one performance-based assessment. The Pre-AP World History and Geography performance tasks are source analysis tasks and evidence-based questions that are modeled after AP document-based questions but with deliberate adaptations and scaffolds.

Each performance task consists of two parts, with separate scoring guidelines for evaluating student performance and providing feedback for each part. These two components are:

- **Part 1: Source Analysis:** Students examine a set of sources and complete three analysis tasks that represent the building blocks for drafting a full evidence-based essay. Part 1 is included for all units and designed for a 45-minute class period, though students may require more time for their first encounters with the task..

- **Part 2: Evidence-Based Essay:** Students construct a full evidence-based essay using the sources they examined in Part 1. In units three and four (the remaining two historical periods), students should be assessed on Part 1 and Part 2, with an emphasis on Part 2. Part 2 is only applicable to units taught in the latter half of the year (the Classical Period and Postclassical Period for Pathway 1 and the Modern Period and Contemporary Period for Pathway 2). It is also designed for a 45-minute class period and assumes that students have completed Part 1.

Teachers participating in the official Pre-AP Program will receive access to online learning modules to support them in evaluating student work for each performance task.

Format	One performance task per unit
	Administered in print
	Educator scored using scoring guidelines
Length	One to two 45-minute class periods

Task Descriptions	
Part 1: Analyzing a set of sources, charting evidence, creating an outline	Administered in all units
Part 2: Using the outline from Part 1 to draft an evidence-based essay	Only administered in units taught in the latter half of the year: - The Classical Period - The Postclassical Period - The Modern Period - The Contemporary Period

FINAL EXAM

Pre-AP World History and Geography includes a final exam featuring multiple-choice and technology-enhanced questions as well as open-response questions. The final exam is a summative assessment designed to measure students' success in learning and applying the knowledge and skills articulated in the Pre-AP World History and Geography Course Framework. The final exam's development follows best practices such as multiple levels of review by educators and experts in the field for content accuracy, fairness, and sensitivity. The questions on the final exam have been pretested, and the resulting data are collected and analyzed to ensure that the final exam is fair and represents an appropriate range of the knowledge and skills of the course.

The final exam is designed to be delivered on a secure digital platform in a classroom setting. Educators have the option of administering the final exam in a single extended session or two shorter consecutive sessions to accommodate a range of final exam schedules.

Multiple-choice and technology-enhanced questions will be delivered digitally and scored automatically with detailed score reports available to educators. This portion of the final exam is designed to mirror the question styles and formats of the learning checkpoints; thus, in addition to their formative purpose, the learning checkpoints provide practice and familiarity with the final exam. The open-response questions, modeled after the performance tasks, will be delivered as part of the digital final exam but are designed to be scored separately by educators. Scoring guidelines are provided for the open-response questions.

The following tables provide a synopsis of key elements of the Pre-AP World History and Geography Final Exam.

Format	Digitally administered with automated scoring and reporting Questions target both concepts and skills from the course framework
Time Allocated	One 105-minute session or two sessions of 60 minutes and 45 minutes
Number of Questions	47–52 questions ▪ four-option multiple-choice questions ▪ technology-enhanced questions ▪ one multipart open-response question
Scoring	Automatic scoring for multiple-choice and technology-enhanced questions Educator scoring for open-response question Comprehensive score reports with individual student and class views for educators

Domains Assessed	
Key Concepts	Key concepts, learning objectives, and prioritized essential knowledge statements from the course framework
Skills	**Evaluating evidence** ▪ analyzing primary sources ▪ analyzing sources ▪ Assessing patterns in quantitative and qualitative evidence **Explaining historical and geographic relationships** ▪ causation ▪ comparison ▪ continuity and change over time **Incorporating evidence** ▪ claims ▪ supporting evidence ▪ contextualization

Question Styles	Question sets include two to four questions that focus on single or paired primary or secondary sources (including texts, maps, and charts). Each question set includes three types of questions: ▪ Type 1: Analyzing Evidence: Students must draw on evidence solely from the source to answer the question. ▪ Type 2: Analyzing Evidence and Disciplinary Reasoning: Students must draw on source and outside content knowledge to answer the question. ▪ Type 3: Disciplinary Reasoning: Students must extend beyond the source and draw on the key concepts and learning objectives from the unit to answer the question.

SAMPLE ASSESSMENT ITEMS

The following questions are representative of what students and educators encounter on the learning checkpoints and final exam.

Directions: Questions 1–3 are based on the image below. Examine the image and then choose the best answer to each question.

The Maitreya Buddha (center) sitting on a throne, found in the Mogao Buddhist cave complex, located in northwestern China, c. 397–439

Maitreya Buddha was a bodhisattva who would appear in the future to teach the pure dharma.

Marcin Szymczak / Shutterstock

1. The image best supports which conclusion?

   (A) Buddhist shrines displayed Roman cultural influences.

   (B) Buddhists rejected displays of material wealth.

   (C) Buddhism maintained earlier cultural influences as it spread.

   (D) Buddhism adopted Confucian traditions.

Assessment Focus

Question 1 is an example of a Type 2 question that measures both disciplinary reasoning skills and source analysis skills. Students must apply the knowledge and skills they gained from the unit when answering this image-based question. The caption identifies the location of the statue as Northwestern China, but Buddhism originated in South Asia. The fact that this sculpture in the Mogoa Cave contains many elements similar to classical Buddhist art in South Asia suggests that Buddhism maintained many of its original cultural influences as it spread to other areas.

Correct answer: C

Skill: Evaluating evidence and explaining historic and geographic relationships, continuity and change over time

2. Which choice most directly contributed to the creation of this artwork in this place and time?

   (A) The growing trade of luxury goods along the Silk Roads

   (B) The improved knowledge of monsoons in the Indian Ocean basin

   (C) The diffusion of new crops from Southeast Asia to East Africa

   (D) The rise of regional Chinese warlords in response to the decline of the Han

Assessment Focus

Question 2 is an example of a Type 2 question that measures both disciplinary reasoning skills and source analysis skills. Students must apply the knowledge and skills they gained from the unit when answering this image-based question. The Silk Roads and a demand for foreign luxury goods helped create the transportation routes that facilitated the spread of Buddhism to China. This sculpture's existence is evidence that Buddhism was now a prevalent belief system in some regions of China.

Correct answer: A

Learning objective: Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period. (LO 2.6)

Skill: Evaluating evidence and explaining historical and geographic relationships, causation

3. What was an important contributing factor to both the development of the Silk Roads and Indian Ocean trade routes?

(A) Improved knowledge of weather patterns and monsoons

(B) New transportation technology that made travel more efficient

(C) Imperial investment in infrastructure and military protection

(D) Gupta policies that focused on spreading Indic culture as widely as possible

Assessment Focus

Question 3 is an example of a Type 3 question, where students must use content knowledge outside of the source to determine the best answer. Over the course of the classical period, new transportation technologies developed that improved people's ability to travel by both land and sea. Innovations, such as the use of camels as a form of transportation and improved sails on ships, contributed to the development and use of trade routes along the Silk Road and in the Indian Ocean.

Correct answer: B

Learning objective: Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period. (LO 2.6)

Skill: Explaining historical and geographic relationships

Directions: Questions 4–6 are based on the passage below. Read the passage, and then choose the best answer to each question.

The Azamgarh Proclamation. Published in the English-language *Delhi Gazette* a week after British forces suppressed the Indian Rebellion in 1857. Originally written in Urdu in the name of the Mughal Emperor, Bahadur Shah Zafar, at the onset of the Sepoy Rebellion.

It is well known to all, that in this age the people of India, both Hindus and Muslims, are being ruined under the tyranny and oppression of the English. To provide information to the public, this proclamation is being circulated publicly.

Section I. Regarding Zamindars [wealthy land owners]

The British government have imposed high taxes, and have disgraced and ruined several zamindars who are summoned into court, arrested, put in jail, and disgraced.

Section II. Regarding Merchants

The treacherous British government have monopolized the trade of all the fine and valuable merchandise, such as cotton cloth, leaving only the trade of cheap goods to the people. Even with cheap goods, they impose taxes and fees.

Section III. Regarding Artisans

It is clear that, by the introduction of English manufactured goods into India, the cotton weavers and others involved in producing cotton fabrics are unemployed and have become beggars.

Section IV. Regarding Religious Leaders

Since Europeans are the enemies of both the Hindu and Muslim religions, the guardians of the religions are required to participate in the holy war.

Whoever shall still cling to the British government, all his estates shall be confiscated, and his property plundered, and he himself, with his whole family, shall be imprisoned, and put to death.

4. What was most likely the author's intended purpose for the passage?

   (A) to connect Indian arguments for independence to the ideals of French and British Enlightenment authors

   (B) to convince South Asians that British rule has been harmful to many groups

   (C) to outline reforms that will help the Mughal Empire better compete with Great Britain's manufacturing economy

   (D) to harm Great Britain's economy through a coordinated boycott of English goods

Assessment Focus

Question 4 is an example of a Type 1 question that requires students to draw directly upon evidence from the primary source in order to answer the question. The text provides examples of how British rule has been harmful to many groups, specifically mentioning Hindu people, Muslim people, merchants, and cotton weavers.

Correct answer: B

Skill: Evaluating evidence

5. Why might British officials have translated and republished this passage in English after the Indian Rebellion of 1857 ended?

   (A) To frame the British actions taken to crush the revolt as an acceptable response

   (B) To promote English as the language that can unite the peoples of South Asia

   (C) To lessen religious tensions by emphasizing the common cause of Hindus and Muslims

   (D) To legitimize the authority of the Mughal emperor as the British governor of South Asia.

Assessment Focus

Question 5 is an example of a Type 2 question that measures both disciplinary reasoning skills and source analysis skills. Students must apply the knowledge and skills they gained from the unit when answering this source-based question. British military actions could be more easily portrayed as necessary for self-defense if the Mughal emperor's advocacy for plundering and murdering those who failed to join the rebellion were republished and widely circulated after the fact.

Correct answer: A

Learning objective: Compare the responses to imperialism in the 19th century. (LO 5.6)

Skill: Evaluating evidence and explaining historic and geographic relationships contextualization

6. Which choice most accurately illustrates how the passage represents a continuity from a previous century?

   (A) Protestant leaders in the 1600s frequently called on people to set aside all religious differences for a common goal.

   (B) Qing officials in the 1600s frequently protested the negative impact of aggressive European trading practices.

   (C) European states in the 1700s frequently supported the end of government-established monopolies.

   (D) North American revolutionaries in the 1700s frequently protested imperial policies of high taxes and political suppression.

Assessment Focus

Question 6 is an example of a Type 3 question, where students must use content knowledge outside of the source in order to determine the best answer. The text, published in 1857, provides an argument supporting rebellion against British imperial policies, which illustrates continuity from the North American protests and rebellion of the 1700s.

Correct answer: D

Learning objective: Compare the responses to imperialism in the 19th century. (LO 5.6)

Skill: Explaining historic and geographic relationships, continuity and change over time

Pre-AP World History and Geography Course Designation

Schools can earn an official Pre-AP World History and Geography course designation by meeting the requirements summarized below. Pre-AP Course Audit Administrators and teachers will complete a Pre-AP Course Audit process to attest to these requirements. All schools offering courses that have received a Pre-AP Course Designation will be listed in the Pre-AP Course Ledger, in a process similar to that used for listing authorized AP courses.

PROGRAM REQUIREMENTS

- The school ensures that Pre-AP frameworks and assessments serve as the foundation for all sections of the course at the school. This means that the school must not establish any barriers (e.g., test scores, grades in prior coursework, teacher or counselor recommendation) to student access and participation in Pre-AP World History and Geography coursework.

- Teachers have read the most recent *Pre-AP World History and Geography Course Guide*.

- Teachers administer each performance task and at least one of two learning checkpoints per unit.

- Teachers and at least one administrator per site complete a Pre-AP Summer Institute or the Online Foundational Module Series. Teachers complete at least one Online Performance Task Scoring Module.

- Teachers align instruction to the Pre-AP World History and Geography Course Framework and ensure their course meets the curricular requirements summarized below.

- The school ensures that the resource requirements summarized below are met.

CURRICULAR REQUIREMENTS

- The course provides opportunities for students to develop understanding of the Pre-AP World History and Geography key concepts and skills articulated in the course framework through the four units of study.

- The course provides opportunities for students to engage in the Pre-AP shared instructional principles.

  - close observation and analysis
  - evidence-based writing
  - higher-order questioning
  - academic conversation

- The course provides opportunities for students to engage in the three Pre-AP World History and Geography areas of focus. The areas of focus are:

  - evaluating evidence
  - explaining historic and geographic relationships
  - incorporating evidence

- The instructional plan for the course includes opportunities for students to continue to practice and develop disciplinary skills.

- The instructional plan reflects time and instructional methods for engaging students in reflection and feedback based on their progress.

- The instructional plan reflects making responsive adjustments to instruction based on student performance.

RESOURCE REQUIREMENTS

- The school ensures that participating teachers and students are provided computer and internet access for completion of course and assessment requirements.

- Teachers should have consistent access to a video projector for sharing web-based instructional content and short web videos.

- The school ensures that students have access to a range of primary and secondary sources outside of the Pre-AP instructional materials (either through textbook and ancillary materials or online source materials).

Accessing the Digital Materials

Pre-AP Classroom is the online application through which teachers and students can access Pre-AP instructional resources and assessments. The digital platform is similar to AP Classroom, the online system used for AP courses.

Pre-AP coordinators receive access to Pre-AP Classroom via an access code delivered after orders are processed. Teachers receive access after the Pre-AP Course Audit process has been completed.

Once teachers have created course sections, students can enroll in them via access codes. When both teachers and students have access, teachers can share instructional resources with students, assign and score assessments, and complete online learning modules; students can view resources shared by the teacher, take assessments, and receive feedback reports to understand progress and growth.

How to Use the Materials

Building Your Pre-AP World History and Geography Course

FREQUENTLY ASKED QUESTIONS

Planning

Q: What is the best way to begin planning?

A: First, become familiar with the course framework, areas of focus, and shared principles. Then examine the unit resources and Pre-AP Classroom (the Pre-AP digital platform) for concrete examples of how to apply the course components to classroom instruction. (See page 18 for a summary of all available resources.)

Q: Does the course framework focus on content or skills?

A: This course challenges students to follow the example of historians and geographers by utilizing both content knowledge and skills. To ensure disciplinary relationships are prioritized, the key concepts, learning objectives, and essential knowledge statements work together to emphasize the connections between historical and geographic developments. The language of each learning objective helps frame the content as an examination of historic and geographic relationships. For example, words and phrases such as *explain the causes and consequences of*, *compare*, and *examine the continuities and changes in* are often a part of the learning objectives.

Q: What if my state or district requires additional content?

A: While the Pre-AP World History and Geography Course Framework is structured to encourage a deep study of the most essential content, the course is designed to be flexible enough to integrate additional topics associated with district or state curriculum maps. Framework content for Pathway 1 or Pathway 2 covers approximately 28 weeks of instruction, leaving the remaining weeks open for state and district needs as well as for reteaching, supporting, or extending the learning.

Meeting Learners' Needs

Q: What if my students are at varying levels of readiness?

A: One of the best ways to help students become proficient is to allow time for them to focus deeply on a few essential concepts and skills. This course identifies those concepts and skills and provides concrete models and suggestions for classroom instruction. The source explorations allow students to interact directly with sources as they take time to observe closely before responding to analytical questions. While these resources are designed to support course aims, ensuring the most targeted and culturally responsive learning experiences for individual classrooms requires the professional judgment of classroom teachers. You have firsthand knowledge of the needs of your students, and you should feel free to tailor the timing and tone of the lessons accordingly.

The resources for each source exploration include a Meeting Learners' Needs section with suggestions for adaptations to support students who might need additional scaffolding or

who might benefit from an alternative approach. For example, suggestions are provided for breaking down challenging texts, exploring present-day topics, and making key questions more approachable by embedding them in an engaging classroom activity or discussion. These ideas can be used, combined, or expanded to further support student learning.

Using the Source Explorations

Q: What are some effective ways to use the source explorations?

A: These activities include one or two pages of primary and/or secondary sources such as brief texts, images, quantitative data, and maps. Each source has been strategically selected with the goal of facilitating student discovery of important concepts, trends, and developments. The precise rationale explaining how the sources connect to curricular goals is provided in the Why These Sources? section.

Q: How can I ensure students gain the most learning from the observe-and-analyze questions?

A: Designed to scaffold the experience of encountering authentic sources, the question sequence typically begins by helping students draw upon and clarify their observations of explicit details before guiding them into interpretation and analysis. Students are asked to practice skills such as identifying trends in the evidence, describing disciplinary relationships (causation, comparison, continuity and change over time) between topics, and explaining how evidence is most relevant to a specific learning goal.

These questions are available on a student handout along with the sources, but you may elect to project them one at a time to control the pace of dialogue or to check students' understanding before proceeding. Some questions might seem more appropriate for group discussion, while others, such as those that ask students to create sentences, might be better suited for individual responses. Proactive adaptations to meet learners' needs and continually spur student growth will maximize the routine practice of exploring sources without becoming formulaic. Ideal adaptations meet students' needs while leaving room for the "productive struggle" of student thinking that is central to the design of the activity.

While the observe-and-analyze questions guide students to deeply examine and explore each source, the reflect-and-connect prompts included on each handout encourage students to think about how the takeaways from each source support their progress toward completing the specific instructional goal you have identified. Use your discretion in adjusting when (e.g., immediately following the source exploration or as an exit ticket) and how (e.g., individual response or class discussion) the reflect-and-connect prompts are used in order to maximize their effectiveness for specific student populations.

Assess and Reflect

Q: How can students reflect on their own learning?

A: The culminating writing activity at the end of each set of source explorations allows students to synthesize their learning about a key concept. It is also a good time for students

to reflect on their own learning process. You might consider asking them to discuss or write about what they found most interesting or most challenging as well as what skills they want to continue to practice. Students' writing and reflections can provide valuable insight for teacher reflections that can then help shape the planning of subsequent lessons.

UNDERSTANDING THE RANGE OF RESOURCES

The table below provides an overview of currently available resources. Announcements will be posted on Pre-AP Classroom when additional instructional resources are developed.

Resource	Key features	Student handouts	Where can you find them?
Lesson-planning pages	Introductions of key concepts and learning objectives that include a Framing the Instruction section with sample key questions, starter claims, and suggestions for integrating disciplinary thinking and incorporating thematic connections. Include an overview of the source explorations and helpful planning notes.	No	Opening pages of every key concept
Source explorations	Sets of primary and secondary sources with evidence-based questions and a culminating writing activity that explore specific aspects of a key concept and scaffold disciplinary thinking. Designed to open a class period, with suggestions provided for follow-up instruction and adaptations.	Yes	In the teacher and student resources; available for 4 key concepts per unit
Lesson-planning resources	Instructional frames, curricular connections, and suggested sources for designing instruction.	No	Opening pages of selected key concepts (3 in each history unit; 1 in geography)
Expanding Essential Knowledge Resources	Concise paragraphs of essential content with graphic organizers to support student investigation. Designed for flexible use to introduce, reinforce, or review key concepts.	Yes	In the appendix; available for all key concepts
Course Toolkit: Supports for Instructional Design	A robust set of additional resources to adapt, expand, and make the course your own.	No	In the appendix

Geography and World Regions

Geography and World Regions

Overview

Geography, at its core, is the study of place, space, and scale. Understanding basic geographic principles enriches understanding of historical events by connecting spatial relationships to politics, economics, and culture. In this unit, students are introduced to the principles of geography and the concepts of regionalization, spatial reorganization, and human adaptation to physical environments. Throughout the unit, students strengthen their skills in interpreting maps and geographic data. Students also use historical documents to corroborate information from geographic sources.

COURSE FRAMEWORK CONNECTIONS

Key Concepts	Learning Objectives *Students will be able to …*
Principles of Geography	**LO G.1** Explain how geographers use maps and data to contextualize spatial relationships and examine how humans organize space.
Regionalization	**LO G.2** Examine the purpose, characteristics, and limitations of regions.
Spatial Reorganization	**LO G.3** Examine the causes and consequences of spatial reorganization.
Human Adaptations to the Physical Environment	**LO G.4** Identify the causes and effects of human adaptations to the physical environment.
Comparison of World Regions	**LO G.5** Compare the physical and human characteristics of key world regions.

UNIT AT A GLANCE

Key Concept	Pre-AP Instructional Resources	Suggested Timing
Principles of Geography	G.1 source explorations Content Summary G.1	1–1.5 weeks
Regionalization	G.2 source explorations Content Summary G.2	1–1.5 weeks
Spatial Reorganization	G.3 source explorations Content Summary G.3	1–1.5 weeks
Learning Checkpoint 1		
Human Adaptations to the Physical Environment	Lesson-planning resources Content Summary G.4	1–1.5 weeks
Comparison of World Regions	G.5 source explorations Content Summary G.5	1–1.5 weeks
Learning Checkpoint 2		
Performance Task		

Source explorations are model activities designed to take less than a full class period. Each one features primary or secondary sources that illustrate specific aspects of key concepts. These sources require little background knowledge, providing an inviting access point for all students to practice the observation and analysis skills needed to contextualize unfamiliar topics, discover trends in evidence, and develop questions to investigate. Each source exploration also includes:

- three to four questions designed to scaffold disciplinary skills while spurring discussion and evidence-based writing (provided on the student handout along with the sources)
- suggestions for adapting and integrating source explorations into lesson plans

For four of the unit's five key concepts, a set of source explorations is provided along with a culminating writing activity. For the one key concept without source explorations, sample resources are provided to offer an illustration of how similar modes of instruction could be incorporated into lesson planning.

In addition to the maps and images included in the instructional materials, dynamic tools like geographic information systems (GIS) are also important. Therefore, some source explorations have been designed to allow students to experience interactive sources online.

Content summaries, part of the Expanding Essential Knowledge Resources located in the appendix, are provided for every key concept. These summaries offer historical and geographic context to support student understanding of the key concepts. In addition to the content summaries, each Expanding Essential Knowledge resource contains a content exploration organizer. This organizer can be used with the summaries provided or with other lessons.

Note: The table on the previous page outlines suggested pacing for the unit based on a traditional class schedule that meets for 45 minutes daily. Use this as a general planning and pacing guide, and make adjustments as needed based on classroom and learner needs.

INTEGRATING GEOGRAPHY AND HISTORY

Pre-AP World History and Geography is a unique course that challenges students to delve deeply into rich sources and learn how both geographers and historians evaluate evidence to investigate complex patterns over space and time. While the focus of this unit is geography, it is designed to set up foundations for the units that follow by examining many of the driving forces behind historic developments.

Those of you required by district or state standards to cover a list of specific historical topics may be concerned that time invested in the geography unit will put you behind the pace needed to fulfill such obligations. However, the geography content provides a conceptual framework that students can apply to historic continuities and changes over time. While source explorations will often highlight a present-day example of a geographic concept, you can also preview or review important historic developments as case studies illustrating ideas like spatial reorganization (LO G.3), human adaptation (LO G.4), or world regions (LO G.5). Setting the expectation that such topics will be examined through both disciplinary lenses and regularly revisited in instruction and assessment can signal to students—some of whom may be used to memorizing content for test day—that mastering concepts, retaining content, and connecting ideas are central goals of the course.

In-depth exploration of historic events through a geographic lens can also address common challenges in history instruction. Many students will enter the course with little experience regarding how to connect discrete history topics to a broader understanding of chronology. By previewing a handful of key turning points in the geography unit, students can quickly conceptualize a general time line of the history units they will study. A regular challenge for modern world history teachers is how to support students with limited exposure to early world history or limited retention of prior world history courses. In these instances, strategic selection of historic examples to use in the geography unit can establish a shared baseline of background knowledge. Lastly, many teachers face challenges associated with local or state standards that span a vast chronological scope including topics from more than three history units. Using required topics from early world history as geographic case studies can help fulfill these standards and course learning objectives simultaneously.

Key Concept: Principles of Geography

Lesson Planning G.1: Source Explorations

Learning Objective G.1 is designed to illuminate the inherent dynamism in the goals that geographers pursue. Like historians, geographers endeavor to answer the questions that will improve our understanding of the world and contextualize present-day problems. While maps and historical texts may satisfactorily answer some questions, they also invite debate and inspire new questions for investigation.

Some students may enter this course previously conditioned to view the work of geographers and historians as the end of a conversation. They may see independent analysis of sources as a task reserved for test day. It may take time for such students to become accustomed to source explorations. But with a steady diet of focused encounters with rich works from these two inquiry-driven fields, they may start to see the *beginning* of a conversation instead—one that they are invited to actively engage in.

> **Learning Objective G.1**
> Explain how geographers use maps and data to contextualize spatial relationships and examine how humans organize space.

FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

EXPLORING HISTORIC RELATIONSHIPS

Continuity and change over time; contextualization

Given its emphasis on spatial processes and relationships, LO G.1 challenges students to explore how geographers pursue questions of contextualization and continuity and change over time. Identifying for students a key question or starter claim aligned to LO G.1 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - What is the relationship between geography and maps?
  - To what extent do geographers and historians use similar tools to pursue different questions?

- Sample starter claim:
  - ◆ Geographers make maps to identify the locations of places. *

* This instructional frame is most closely aligned with the writing activity on page 92.

See the appendix for strategies to incorporate key questions and starter claims into instruction.

EXPLORING THE AREAS OF FOCUS

One way to help students immediately connect geography to the other units of the course and deepen their appreciation of both geography and history is to regularly discuss the similarities between the two disciplines. Instead of examining the questions, tools, and products associated with geography in isolation, students can evaluate how these core components relate to the work of historians. These discussions will simultaneously check student understanding of the new content and assess their prior exposure to historical thinking. In addition, exploring commonalities between the disciplines can help introduce the Pre-AP World History and Geography areas of focus (and vice versa) and connect course aims to future outcomes, such as improving the quality of students' civic and professional lives.

G.1 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	**Sources and Activities**
SE G.1-Intro: Principles of Geography	**Source 1** Dubai skyline (photograph) **Source 2** Street map of downtown Dubai, United Arab Emirates **Source 3** London skyline (photograph) **Source 4** Street map of downtown London, United Kingdom **Source 5** Excerpted from Ferris Jabr, "Cache Cab: Taxi Drivers' Brains Grow to Navigate London's Streets," *Scientific American*, 2011
SE G.1-A: The Purpose of Scale in Maps	**Source 6** Satellite image of New York City **Source 7** Overhead photograph from overpass in New York City **Source 8** Aerial photograph of New York City metropolitan area by night **Source 9** Aerial photograph of New York City streets
SE G.1-B: How Maps Represent Information	**Source 10** System map of the Metro (rail system for Washington, D.C.) **Source 11** Overlay of D.C. Metro train lines on Washington, D.C., street map

SE G.1-C: Synthesizing Data to See Patterns in Maps	**Source 12** Flood warnings in the United States 2008–2018 (map) **Source 13** Wildfires in the United States 2008–2018 (map) **Source 14** Tornadoes and hurricanes in the United States 2004–2018 (map)
Assess G.1: Reexamining Principles of Geography	Writing activity: contextualization claim (evaluating a starter claim)

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO G.1: Explain how geographers use maps and data to contextualize spatial relationships and examine the human organization of space.	
Essential Knowledge Statements	**Planning Notes**
EK G.1.A Maps convey representations of space, place, and location through symbols, keys, scale, and other manners of representation.	☑ SE G.1-Intro includes representations of spaces using street grids and other information. ☑ SE G.1-A illustrates how difficult it is to understand space, place, and location when satellite images (and similarly maps) do not include scale or other symbols to contextualize what the image or map is showing. The various images in SE G.1-A are at different scales, but no scale information is provided. ☐ Commonly used map symbols are not explicitly reviewed or defined in the included sources.
EK G.1.B Maps reflect political and cultural contexts and prioritize, exclude, or distort information to serve a variety of purposes.	☑ SE G.1-B contrasts two maps that prioritize, exclude, and distort information related to the same place in service of different purposes. ☐ The included maps do not explicitly reflect differing cultural or political contexts.
EK G.1.C Geographers examine human and environmental patterns across space and time by synthesizing empirical data and maps with other primary and secondary sources.	☑ SE G.1-C provides three maps that illustrate physical changes to help illuminate patterns. ☐ Examples of how a geographer might synthesize empirical data with other primary and secondary sources are not included.

EK G.1.D
Geographers use geospatial data, satellite technologies, and geographic information systems (GIS) to organize, represent, and reexamine human and environmental patterns across space and time.

☑ SE G.1-C provides three examples of how geospatial data, satellite technologies, and GIS are utilized to examine environmental patterns across space and time.

☐ While maps that illustrate how GIS and other tools document human patterns over space and time are recommended in various What's Next? sections, none of the included maps illustrate such documentation.

GEOGRAPHY AND WORLD REGIONS

DESIGNING INSTRUCTION

Source Exploration G.1-Intro: Principles of Geography

SOURCES TO EXPLORE

Source 1 Dubai skyline

Kjersti Joergensen / Alamy Stock Photo

Source 2 Street map of downtown Dubai, United Arab Emirates
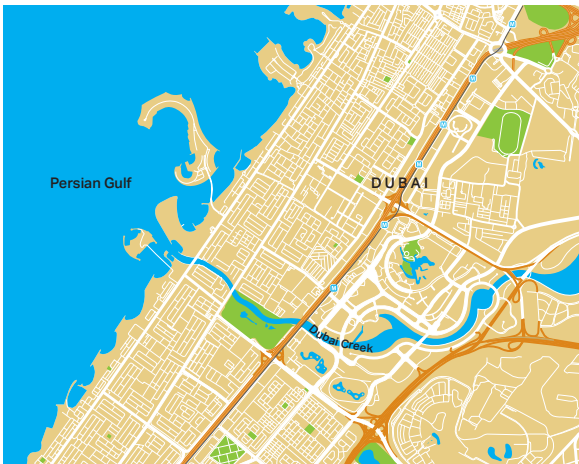
Observe-and-Analyze Questions

1. Examine sources 1–4. How would you describe the layout of streets and buildings in Dubai and London? What similarities and differences do you notice in the images of the two cities?

2. Which city do you think would be easier to navigate by car? Support your position with specific evidence.

3. According to source 5, how did London taxi drivers benefit from memorizing streets and popular locations? Based on available evidence, do you think people preparing to be taxi drivers in Dubai would experience the same effect? Why or why not?

4. Create inferences and questions based on the information in the sources using two or more of the sentence frames below.

   Inference clearly supported by the evidence: *I think _____ because _____ .*

   Inference that is partially supported by evidence: *I suspect that _____ , but I need more information about _____ .*

   Question based on evidence: *I wonder _____ because _____ .*

   Question to better understand evidence: *I don't know _____ , so I wonder _____ .*

Source 3 London skyline

A.P.S. (UK) / Alamy Stock Photo

Source 4 Street map of downtown London, United Kingdom

Source 5 Excerpted from Ferris Jabr, "Cache Cab: Taxi Drivers' Brains Grow to Navigate London's Streets," *Scientific American*, 2011

WHY THESE SOURCES?

Instead of defining spatial organization or explicitly relaying what types of questions geographers consider, this source exploration aims to introduce geography in an experiential way by letting students consider the challenges involved in navigating each city. In addition to differences in the street grids and photographs provided, students can investigate differences and similarities in other features (architecture, climate, population density, etc.) by exploring other media, such as satellite images or 360-degree views of major landmarks from map

applications. A third, local location can also be added to make the learning more personal for students and allow them to draw richer contrasts.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To promote student engagement, adapt or augment the two maps with whatever technology is available so that students can "tour" these cities in the most experiential way possible.
- To encourage close observation, provide time for students to jot down observations about the sources before they look at the questions. For students who are not used to analyzing sources, provide guidance on preferred observation protocols, such as see-think-wonder.
- To support evidence-based writing, provide sentence frames that will prompt students to tie their observations to specific details, such as:
  - I see [observation], which is interesting because [reflection on observation].
  - I think [inference/hypothesis] because [evidence supporting inference/hypothesis].
- To help build reading stamina, provide students with the entire **Scientific American article**, which includes portions that delve into the negative effects of memorizing something so detailed and unintuitive. The *National Geographic* video "**London Taxi Drivers' Brains**" also explores this topic.
- To encourage academic conversation, assign specific aspects of the sources, such as the shapes and patterns in each map, to groups for examination, and have them report their findings to the class.

KEY TAKEAWAYS

- While rectangular street blocks are common in Dubai, they are uncommon in London, where streets create inconsistent, irregular shapes. In Dubai there are many smaller rectangles organized within larger rectangles. Waterways are present in both London and Dubai. The images show Dubai to be a desert environment with lots of space between buildings, while London looks more crowded. (Q1)
- London would probably be more difficult to navigate by car because of the way the buildings are packed so close together and the way the streets curve around in seemingly random ways. Dubai might be easier for drivers to navigate because they can see where they are in relation to buildings and landmarks and the streets are more aligned to predictable grid patterns. (Q2)

- The London taxi drivers had larger hippocampi after memorizing details of the city and spending time driving around in it. Extensive memorization and geospatial acumen would benefit taxi drivers in both cities. Due to the predictable arrangement of space in Dubai, taxi drivers there might only need to understand the grid and key streets. As a result, those taxi drivers might not experience the same increases in the sizes of their hippocampi since what they are learning would not be as intense. (Q3)

- Students' inferences and questions may vary dramatically. There are no wrong responses as long as students use the frames to create grammatically correct and logical sentences using evidence from the sources. Whether students are creating inferences (*I think*) or questions (*I wonder*), they should cite specific evidence when supporting their statements (*because*) or acknowledging uncertainties or inconsistencies in the evidence (*but*). Where evidence illuminates a topic a student is unfamiliar with (*I don't know*), students can identify a relevant target for inquiry (*so I wonder*). (Q4)

WHAT'S NEXT?

- Exploring overviews of the essential content (see the content summaries in the appendix) and discussing connections to course skills, themes, or prior units (see the Framing the Instruction section) can help students build a general understanding of key developments and create questions to pursue for the remainder of the learning objective.

- Have students conduct a virtual scavenger hunt in each city, with specific locations and clues chosen to highlight the ease of navigating uniform grids in Dubai compared to the complex tangle of London's streets.

- Revisiting the same locations with a mapping application can introduce students to GIS. Turn layers on or off to foster discussion about how each layer affects students' previous understanding and how each version of the map prioritizes and excludes specific information.

- To begin the conversation about spatial relationships, provide additional physical (climate, rainfall) or human (history, culture, government) information on these cities that will spur student discussion of why these cities organized their streets, landmarks, city centers, etc., differently.

GEOGRAPHY AND WORLD REGIONS

DESIGNING INSTRUCTION

Source Exploration G.1-A: The Purpose of Scale in Maps

SOURCES TO EXPLORE

Source 6 Satellite image of New York City

Willem Tims / Shutterstock

Source 7 Overhead photograph from overpass in New York City

Cultura Creative (RF) / Alamy Stock Photo

Observe-and-Analyze Questions

1. Examine the images. What similarities and differences do you see?

2. Geographers use scale indicators to show how the distances on a map or image compare to actual distances. The scale indicator tells the viewer how "zoomed in" a map or overhead photograph is. Are there any images for which you can figure out the approximate scale? How and why? Which images are the most difficult to contextualize given the absence of scale information?

3. Geographers set the scale of maps or edit satellite imagery to best serve their intended purpose. Which images would be most useful for investigating patterns of how New Yorkers use land? Which would be most useful for investigating settlement patterns in New York City? Why?

4. Use the sentence frames to note one way the images could be made more useful and one question you have about the images.

   Information about _____ would be helpful because _____ .

   I wonder _____ because _____ .

Source 8 Aerial photograph of New York City metropolitan area by night

Source 9 Aerial photograph of New York City streets

Universal Images Group North America LLC / Alamy Stock Photo

WHY THESE SOURCES?

The concept of scale can often be challenging for students to fully understand. The lack of scale or any clear symbols on these photographs of New York City will help illustrate to students how crucial clear scale information is to conveying spatial information. In addition, these images will help reinforce how geographers must make intentional choices in order for their image or map to serve a purpose for a target audience.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To increase the relevance of the activity, augment or replace the images of New York City with similar images from local places that are more familiar to students. You can project online mapping application data to support this activity as long as the scale information can be hidden.

- To encourage academic conversation, extend discussion of question 3 by asking groups to debate which scale would be most helpful for a variety of specific users (e.g., NYC cab driver, suburban car commuter, tourist, local weather forecaster).

- To provide practice with higher-order questions, ask students to list what type of information would be most useful to add to one of the images. Then ask groups to create prototypes of how they could show this information without using many words or taking up much space on the image.

KEY TAKEAWAYS

- These images are different because there is a different amount of land shown in each one (i.e., they are zoomed in to differing degrees). Also, the images have different north–south orientations. These images are similar because they all show an area of New York City and they are all overhead views. (Q1)

- Context clues, such as trees and pillars in source 7 and visible streets and buildings in source 9, can make general estimates of scale possible. Distances in source 7 would likely be measured in feet or yards, while the blocks in source 9 suggest that the overall scale is a mile or less. However, sources 6 and 8 are so zoomed out that it is difficult to get a sense of scale other than to generally guess that both cover multiple miles. (Q2)

- Sources 6 and 7, which both show areas of unpaved green, provide some clues about land use on very different scales. The variation of light brightness in source 8 may offer some clues about where settlement is more dense, while source 6 shows rivers and green areas where settlement is more sparse. Source 9 shows some green areas, but the difficulty in identifying how the buildings are used limit its usefulness in illustrating settlement patterns. (Q3)

- Students' responses will likely highlight the need for specific scale information, cardinal direction/orientation, and titles that more clearly explain the purposes of the images. (Q4)

WHAT'S NEXT?

- Discussion about what additional information would make these images clearer can be used to set up an exploration of map symbols. Groups of students could either examine traditional map symbols (cardinal directions, scale, key/legend) and discuss the function of each feature and how the symbols relate to these functions or be tasked with developing their own symbols to convey the types of information missing from the source exploration images.

- Using mapping applications, students can revisit scales similar to those they viewed in the source exploration (e.g., source 6 is 30 miles wide oriented north, source 8 is 20 miles wide oriented southeast, source 9 shows a half-mile-wide area around Madison Square Garden) and discuss what new conclusions can be drawn based on information provided by the applications.

- Have students engage in activities that illustrate the difficulty of interpreting information that does not have a representation of space to orient the user (e.g., play a game at **GeoGuessr**, or project a large number of red dots and ask students to describe the dot they are looking at).

- One way to highlight the need for a cardinal direction indicator is to use a global, national, or state map that is oriented in some direction other than north to prompt discussion about why a consistent orientation is central to shared understanding and how our current "right" way to orient the world map represents decisions made centuries ago.

GEOGRAPHY AND WORLD REGIONS

DESIGNING INSTRUCTION

Source Exploration G.1-B: How Maps Represent Information

SOURCES TO EXPLORE

Source 10 System map of the Metro (rail system for Washington, D.C.)

Source 11 Overlay of D.C. Metro train lines on Washington, D.C., street map
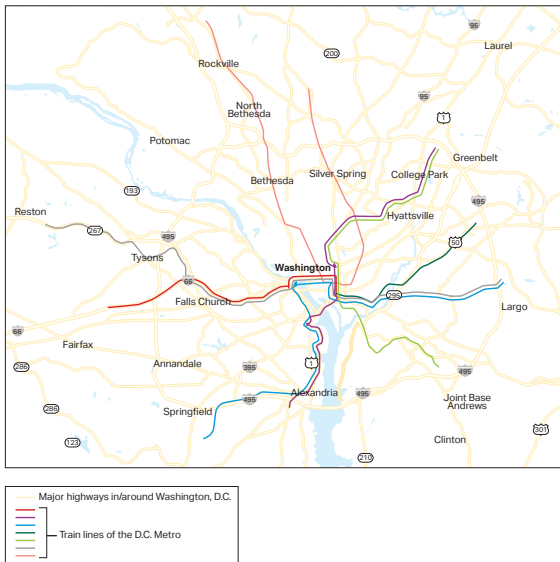
Observe-and-Analyze Questions

1. Examine both maps. What details first catch your eye in each one? What information about Washington, D.C., does each map exclude or minimize?

2. Source 10 was originally designed for display in Metro stations. How do the mapmaker's choices to emphasize, minimize, or exclude details serve this purpose?

3. Which map provides the more useful representation of the Metro rail system? Which map provides the more accurate representation of the Metro rail system? Why?

4. Complete the sentences to summarize similarities and differences between the two maps.

   While both maps _____ , only source 10 _____ .

   While both maps _____ , only source 11 _____ .

WHY THESE SOURCES?

Maps are representations that help an audience picture a concept or place. The fact that mapmakers decide to include and exclude different types of information can be a disorienting idea for students. Viewing a very specific type of map, like that of an underground rail system, helps students consider how purpose and audience influence a mapmaker's decisions. Contrasting a representative, thematic transit map with a reference map that accurately reflects scale will help students discover the strengths and limitations of each approach.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To reinforce the relevance of this topic, demonstrate and discuss how the information displayed on mapping applications changes as the user adjusts the scale (i.e., zooms in or out) and how these changes reflect the decisions of the applications' creators to include and exclude information. While students will find logical reasons some information is prioritized at large scales, there will likely be incidences of similar types or sizes of businesses showing up at different scales, which should prompt discussions of the purpose driving the design of mapmaking applications (e.g., highlighting certain options based on consumer data or paid advertising).

- To encourage close observation, have students compare the shapes of the train lines in the first and second maps, noting where there are variances in shape, size, and even direction.

KEY TAKEAWAYS

- Source 10 includes all of the Metro routes and stops, which are marked with large circles and thick lines that make the information easy to see. It excludes other ground data, such as roads, buildings, and waterways. Source 11 shows the full length of the Metro routes, including how far north the red line goes. The map excludes information about specific stops along the subway. It also excludes ground data such as buildings. (Q1)

- The mapmaker likely included the large symbols and thick, bright-colored lines to help viewers clearly see the routes of the train lines, including details such as where riders can transfer between lines. The names of the stations also are clearly displayed. (Q2)

- An argument can be made that source 10 is the more useful representation because it more clearly conveys how the routes work and provides the information most useful to riders of the Metro system. On the other hand, source 11 might be characterized as more accurate because it illustrates the exact locations and lengths of the train lines. (Q3)

- Students' sentences should illustrate both similarities, such as how both maps show all the train lines in the same colors, and differences, such as how only source 10 includes station information. (Q4)

WHAT'S NEXT?

- Examine fun examples of thematic maps (e.g., maps of amusement parks) that do not align consistently to a scale but rely on other manners of representation and exclude some information to better serve a specific purpose (e.g., seeing where the fun rides are).

- The distortions inherent in any flat map of the world are something that many students struggle to understand. *National Geographic* hosts a brief video ("**Selecting a Map Projection**") and resource collection ("**Investigating Map Projections**") that can be used for student-centered learning on this topic.

- Students can apply historical sourcing protocols to the Mercator projection to discuss how the map reflects Mercator's influences. Illustrations of "south up" world maps and articles such as Aljazeera America's "**How the North Ended Up on Top of the Map**" can also aid discussion.

- Examining the challenges associated with making effective transit maps will help students see concrete examples of how mapmakers make choices to include and exclude information in service of a purpose (in this case, quickly orienting a traveler). Students can replicate the Washington, D.C. exercise using mapping applications and publicly available transit maps for world cities (e.g., **Beijing**, **London**, **Paris**).

- Maps containing voting data can vividly illustrate political contexts as well as how mapmakers' choices in portraying information dramatically change the look of a map. Students can explore several online maps of the 2016 election from the *New York Times*, including an interactive map ("**Presidential Election Results: Donald J. Trump Wins**") that allows the user to choose a variety of proportional symbol and choropleth representations of the same data and a scalable map ("**An Extremely Detailed Map of the 2016 Election**") that allows users to see trends in local results.

DESIGNING INSTRUCTION

Source Exploration G.1-C: Synthesizing Data to See Patterns in Maps

SOURCES TO EXPLORE

Source 12 Flood warnings in the United States 2008–2018
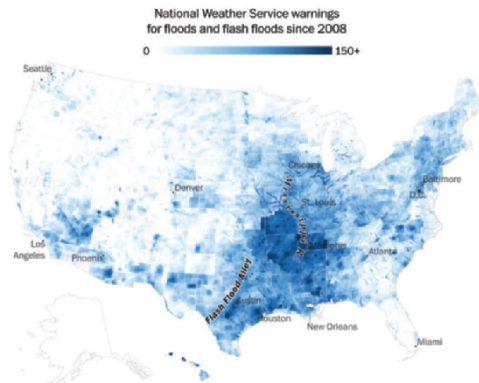
National Weather Service warnings for floods and flash floods since 2008

0 ——— 150+

Note: Only includes areas where the NWS issued flood warnings for specific areas, not the entire county.

From *The Washington Post*. © 2019 The Washington Post. All rights reserved. Used under license. (From "Mapping America's Wicked Weather and Deadly Disasters" by Tim Meko.)

Source 13 Wildfires in the United States 2008–2018
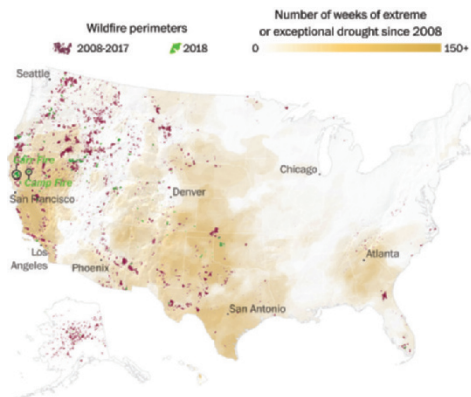
Wildfire perimeters
2008-2017   2018

Number of weeks of extreme or exceptional drought since 2008
0 ——— 150+

From *The Washington Post*. © 2019 The Washington Post. All rights reserved. Used under license. (From "Mapping America's Wicked Weather and Deadly Disasters" by Tim Meko.)

Observe-and-Analyze Questions

1. Examine sources 12 and 13. How does each map use color to convey information?

2. How does the way in which source 14 illustrates tornado intensity differ from the ways in which sources 12 and 13 illustrate floods and droughts? Why might the creator of source 14 have made this choice?

3. To what extent can these maps help us understand continuity and change over time? How can these maps help inform future decisions?

4. Use the information in the sources to complete the following sentence.

   While color is used in all three maps to convey information, _____ .

Source 14 Tornadoes and hurricanes in the United States 2004–2018
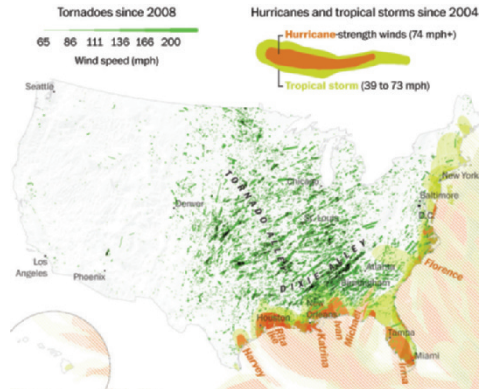
WHY THESE SOURCES?

Students can best understand geography's potential to solve problems when they experience powerful, relevant examples. These maps all illustrate imaginative uses of GIS and design to illuminate current challenges. The maps also demonstrate choices about how to convey information, and noticing those choices can spur discussion about the effectiveness of various representation methods, such as choropleth, dot density, and proportional symbol maps.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To encourage close observation, set aside enough time for students to take in the details of each map before reading the questions. If possible, use a projector to maximize the size of the map and set the pace for observation.
- To provide practice with inferential reasoning, have students consider how phenomena represented in the maps may affect, or may have already affected, settlement and migration in the regions depicted.

KEY TAKEAWAYS

- In source 12 (flood warnings) and source 13 (drought), the color gets darker the more a region has experienced that phenomenon. Source 13 also uses specific colors to show the locations of forest fires. (Q1)

- Instead of multiple shades of the same color, as in sources 12 and 13, source 14 uses the same shade of green for all tornadoes (with the exception of darker color to show where multiple tornadoes overlapped) and enlarges the shape of the tornadoes' paths to represent their intensity (i.e., proportional symbols). This approach allows both the locations and the intensity levels of the tornadoes to be clear despite the large quantity of them included in the map. (Q2)

- The maps illustrate continuities by showing which regions consistently experience extreme weather. It can be inferred that many of the areas with extreme weather events likely experienced changes such as severe property damage, resettlement, and the reorganization of space. Source 13 also shows change by noting where wildfires occurred in 2018 compared to previous years. All of this information is helpful for planning and preparing for future instances of extreme weather. (Q3)

- Students' sentences should highlight the differences in representation (descriptions that approximate choropleth versus proportional symbol maps). (Q4)

WHAT'S NEXT?

- Additional maps from this *Washington Post* series can be found in "**Mapping America's Wicked Weather and Deadly Disasters**." In addition, Stratfor Worldview's "**10 Important Geopolitical Trends Captured Using GIS Technology**" illustrates other types of issues GIS can illuminate.

- Geographers can compare satellite images of lights at night to other data sets to gain insights on various challenges. Recent examples include the economic and environmental challenges in Africa (see Stanford University's "**Could Machine Learning Put Impoverished Communities Back on the Map?**" or the World Economic Forum's "**How Satellites Can Solve Africa's Eco-Challenges, from Deforestation to Illegal Mining**") and human rights issues in China (see "**Tracking China's Muslim Gulag**" from Reuters).

Assess G.1: Reexamining Principles of Geography

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective G.1.

ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

PRINCIPLES OF GEOGRAPHY

Writing activity: contextualization claim (evaluating a starter claim)

Examine the starter claim, and then follow the directions below.

Geographers make maps to identify the locations of places.

    a. Explain how examples from the sources can be used to **support** the claim.

    b. Explain how examples from the sources can be used to **challenge** the claim.

    c. Using your thinking from (a) and (b), write a one- to three-sentence thesis that supports, refutes, or revises the claim.

Key Concept: Regionalization

Lesson Planning G.2: Source Explorations

These source explorations are designed to help students examine the purpose, characteristics, and limitations of regions by introducing them to various types of regionalization at different scales and in different contexts. The sources provide students with memorable examples that will help them understand important concepts in geography and reflect on how humans regionalize the space around them, both individually and collectively.

> **Learning Objective G.2**
> Examine the purpose, characteristics, and limitations of regions.

FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

EXPLORING GEOGRAPHIC RELATIONSHIPS

Comparison

LO G.2 invites students to explore the concept of regionalization through comparison. Identifying for students a key question or starter claim aligned to LO G.2 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - What are the purposes of regions?
  - To what extent are regional boundaries contested or overlapping?
- Sample starter claim:
  - Regional boundaries separate places that are completely different from each other. *

* This instructional frame is most closely aligned with the writing activity on page 108.

See the appendix for strategies to incorporate key questions and starter claims into instruction.

MAKING THEMATIC CONNECTIONS

Economic systems

As students begin to understand the purposes of regions, LO G.2 provides opportunities to explore one of the most persistent connections between formal and functional regions—the emergence of trade routes. Historical case studies of such functional regions include:

- ancient economic and political development along river valleys (EK 1.3.B)
- Classical trade networks, such as the Mediterranean Basin (EK 2.4.C), the Silk Roads (EK 2.6.B), and the Indian Ocean basin (EK 2.6.C)
- postclassical trade networks, such as the trans-Saharan trade routes (EK 3.5.A) and long-distance trade in the Indian Ocean basin (LO 3.6)
- early modern trade networks, such as the Atlantic system (LO 4.2) and the Columbian Exchange (EK 4.2.A)
- contemporary trade networks, such as across the Pacific basin (EK 6.6.B)

MAKING DISCIPLINARY CONNECTIONS

Regions and periods

LO G.1 explored how geographers aim to better understand our world by organizing space and identifying patterns. Regionalization is something geographers do in service of this aim. As students examine how geographers create regions and how we all regionalize space to different degrees, they can make comparisons to other disciplines. For example, the way geographers use regions to organize space is similar to the way historians use periods to organize time. While both regions and periods are useful in disciplinary debate and investigation, these organizing principles are not designed to be treated as static "answers" that go unchallenged. Instead, these models are designed to be pressure tested for limitations and revised to incorporate new evidence and arguments.

G.2 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	**Sources and Activities**
SE G.2-Intro: Regionalization	**Source 1** World regions as defined by the World Bank (map)
	Source 2 World regions as defined by the World Health Organization (map)
	Source 3 World regions as defined by the Pre-AP World History and Geography course (map)

SE G.2-A: Human and Physical Regions	**Source 4** Map of Europe showing the word for *bear* in each country's primary language
	Source 5 Map of major mountain ranges of Europe, as defined by the European Environmental Agency
	Source 6 Map of main climates of Europe, as defined by the European Environmental Agency
SE G.2-B: Perceptual and Functional Regions	**Source 7** Map showing which states self-identified Midwesterners consider to be part of the Midwest (online resource)
	Source 8 Areas within a 90-minute drive of Cleveland, Ohio, and Pittsburgh, Pennsylvania (map)
SE G.2-C: The Limits of Formal Regions	**Source 9** Excerpted from Kimbra Cutlip, "Who Owns the Fish: High Seas and the EEZs," Global Fishing Watch, 2016
	Source 10 Boundaries of Exclusive Economic Zones (EEZs) for Brazil (left) and West African countries (right)
	Source 11 Visualization of 2012 global cargo ships (online resource)
Assess G.2: Reexamining Regionalization	Writing activity: comparison claim (evaluating a starter claim)

GEOGRAPHY AND WORLD REGIONS

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO G.2: Examine the purpose, characteristics, and limitations of regions.	
Essential Knowledge Statements	**Planning Notes**
EK G.2.A Regions are created to organize space based on human or physical characteristics and patterns of human and physical activity, which change over time.	☑ SE G.2-A's emphasis on the different characteristics that could be used to identify boundaries (language, climate, and physical features) provides an opportunity to explore how formal regions correspond with those characteristics.
	☑ The maps in all of the activities contain examples of regions being defined by either human or physical traits and could be used as a comparative study.
	☐ The sources do not include examples of regions shifting over time.

EK G.2.B Types of regions include formal, functional, and perceptual/vernacular.	☑ Perceptual regions are often vital to how human beings organically sort places outside of formal borders. SE G.2-B provides two examples that can be used to study the phenomenon of how humans conceive their own borders. ☑ The explanation of EEZs in source 9 (SE G.2-C) provides an example of how a region can have formal boundaries while being more of functional region in practice. ☐ Examples of regions that are exclusively formal or functional are not explicitly brought up in the sources.
EK G.2.C Regions vary in scale from local to global, and places can be located in multiple regions.	☑ The map activity in SE G.2-Intro most directly addresses the existence of global regions and the debate that can occur when a place is given different regional associations by different entities. ☑ SE G.2-B provides examples of small and midsize regions in a larger nation, differing from other examples presented that showcase how to organize larger areas or the entire world. ☐ While the existence of local regions is implied in source 8 (SE G.2-B), examples should be brought out more explicitly through the use of city or neighborhood regions.
EK G.2.D Regional boundaries are transitional and are sometimes contested and/or overlapping.	☑ Source 7 in SE G.2-B provides a strong example of a disputed region, reflecting substantial debate on who is allowed to identify themselves as a part of a perceptual region. ☑ SE G.2-Intro's sequence of multiple global maps with different defined regions provides an excellent example of how borders can be contested and overlapping. ☐ While students will be able to infer the potential consequences of contested or overlapping borders, none of the sources explicitly address how the debatable nature of borders might affect people in a place or time.

DESIGNING INSTRUCTION
Source Exploration G.2-Intro: Regionalization

SOURCES TO EXPLORE

Source 1 World regions as defined by the World Bank
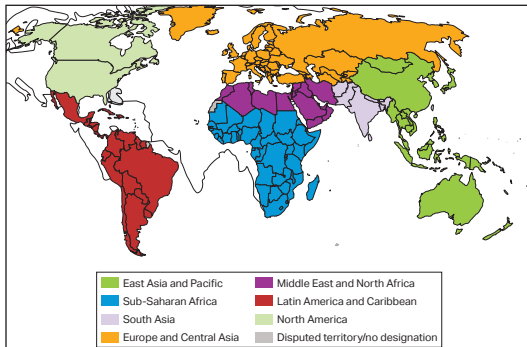
Legend:
- East Asia and Pacific
- Sub-Saharan Africa
- South Asia
- Europe and Central Asia
- Middle East and North Africa
- Latin America and Caribbean
- North America
- Disputed territory/no designation

Source 2 World regions as defined by the World Health Organization

Legend:
- Africa
- Americas
- South-East Asia
- Europe
- Eastern Mediterranean
- Western Pacific
- Disputed territory/no designation
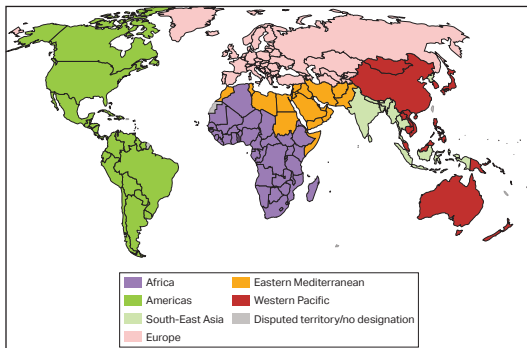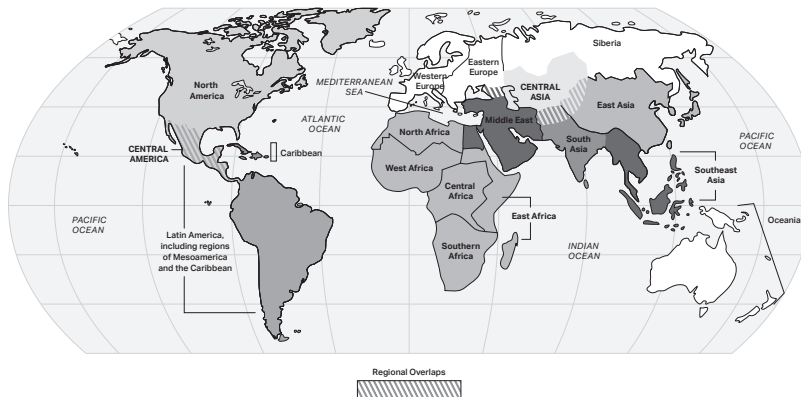
Observe and Analyze Questions

1. Examine the three maps. What are some similarities among them? Which regional names only appear on one map?

2. How do these maps demonstrate different choices about which information to include or exclude? How might the creators of these maps have different criteria for defining these regions?

3. Locate the countries of Algeria and Somalia on each of these maps. How do the regions in which these countries are placed vary across the three maps? What do these differences say about the nature of regions?

4. Use the sources to complete these comparative sentences.

   Although source 3 _____ , sources 1 and 2 _____ .

   While source 1 _____ , source 2 _____ .

Source 3 World regions as defined by the Pre-AP World History and Geography course

Regional Overlaps

WHY THESE SOURCES?

Regional models are useful, but regionalization is a highly subjective process that will yield differing boundaries even among those who share the same criteria (and even more so among those who do not). The first three maps in LO G.2 introduce students to both of these realities by organizing the world in ways that sometimes conflict with the borders of the other maps. The differences and similarities among the maps produced by different organizations should create opportunities to set up many of the key points regarding regionalization. These maps can be augmented or replaced with interactive versions from Our World in Data's "**World Map Region Definitions**" page so that students, as a class or individually, can readily identify and compare regions.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To reinforce the relevance of this topic, ask groups of students to create regions on a blank map of something they are familiar with (e.g., the U.S., their state, their town) prior to the source exploration. After they have completed and labeled their regions, ask students to reflect on what criteria influenced the regional boundaries they drew.

- To promote contextualization, provide students with background information on the activities of the World Bank or the World Health Organization (or even the Pre-AP program) and then ask them to revisit the maps to see if they can make any hypotheses about the criteria used to draw these regional boundaries.

- To help students think like geographers, extend discussion of the regions marked with diagonal lines in source 3 and the countries discussed in question 3 by examining local examples of overlapping regions.

KEY TAKEAWAYS

- All three maps divide areas of the world into different defined sections, and all three refer to America, Asia, and Africa (although not in exactly the same ways). The regional names "Sub-Saharan Africa," "Eastern Mediterranean," and "Oceania" are unique to Sources 1, 2, and 3 respectively. (Q1)

- Source 3 has far more regions of smaller size and includes labels for oceans and the Mediterranean Sea. Source 2 has the fewest regions (six) and some of the largest regions, such as the "Americas," which regionalizes North and South America together. Source 2 occasionally references bodies of water in regions; this may suggest that the creators prioritized trade when regionalizing the world, since countries that share access to the same waterways are often tied together economically. Sources 1 and 3 both use the term "Latin America" to regionalize all of the Americas south of the United States. The use of this term may suggest that cultural factors were heavily considered in these regionalizations. (Q2)

- Algeria is sometimes grouped with countries to its east ("Middle East and North Africa"; "Northern Africa") and sometimes with countries to its south ("Africa") depending on the map and the criteria used. Somalia is sometimes the southernmost country in its region ("Eastern Mediterranean") and is sometimes in the middle of a region ("Sub-Saharan Africa" and "East Africa"). The variety of names and the differences in regionalization indicate that regional boundaries are not universally agreed on. (Q3)
- Students' sentences should demonstrate an understanding of similarities among the maps, such as sources 1 and 2 only labeling land regions, or differences, such as the regionalizing around bodies of water or the different sizes of regions across the maps. (Q4)

GEOGRAPHY AND WORLD REGIONS

WHAT'S NEXT?

- After establishing the subjective nature of regional boundaries and some of the purposes of regionalization (see the Expanding Essential Knowledge paragraphs for G.2 at the end of the unit resources), ask students to hypothesize about why the Pre-AP World History and Geography course chose a specific world regional map given that no regional model is universally accepted. Ideas students may discuss (e.g., regions need to be defined to clarify terms that will be used in instruction/assessment, the course has to use *something*) could overlap with reasons historians choose to divide history into historical periods (either in general or the ones used to structure the course).
- Asking students to hypothesize about why the Eastern Mediterranean region in source 2 includes countries on the Indian Ocean can set up an exploration of current debates about the term *Middle East* (see *Business Insider*'s "**Why You Should Stop Calling It the Middle East**") or prior regionalizations that have fallen out of usage (e.g., *Orient*, *Occident*; *Near East*, *Far East*) due to privileging specific viewpoints or suggesting certain locations are the center of the world.

DESIGNING INSTRUCTION

Source Exploration G.2-A: Human and Physical Regions

SOURCES TO EXPLORE

Source 4 Map of Europe showing the word for *bear* in each country's primary language

Courtesy of Arnold Daniel Planton

Source 5 Map of major mountain ranges of Europe, as defined by the European Environmental Agency
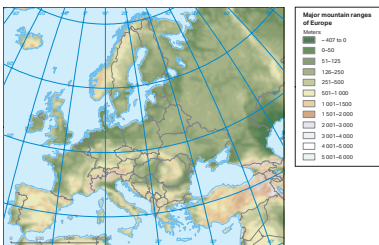
© Earth Resources Observation and Science (EROS) Center.
eea.europa.eu/data-and-maps/figures/major-mountain-ranges-of-europe-1.

Source 6 Map of main climates of Europe, as defined by the European Environmental Agency

© European Environment Agency (EEA).
eea.europa.eu/data-and-maps/figures/climate.

Observe-and-Analyze Questions

1. Examine the maps. What do the colors represent in each map?

2. Describe the shapes of the regions shown on the maps. What cultural or physical patterns do these maps illustrate?

3. Find an example of two countries that do not border each other yet share similar physical and linguistic traits based on the maps. Then find a pair of countries that do border each other but do not share any linguistic or physical traits according to these maps.

4. Use the information in the maps to complete the following sentence.

   Although Europe is a politically fragmented continent with people separated by many political borders, _____ .

WHY THESE SOURCES?

Despite being divided into many small states, Europeans share regional identities that can be traced back to cultural influences as well as to similarities in climate and topography. In this source exploration, students can begin to see how maps illuminate these commonalities and patterns across European states. These maps also expose students to both physical and human characteristics—the two types of criteria that are used to create regions. The key in each map illustrates how the presence or absence of these traits translates into shapes and patterns that help us understand our world.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To encourage close observation, assign groups to examine a specific area of the map and report to the class on what they noticed and how their area compares to other areas.

- To help build a deeper understanding of causation, review the prior knowledge students bring with them to this lesson. Students may already know how the political map of Europe has changed over time and may bring in outside linguistic knowledge that can help you establish a pedagogical position from which to start the source exploration.

- To extend learning, have students work in small groups to engage in trio debates. Students can consider the statement "Cultural characteristics are essential to the creation of regions" with one student taking the affirmative position, one student taking the dissenting position, and the third student serving as the judge or moderator.

KEY TAKEAWAYS

- In source 4, the color reflects the common origin of the words the people in that region use for *bear*. In source 5, color indicates elevation. In source 6, the color shows which type of climate the region has. (Q1)

- All three sources have clearly defined regions of various sizes. Physical trends include the land around the Mediterranean region having similar climates and many mountainous areas. Cultural trends include large blocks of countries in western, central, and eastern Europe that use a similar word for *bear*. (Q2)

- Italy and Spain are examples of countries that do not border each other but use similar words for *bear* and have similar climates and physical traits. Romania and Bulgaria share a border, but they have different climates and different words for *bear*. Estonia and Latvia also share a border and have different climates and words for *bear*. (Q3)

- Students' sentences should demonstrate an understanding of commonalities in Europe, such as how much southern Europe is linked by climate and topography or how much northern Europe is linked by climate and linguistic similarities. (Q4)

WHAT'S NEXT?

- To ensure that students master the definition of regions, have them create a map that illustrates the presence or absence of a physical or human trait related to their own interests. Where possible, compare their work to ones published by geographers.

- "Fan maps," such as the *New York Times*' "**Which Team Do You Cheer For? An N.B.A. Fan Map**," document which areas support which teams. In addition to demonstrating that virtually any human trait can be the basis of a regional map, these types of maps can introduce the concept of perceptual regions (e.g., the *New York Times'* "**A Map of Baseball Nation**" includes the boundaries of such perceptual regions as "Red Sox Nation") and functional regions (e.g., the *Atlantic*'s "**The Geography of NFL Fandom**" shows the large geographic footprint of the Broncos fanbase mirroring Denver's large functional influence).

- Students can further explore European cultural patterns and various other factors that influenced European spatial organization by comparing other maps from Business Insider's "**These Fascinating Maps Show the Origin of Words We Use All the Time**" (where source 4 is found), Vox's "**38 Maps That Explain Europe**," and Visual Capitalist's "**Animation: How the European Map Has Changed Over 2,400 Years**."

DESIGNING INSTRUCTION

Source Exploration G.2-B: Perceptual and Functional Regions

SOURCES TO EXPLORE

Source 7 Map showing which states self-identified Midwesterners consider to be part of the Midwest (online resource)

This map can be found in FiveThirtyEight's article "**Which States Are in the Midwest?**"

Source 8 Areas within a 90-minute drive of Cleveland, Ohio, and Pittsburgh, Pennsylvania

Areas within a 90-minute drive of Cleveland, Ohio
Areas within a 90-minute drive of Pittsburgh, Pennsylvania
Cleveland, Ohio
Pittsburgh, Pennsylvania
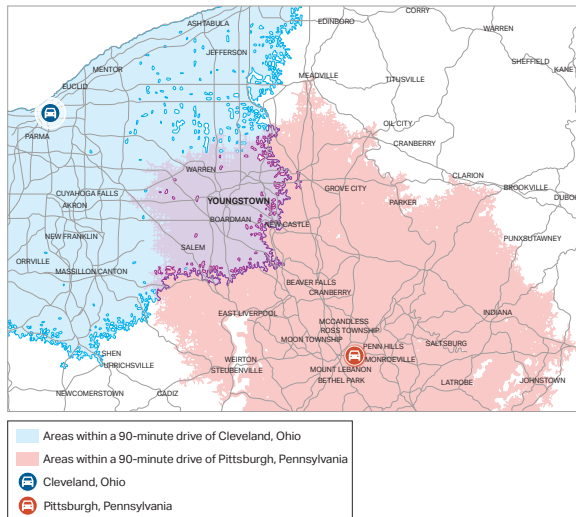
Created with the TravelTime Platform

Observe-and-Analyze Questions

1. Examine the maps. Judging by the titles, what information would you expect to learn from each map? What does a change in color represent in each map?

2. Source 7 illustrates a *perceptual region*, which is based on people's impressions. Source 8 illustrates a *functional region*, which is based on a practical function that connects locations within a given area. How do the boundaries of these types of regions compare to more formal borders, like political boundaries?

3. Based on the information in the maps, rate the likelihood that someone in Youngstown, Ohio (see source 8) would:

   a. work in Cleveland

   b. work in Pittsburgh

   c. say they live in the Midwest

   Provide evidence to support your percentages.

4. Complete these sentences to create observations and questions based on the information in the sources.

   I see _____ , which is interesting because _____ .

   I wonder _____ because the evidence _____ .

   I don't know _____ , so I wonder _____ .

WHY THESE SOURCES?

People regularly reference perceptual regions (e.g., Midwest, the South, Red Sox Nation) or functional regions (e.g., I-95 corridor, Dallas–Fort Worth metropolitan area) when describing an area they've visited or where they live. These sources help students discover how these types of regions differ from the specificity and clear shape of formal regions. In addition, these sources underscore how regions can overlap and elicit debate over where to draw boundary lines to most accurately capture a region.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To encourage academic conversation, provide groups with a blank map and ask them to decide on the boundaries of the Midwest (or some other perceptual region that resonates more with your students). The task could also be applied to smaller, more local scales, including a perceptual region in the town or even in the school.

- To increase student engagement, augment or replace the Cleveland–Pittsburgh example by creating a different example on the **TravelTime platform**, either before class or with your students' input. If possible, allow students to experiment with the app to explore and debate the outer boundaries of a city or town's functional region.

KEY TAKEAWAYS

- In source 7, darker shades of red indicate states that a higher percentage of people surveyed considered to be part of the Midwest. In source 8, blue and pink represent places that are within a 90-minute car ride of Cleveland, Ohio, and Pittsburgh, Pennsylvania, respectively. (Q1)

- According to source 7, people disagree on which states belong in the Midwest, so the boundaries of "the Midwest" are more debatable and subjective than political boundaries. The travel-time areas indicated in source 8 are more clearly defined, but the boundaries are more chaotic (with holes and very irregular shapes) than political boundaries. (Q2)

- While it is possible that a Youngstown resident would commute to Cleveland or Pittsburgh for work, the likelihood would probably be relatively low since Youngstown is located near the outer boundaries of the 90-minute drive, which is longer than most people desire to commute. The likelihood that a Youngstown resident would say they live in the Midwest would probably be high, since it appears that 60% of self-identified Midwesterners think of Ohio as part of the Midwest. However, it might be lower since Youngstown is so close to the border of a state that is not thought to be part of the Midwest. (Q3)

- Students' sentences will vary but should include observations and questions related to specific evidence. (Q4)

WHAT'S NEXT?

- These maps illustrate perceptual and functional regions; formal regions can be best illustrated using examples on various scales, including local examples. Students can explore local maps to determine how many formal regions students are residents of or highlight boundaries of formal regions (counties, townships, etc.) that may or may not align with perceptual regions.

- In addition to illustrating the contested nature of boundaries, the American "Midwest" is a useful case study of how regional models change over time. Regional names and models may be discarded as the organization of space changes or when they no longer reflect current spatial organization (see the portions of the "Midwest" in the eastern half of the United States).

- **World maps depicting time zones** can provide useful case studies of both formal and functional regions for students to explore. Most of the places where time-zone boundaries deviate from a general north–south line represent instances where portions of a functional or formal region prefer to use the same standard time.

DESIGNING INSTRUCTION

Source Exploration G.2-C: The Limits of Formal Regions

SOURCES TO EXPLORE

Source 9 Excerpted from Kimbra Cutlip, "Who Owns the Fish: High Seas and the EEZs," Global Fishing Watch, 2016

Source 10 Boundaries of Exclusive Economic Zones (EEZs) for Brazil (left) and West African countries (right)
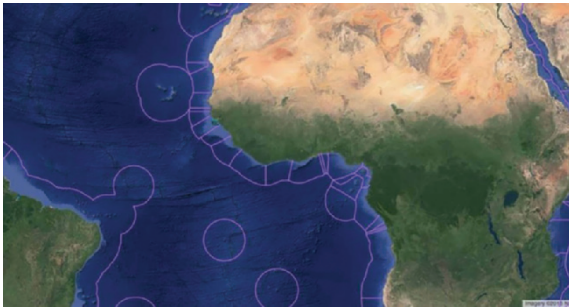
Image from Global Fishing Watch: **globalfishingwatch.org/fisheries/who-owns-the-fish-high-seas-and-the-eezs**. **creativecommons.org/licenses/by-sa/4.0**

Source 11 Visualization of 2012 global cargo ships

This interactive map, available at **shipmap.org**, shows the 2012 movements of the global shipping fleet.

Observe-and-Analyze Questions

1. According to source 9, what is an Exclusive Economic Zone (EEZ)? How do the rules inside an EEZ differ from the rules in ocean areas outside an EEZ?

2. Examine source 10. Using a political map of Africa, identify which West African EEZ belongs to Gambia. Which country would likely be better able to enforce rules in its EEZ: Brazil (population 209 million) or Gambia (population 1.9 million)? Why?

3. Examine source 11. What shapes and patterns do you see in the routes of modern shipping? Given the volume of shipping, in which regions would it be easier or more difficult to enforce an EEZ? Why?

4. Complete these sentences using information from the sources.

   EEZs are formal regions because _____ .

   EEZs are formal regions, but _____ .

WHY THESE SOURCES?

In the present day, most students are used to seeing nations as having inviolable formal boundaries that are rarely contested. In the oceans, however, we find formally declared boundaries that are clear-cut on paper but a bit murkier in practice. These sources were selected to help students discover some of the limitations of formal regions as well as how all space, including the oceans, can be subject to regionalization.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To promote academic conversation, facilitate a discussion prior to the source exploration about present-day examples of laws and rules that are formalized but ineffectively or inconsistently enforced. In addition to preparing students for an exploration of EEZs, discussion of the difference between de jure and de facto law will preview the historic difficulties states have had establishing formal boundaries that impacted perceptual and functional realities.

- To increase student engagement, provide opportunities as a class (via projector) or in groups (via computer access) for students to direct the exploration of **shipmap.org** (source 11). Beyond the observe-and-analyze questions, students may gain more insights by zooming in or out of regions or controlling the various layers of the map.

KEY TAKEAWAYS

- EEZs are defined areas of the ocean that extend up to 200 miles off a country's shores. Within an EEZ, a national government can set rules on how the ocean resources are used. Outside of the EEZs, oceans are not governed by any country. (Q1)

- Brazil has a long coastline, which creates a large EEZ. Enforcing rules in this large EEZ would require more time and resources than in Gambia's EEZ, which is much smaller. However, Gambia has a small population, which likely means it has fewer tax dollars to spend on the resources needed to enforce rules in the EEZ. (Q2)

- In the Atlantic, much of the ship traffic follows two interlocking triangles. East and South Asia and the Mediterranean experience some of the heaviest shipping traffic. A case could be made that it would be more difficult to enforce EEZs in highly trafficked areas like these given the number of ships of various types passing through. However, it may be easier to violate EEZ rules in places like West Africa because there are few other ships that could witness or report illegal activities. (Q3)

- Students' sentences should highlight the fact that EEZs are defined by a formal political body (UN Convention on the Law of the Sea) that specifies exact boundaries, but that there is no guarantee that rules set in a given EEZ will be successfully enforced. (Q4)

WHAT'S NEXT?

- To extend student exploration of maritime geography, use maps and excerpts from Jean-Paul Rodrigue's online book *The Geography of Transport Systems* (especially the "**Maritime Transportation**" section in Chapter 5: "Transportation Modes") to create an experiential activity (e.g., jigsaw, rotation station, chalk talk).

- Other recent geopolitical developments can serve as examples of overlapping and contested boundaries, such as competing claims in the Arctic (see *Slate*'s "**Who Owns the Arctic?**") or contested boundaries in Kashmir or Ukraine.

- Many historical case studies can be used to illustrate instances where formal, perceptual, and functional boundaries differ or places where formal boundaries overlap or are contested.

Assess G.2: Reexamining Regionalization

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective G.2.

ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

REGIONAL BOUNDARIES

Writing activity: comparison claim (evaluating a starter claim)

Examine the starter claim, and then follow the directions below.

Regional boundaries separate places that are completely different from each other.

a. Explain how examples from the sources can be used to **support** the claim.

b. Explain how examples from the sources can be used to **challenge** the claim.

c. Using your thinking from (a) and (b), write a one- to three-sentence thesis that supports, refutes, or revises the claim.

Key Concept: Spatial Reorganization

Lesson Planning G.3: Source Explorations

Many students receive instruction on history and current events as a list of time lines and historical facts that fail to make a long-term impression on their understanding of the world. The concept of spatial reorganization can provide a visual, tangible lens that students can use to examine and organize historical developments over time. Once students become comfortable with the concept of spatial reorganization, they can learn to independently explore new topics, observing how space has been reorganized and shaping the questions that will help them uncover the reasons why.

> **Learning Objective G.3**
> Examine the causes and consequences of spatial reorganization.

FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

EXPLORING GEOGRAPHIC RELATIONSHIPS

Causation

Given its emphasis on causes and consequences, LO G.3 challenges students to explore spatial reorganization by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO G.3 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - What causes changes to spatial organization?
  - What are potential effects of spatial reorganization?
- Sample starter claims:
  - Spatial reorganization causes things to happen that, in turn, cause further spatial reorganization.
  - Spatial reorganization is usually a result of migration. *

* This instructional frame is most closely aligned with the writing activity on page 123.

See the appendix for strategies to incorporate key questions and starter claims into instruction.

MAKING THEMATIC CONNECTIONS

Humans and the environment

Students may have difficulty understanding how migrations can have significant spatial and demographic impacts on both sending and receiving societies (EK G.3.D.) without specific examples of how such impacts occur. LO G.3 provides opportunities to preview and explore historic case studies of migration, such as:

- human adaptation and migration in the Paleolithic world (LO 1.1, especially EK 1.1.C)
- voluntary and forced migration associated with the Columbian Exchange (LO 4.2, especially EK 4.2.A)
- late 19th-century global migrations during the industrial era (LO 5.7, especially EK 5.7.B)

MAKING DISCIPLINARY CONNECTIONS

Dynamic processes; enduring structures

Analyzing historical developments through both chronological and thematic lenses requires mental dexterity for students of all ages. While using big ideas or themes in history has the potential to help students create links between the various developments they learn, it also poses risks of creating confusion. One technique that may help prevent students from feeling untethered while they examine connections across large stretches of time is to approach these topics the same way a geographer approaches spatial reorganization: by emphasizing *enduring structures* and *dynamic processes*. Students can develop a more concrete understanding of political, economic, social, cultural, and demographic developments by examining structures that were able to endure and pursuing questions of continuity and change over time. In addition, historic causation may be more accessible for students when framed as an understanding of why long-term processes or discrete events became agents of change that dramatically altered existing structures or provided the basis for new enduring structures.

G.3 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	**Sources and Activities**
SE G.3-Intro: Spatial Reorganization	**Source 1** Excerpted from "Apr 21, 1960 CE: Brazil Gets a New Capital," *National Geographic*, 2014 **Source 2** Population data for Brasilia and Rio de Janeiro (data table) **Source 3** Map of Brazil
SE G.3-A: Demographics and Spatial Reorganization	**Source 4** Population pyramid of Japan, 2018 (graph) **Source 5** Population pyramid of Kenya, 2018 (graph)

SE G.3-B: Push-and-Pull Factors of Migration	**Source 6** Excerpted from D. B. Grigg, "E. G. Ravenstein and 'The Laws of Migration,'" *Journal of Historical Geography*, 1977 **Source 7** Excerpted from "Leveraging Economic Migration for Development," a report prepared for the World Bank, 2019 **Source 8** International migrants and refugees within and across regions and income groups, 2018 (graph)
SE G.3-C: Migration and Spatial Reorganization	**Source 9** Population projections for Bulgaria from 2020 to 2100 based on recent population data, United Nations Report, 2019 (graph) **Source 10** Excerpted from Ruth Alexander, "Why Is Bulgaria's Population Falling Off a Cliff?," BBC News, 2017
Assess G.3: Reexamining Spatial Reorganization	Writing activity: causation claim (evaluating a starter claim)

GEOGRAPHY AND WORLD REGIONS

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO G.3: Examine the causes and consequences of spatial reorganization.	
Essential Knowledge Statements	**Planning Notes**
EK G.3.A Spatial organization shapes and is shaped by patterns of economic activity, cultural diffusion, and political developments.	☑ The documents of SE G.3-Intro illustrate how a political development can respond to trends in spatial organization (Brazil's decision to move its capital away from a crowded city) and directly shape spatial organization (the creation of a new capital city in Brasília). ☐ Specific examples of how economic activities and cultural processes influence, and are influenced by, spatial organization are not included in the sources.

GEOGRAPHY AND WORLD REGIONS

EK G.3.B
Spatial organization shapes and is shaped by birth and mortality rates, which are influenced by cultural, economic, environmental, and political factors.

☑ The population pyramids from SE G.3-A illustrate trends in birth and mortality rates and include questions that prompt students to contemplate some of the potential consequences for economic development and spatial organization.

☑ The Bulgarian village described in source 10 (SE G.3-C) illustrates how economic, political, and cultural factors are contributing to the decline in locals starting families as well as how the lack of young families is affecting local spatial organization and cultural and economic development.

☐ Specific examples of how political policies or spatial organization can purposely influence birth or mortality rates are not referenced in the sources.

EK G.3.C
Spatial, economic, political, environmental, and cultural factors in sending and receiving societies contribute to migration.

☑ Source 6 in SE G.3-B summarizes E. G. Ravenstein's argument that migration is typically fueled by people seeking better economic opportunities.

☑ Source 10 in SE G.3-C details how the economic and cultural conditions of cities continue to draw young people away from villages.

☐ Examples of how government policies or severe political instability can contribute to migration are not referenced in the sources.

EK G.3.D
Migrations impact the demographic characteristics of both sending and receiving societies which influence spatial organization as well as economic, political, and cultural development.

☑ The demographic growth of Brasília that occurred after it was made the political capital is detailed in SE G.3-Intro.

☑ The impact of migrants leaving the Bulgarian village is documented in source 10 (SE G.3-C).

☑ The population decline in Bulgaria, which is partially due to Bulgarians migrating to other countries, is illustrated in source 9 (SE G.3-C).

☐ Specific examples of how migrants influence the economic, political, and cultural development of receiving societies are not present in the sources.

DESIGNING INSTRUCTION

Source Exploration G.3-Intro: Spatial Reorganization

SOURCES TO EXPLORE

Source 1 Excerpted from "Apr 21, 1960 CE: Brazil Gets a New Capital," *National Geographic*, 2014

Source 2 Population data for Brasília and Rio de Janeiro (data table)

Source 3 Map of Brazil

Observe-and-Analyze Questions

1. According to source 1, what prompted Brazil to move its capital from Rio de Janeiro?

2. Examine the map of Brazil. What differences do you notice between the location of Brasília and the location of Rio de Janeiro? What would be some benefits of choosing Brasília's location to build a capital city?

3. Examine source 2. How have the populations of Rio de Janeiro and Brasília changed since the capital was moved in 1960? Given how the Rio de Janeiro of 1960 is described in source 1, how would it likely be described in the present based on source 2?

4. Create two statements of causation based on the evidence in the sources. To explain the cause of moving Brazil's capital, use the word *because*. To explain the effects of moving Brazil's capital, use the word *so*.

WHY THESE SOURCES?

Space is always being reorganized. Humans, in ways large and small, inevitably respond to spatial reorganization by attempting to take advantage of the resulting opportunities or address challenges arising from new developments. However, the actions of humans can then also impact the organization of space. Learning about the purposeful effort by the Brazilian government to reorganize its space will help students to understand this cycle. Brazil's decision to move its political capital was a response to how population growth in Rio de Janeiro, coupled with the spatial layout of the city, negatively impacted governance. The creation of a brand-new capital spurred new development and population growth in the area. In other words, spatial reorganization spurred human decisions, which spurred further spatial reorganization.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To promote academic conversation, precede the source exploration by facilitating a discussion about what geographic qualities would be ideal for a political capital. Ask students to hypothesize the potential risks and benefits associated with relocating a political capital.

- To provide practice with comparison and contextualization, extend discussion by examining other maps, satellite images, and 360-degree virtual tours of Brasília and Rio de Janeiro to contrast the spatial organization of these very different cities.

KEY TAKEAWAYS

- Brazil decided to move its capital to Brasília to develop the interior of the country and to move governing bodies away from Rio de Janeiro, which was so crowded and congested that the traffic and the distance between buildings slowed down government work. (Q1)

- Brasília is located away from the coast and closer to the interior. Having the capital at this location could alleviate congestion and allow greater access to the capital for people in other parts of the country. (Q2)

- The population of Brasília has grown to more than 30 times its 1960 size in the decades since it became the capital. Rio de Janeiro's population has also continued to grow, though the growth has been more incremental in recent decades. Unless Rio has been dramatically restructured, it is likely just as congested and crowded as it was in 1960, if not more so. (Q3)

- Students' sentences should demonstrate correct usage of *because* and *so* while creating plausible claims for the causes (e.g., congestion in Rio, a more central location) and effects (e.g., Brasília's population grew dramatically, Rio's population growth slowed a bit over time) of transferring the Brazilian capital based on available evidence. (Q4)

WHAT'S NEXT?

- In a more current example of creating a forward capital, the Indonesian government has recently announced plans to move the capital out of Jakarta—plans that have aroused controversy (see NPR's "**Jakarta Is Crowded and Sinking, So Indonesia Is Moving Its Capital to Borneo**"). Indonesia itself is an interesting case study on the geographic challenges of organizing a state over noncontiguous territories.

- Similar to Brasília, Washington, D.C., was a planned capital that was, at the time in 1791, near the center of United States territory. In addition to examining how the space within "Washington City" was planned and organized (see articles about the L'Enfant Plan from the **National Park Service** or *Smithsonian Magazine*), students could debate rationales for moving the national capital today (e.g., whether to move it to a location closer to the center of current United States territory) and discuss which locations would provide specific advantages for the country over the current location.

- In addition to studying the effects of political change on spatial organization, students can examine case studies illustrating the scope and speed at which economic changes can reorganize space. Potential present-day case studies could include the effects of online shopping (see *Time* magazine's "**Why the Death of Malls Is About More Than Shopping**") or local examples that will resonate with students. Spatial reorganization can also clearly be tied to the emergence or disruption of significant trade networks in history (e.g., the Silk Roads, Indian Ocean trade, Mediterranean trade, the Atlantic system, the postwar expansion of Pacific trade).

GEOGRAPHY AND WORLD REGIONS

DESIGNING INSTRUCTION

Source Exploration G.3-A: Demographics and Spatial Reorganization

SOURCES TO EXPLORE

Source 4 Population pyramid of Japan, 2018
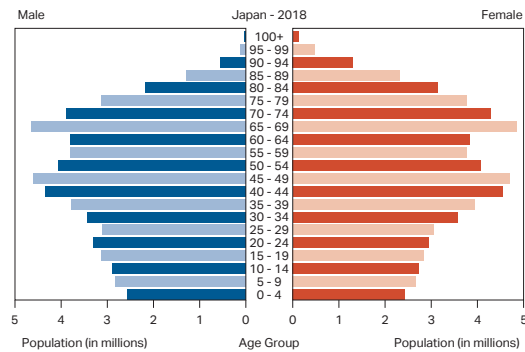
Source: cia.gov

Source 5 Population pyramid of Kenya, 2018
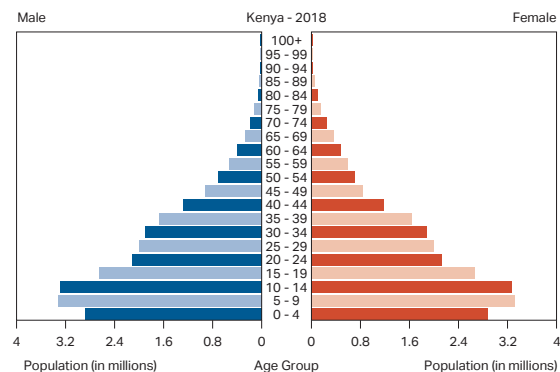
Source: cia.gov

Observe-and-Analyze Questions

1. Describe the shape of each population pyramid. What do these shapes indicate about the populations of these two countries?

2. What percentage of the population is under the age of 20 in each country? How might the percentage of young people affect economic factors, such as national employment and national demand for products and services?

3. While population pyramids display the current population makeup, the same data can be used to predict population trends of the future. Using the population pyramids for Japan and Kenya, describe what trends in population are occurring. If these trends continue, what will the population pyramid for each country look like in 2050?

4. Use the evidence in the population pyramids to write a prediction about whether each country will have a larger or smaller population in 2050. Use a word or phrase like *because* or *as a result of* to link your prediction to specific evidence from the pyramids.

WHY THESE SOURCES?

Data tables can provide population information, but it can be difficult to ascertain trends when viewing raw numbers across dozens of rows. Population pyramids are a method of showing information in a way that quickly relays the demographic story of a nation, state, or community. Visually spotting fluctuations helps students to see trends and apply this story to spatial reorganization. By exploring population pyramids, students can begin to imagine how significant increases or decreases in overall population or changes in the average age of a population might create a disconnect between how space is structured and the current needs of a community.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To encourage close observation, provide dedicated time for students to individually take notes on each source and then discuss their reflections with others before addressing the questions.

- To promote academic conversation, provide groups with opportunities to compare population pyramids of other countries, states, and years, either through independent exploration (see **www.populationpyramid.net** or "**Age Demographics by State**" on World Population Review) or using printed versions of additional pyramids.

- To provide practice with inferential reasoning, ask students to discuss what is unique about the Japanese population data for people 85 and older and create hypotheses for why this section looks different than other portions of the two pyramids. Such discussions could hit upon differences between male and female life expectancy as well as the role of war (see the gender discrepancies for those 25–34 in the **1950 pyramid for Japan**) in population change.

KEY TAKEAWAYS

- When the two sides of Kenya's graph are taken together, the population information almost makes a triangular pattern because the width increases as it gets closer to the bottom with exception of the bottom row. The shape created by Japan's graph has many noticeable bumps at the top with a base that narrows as it gets closer to the bottom. Given where each population pyramid is the widest, it can be concluded that Kenya has a higher percentage of younger people in its population, while Japan has a higher percentage of older people. (Q1)

- Kenya's population under 20 includes the four longest bars on Kenya's population graph. In comparison, Japan's population under 20 includes the smallest bars of Japan's population younger than 75. Much of Kenya's population will be entering the workforce or looking for opportunities to continue their education. These young people will likely not have much money to create demand for goods and services. Japan has a larger older population that is less likely to work full time and more likely to create demand for healthcare. (Q2)

- Unless the last five years represent a dramatic change in population trends, Kenya will most likely have a much larger population in 2050. If the last five years do represent the start of a new trend, then the longest bars in Kenya's 2050 population pyramid would appear between the 30- and 50-year-old range. Japan's average population will likely continue to get older, and overall population will likely decline due to the low birth rate (Q3)

- Students' sentences should appropriately use conjunctions or phrases like *because* or *as a result of* while making a case for Japan's likely population decline and Kenya's possible population increase. (Q4)

WHAT'S NEXT?

- Students can continue exploring current case studies of significant demographic decline (see the BBC's "**South Korea's Population Paradox**" and the *Atlantic*'s "**The Mystery of Why Japanese People Are Having So Few Babies**") or investigate why statistics (aptly compiled by "**Future Population Growth**" on Our World in Data) indicate the global population growth may stabilize in the near future. All of these resources touch on the role of birth rates and the related economic, social, and spatial causes and potential consequences associated with these population trends.

- Historically, fluctuations in mortality rates have had a more significant impact on spatial organization than they do in the present. Historic case studies of demographic decline that students can explore include the pandemic of the bubonic plague in the 1300s, the diffusion of disease to the Americas during the Columbian Exchange, and historically deadly political conflicts (e.g., the Thirty Years' War, the Taiping Rebellion, World Wars I and II).

- Both historical developments and current events can be used to illustrate how changes in the environment contribute to spatial reorganization. For example, the change in temperatures likely played a critical role in the Paleolithic migration, and the *Washington Post* article "**Mapping America's Wicked Weather and Deadly Disasters**," used in SE G.1, includes links to other relevant case studies.

- To contextualize current trends of increasing global life expectancy and declining mortality, students can explore case studies of historical developments that stabilized food supplies, such as the Neolithic Revolution, the Agricultural Revolution of the 18th and 19th centuries, and the Green Revolution of the 20th century.

DESIGNING INSTRUCTION

Source Exploration G.3-B: Push-and-Pull Factors of Migration

SOURCES TO EXPLORE

Source 6 Excerpted from D. B. Grigg, "E. G. Ravenstein and 'The Laws of Migration,'" *Journal of Historical Geography*, 1977. (Grigg's summary combines versions of Ravenstein's laws from 1876, 1885, and 1889.)

Source 7 Excerpted from "Leveraging Economic Migration for Development," a report prepared for the World Bank, 2019

Source 8 International migrants and refugees within and across regions and income groups, 2018 (graph)

WHY THESE SOURCES?

Why and where people migrate and how migration patterns impact the communities on both the sending and the receiving ends have been examined for over a century. These sources provide an early example of an attempt to organize these push-and-pull factors into "laws" along with a more recent examination of patterns in global migration.

> **Observe-and-Analyze Questions**
>
> 1. According to source 6, what types of people are most likely to migrate? Where are they most likely to migrate to?
>
> 2. Geographers and historians often examine factors that either "push" (negative qualities that people want to move away from) or "pull" (positive qualities that draw people like a magnet) migration. To what degree does source 6 address push-and-pull factors?
>
> 3. To what extent do the global migration trends reported in sources 7 and 8 corroborate the "laws" Ravenstein created in the 1880s? Which region best reflects Ravenstein's predictions about migration?
>
> 4. Use the information in the sources to complete the following sentences.
>
>   *According to Ravenstein, people migrate because* _____ .
>
>   *However,* _____ .

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To assist novice readers, review strategies for using context clues to understand the meaning of unfamiliar vocabulary and provide opportunities for students to check their understanding with a partner before engaging with the questions.

- To reinforce the relevance of this topic, facilitate a discussion prior to the source exploration about what motivates people to move. Students will likely mention some motivations that are reflective of some of the points in Ravenstein's laws.

- To provide practice with incorporating evidence, highlight relevant terms of argumentation, such as *counterclaim*, *corroboration*, and *refutation,* when comparing the claims of sources 6 and 7.

KEY TAKEAWAYS

- According to source 6, migrants are most likely to be female adults from rural and agricultural areas who are emigrating for economic reasons. Migrants are most likely to migrate a short distance, typically ending up in urban areas. (Q1)

- Source 6 focuses mostly on pull factors, such as the economic opportunities of "great centers of commerce or industry." While the author states that the major causes of migration are economic, there are no references to negative qualities that would make someone want to leave their native area. (Q2)

- Source 7 reports that, in some regions, such as sub-Saharan Africa, most migrations were intraregional. This information lends some support to Ravenstein's "law" about most migrants going only a short distance (depending on his definition of "short"). However, source 7 also reports that many migrants go to a country with a similar level of economic development as the one they left, contradicting Ravenstein's claim that most motivations for migration are economic. The destinations of immigrants from Latin America and the Caribbean shown on the graph most closely corroborate Ravenstein's claim that immigrants go to places with greater commerce. (Q3)

- Students' sentences should demonstrate appropriate use of *because* (complete sentence with a cause) and *however* (complete sentence with a claim that contradicts prior claim) to illustrate how the sources advance competing claims about where people typically migrate. (Q4)

WHAT'S NEXT?

- Ravenstein's assertion that most migrants move to urban areas has been well supported by demographic data. Students can discover this for themselves by examining data associated with urbanization (see Visual Capitalist's "**The 8 Ways Urban Demographics Are Changing**" or Our World in Data's "**Urbanization**") and can also learn how accurately documenting these trends requires improved geospatial analyses (see Reuters's "'**Everything We've Heard About Global Urbanization Turns Out to Be Wrong': Researchers**").

- Many websites have compiled statistics and infographics to illustrate migration patterns, such as Metrocosm's "**All the World's Immigration Visualized in 1 Map**," Migration Data Portal's "**10 of the Coolest Visualizations of Migration Data**," the European Union's "**Knowledge Centre on Migration and Demography**," and the Migration Policy Institute's "**Maps of Immigrants and Emigrants Around the World**."

- Historically significant waves of migration can each illustrate push-and-pull factors. Possible case studies include Paleolithic migration, the Bantu migrations, the forced (i.e., chattel slavery) and voluntary migration during and after the Columbian Exchange, late-19th-century migration, and postwar migration patterns.

DESIGNING INSTRUCTION

Source Exploration G.3-C: Migration and Spatial Reorganization

SOURCES TO EXPLORE

Source 9 Population projections for Bulgaria from 2020 to 2100 based on recent population data, United Nations Report, 2019 (graph)

Source 10 Excerpted from Ruth Alexander, "Why Is Bulgaria's Population Falling Off a Cliff?," BBC News, 2017

WHY THESE SOURCES?

After students have examined the push-and-pull factors of immigration, these sources will help them picture some examples of what happens as a result of these migrations. Unless students have personal experience with areas that have rapidly declining populations, it is typically easier for them to picture how significant population increases can lead to changes. These sources provide a snapshot of how spatial reorganization can occur through lack of use (see the **online images** associated with the source 10 excerpt) as well as through active human reorganization.

Observe-and-Analyze Questions

1. According to the median of projections in source 9, how is Bulgaria's population projected to change over the next few decades? Within the 95% prediction interval (the dotted red lines), what are the highest and lowest projections for 2100?

2. Which of the developments described in source 10 are related to the projections illustrated in source 9?

3. What kind of spatial reorganization might occur in towns that experience developments similar to those in Pernik? What are some likely economic, political, and social consequences of these developments?

4. Complete the following sentences to create inferences and questions about the relationship between migration and spatial reorganization.

   I think I understand _____ , but _____ .

   I wonder _____ because _____ .

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To promote interdisciplinary connections, review the meaning of statistical vocabulary before students examine the graph.

- To provide practice with geographic concepts, facilitate a discussion of why the BBC journalist went to this small village to report on a phenomenon that was national in scale (or even regional, given that many of Bulgaria's neighbors also have declining populations). Such discussions should provide opportunities to discuss how historians and geographers sometimes use examples on smaller scales to illuminate trends on larger scales.

- To make connections across sources, revisit the maps of Europe from G.2-A to underscore why Bulgaria is often regionalized with its Eastern European neighbors, who, in addition to the similarities documented on the maps, also share many of the same experiences documented in source 10.

KEY TAKEAWAYS

- The median of the United Nations projections shows Bulgaria's current population of 7 million shrinking to roughly half that number by 2100. The highest projections show Bulgaria's 2100 population at 4.5 million, while the lowest projections show a population under 3 million. (Q1)

- Bulgarians are leaving rural villages for the city or for other countries. Young people who remain have few opportunities to start families because there are so few other young people. Both of these trends contribute to population decline. (Q2)

- Source 10 mentions the closure of schools and businesses because the village does not have the population to support them. These buildings may simply decay if there aren't people around to find new uses for them and take care of them. Businesses will likely continue to close since there are fewer customers to purchase goods, and governments will have difficulty operating if there are no tax revenues being produced. (Q3)

- Students' responses will vary, but they should use the conjunctions appropriately (e.g., contrast what they do know with some detail or other topic they do not understand; link their question to specific evidence). (Q4)

WHAT'S NEXT?

- Additional case studies of how communities are impacted by depopulation can include the Philippines (see World101's "**The Effects of Emigration from the Philippines**" video), recent analysis on the population decline in suburbs (see *Business Insider*'s "**The American Suburbs as We Know Them Are Dying**"), or more local examples in your state or region that demonstrate the impact of population change.

- To consider how migration can affect the culture and spatial organization of receiving societies, students can examine case studies of ethnic enclaves, such as the Japanese community in Brazil (see Reuters's "**100 Years On, Japanese a Vibrant Part of Brazil**") or various enclaves in American cities (see *Business Insider*'s "**The Most Unusual Ethnic Neighborhoods in Different Cities Around the US**").

- Students can also explore push-and-pull factors and the impact of migration on sending and receiving societies by examining primary source accounts from migrants. The website **www.iamamigrant.org** hosts personal accounts from migrants that can be organized by the migrant's country of origin or current country.

Assess G.3: Reexamining Spatial Reorganization

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective G.3.

ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

SPATIAL REORGANIZATION

Writing activity: causation claim (evaluating a starter claim)

Examine the starter claim, and then follow the directions below.

Spatial reorganization is usually a result of migration.

a. Explain how examples from the sources can be used to **support** the claim.

b. Explain how examples from the sources can be used to **challenge** the claim.

c. Using your thinking from (a) and (b), write a one- to three-sentence thesis that supports, refutes, or revises the claim.

Key Concept: Human Adaptations to the Physical Environment

Lesson Planning G.4: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective G.4.

Learning Objective G.4

Identify the causes and effects of human adaptations to the physical environment.

FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

EXPLORING GEOGRAPHIC RELATIONSHIPS

Causation

Given its emphasis on the relationship between human beings and the environment, LO G.4 challenges students to evaluate the motivations of human beings and their impacts on the planet by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO G.4 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key question:
    - What are the causes and effects of human adaptations to the physical environment?
- Sample starter claims:
    - Human adaptation is usually related to food production and security.
    - Environmental consequences of human adaptation are rarely intentional.

MAKING THEMATIC CONNECTIONS

Economic systems

Whether it be the environmental consequences when new plants and animals are accidentally diffused to new regions or the landscape modifications inherent with food production and manufacturing, economic activity is often associated with human adaptations that alter the physical environment. Relevant examples can be previewed as case studies; see sample case studies on the next page.

MAKING GEOGRAPHIC CONNECTIONS

Spatial reorganization

Human adaptations typically contribute to spatial reorganization, whether directly (e.g., farming practices) or indirectly (e.g., innovations that involve activities that alter physical environments). While these concepts are being focused on separately, students should be able to regularly apply principles of spatial reorganization to any case study of human adaptation.

G.4 SOURCE OVERVIEW

Essential knowledge statements for LO G.4:

EK G.4.A Scarcity and surplus of natural resources shape patterns of exchange and transportation networks.

EK G.4.B Individuals and societies adapt to their environments through innovations in food production, manufacturing, and technology.

EK G.4.C Human adaptations and activities can result in the modification of environments and the long-distance diffusion of pants, animals, and pathogens.

EK G.4.D Human interactions with the environment have intended and unintended consequences, including alterations to landscapes and changes in biodiversity.

The list below provides examples of present-day and historic developments that can serve as case studies for the concepts of LO G.4. Whether using these or other case studies, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- How can this case study be used to illustrate each of the essential knowledge statements?
- What discussions related to the instructional frame could this case study facilitate?

Sample present-day and historic case studies to illustrate the concepts of LO G.4:

- The emergence or intensification of trade networks
    - **Historic:** Mediterranean trade (starting in the classical period), the Silk Roads (starting in the classical period), Indian Ocean trade (starting in the classical period, intensifying during the postclassical period), the Columbian Exchange (starting in the early modern period), Pacific Ocean trade (starting in the early modern period, intensifying during the postwar Pacific trade boom)
    - **20th century to the present:** Suez and Panama canals, internal combustion engines
- Innovations in food production and manufacturing
    - **Historic:** the Neolithic Revolution, ancient river valley hydrology, ancient Andean intercropping and terrace farming, the Agricultural Revolution of the 17th to 19th centuries, industrialization, mechanized farming
    - **20th century to the present:** the Green Revolution of the 20th century, organic farming, hydroponics, plastics, air and chemical pollution

Key Concept: Comparison of World Regions

Lesson Planning G.5: Source Explorations

It is essential that students be provided with opportunities to think deeply about how we organize and regionalize the world. Regions are often taught individually without much investigation into why someone has decided that certain countries belong in certain regions, let alone any debate about the strengths and weaknesses of a given regionalization. The following source explorations are designed to help students become intimately familiar with the course world regions map as a common frame of reference while simultaneously arming them with information to critique how this map regionalizes the world.

> **Learning Objective G.5**
> Compare the physical and human characteristics of key world regions.

FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

EXPLORING GEOGRAPHIC RELATIONSHIPS

Comparison

Given its emphasis on a variety of world regions, LO G.5 challenges students to explore unique characteristics and distinctions among world regions by pursuing questions of comparison. Identifying for students a key question or starter claim aligned to LO G.5 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - Which boundary in the Pre-AP World History and Geography world regions map is the least necessary given the similarities between the regions that the boundary separates?
  - When considering the various physical, demographic, political, economic, and cultural traits of regions, which world regions have the most in common?
- Sample starter claims:
  - There are few significant regional differences in Asia, Europe, and the Americas.
  - The Pre-AP World History and Geography world regions map is primarily regionalized to reflect cultural and economic patterns. *

  * This instructional frame is most closely aligned with the writing activity on page 143.

See the appendix for strategies to incorporate key questions and starter claims into instruction.

MAKING THEMATIC CONNECTIONS

Culture

While most methods for regionalizing the world use continental and political boundaries as a starting point, continents are often divided up along national lines by culture. LO G.5 provides opportunities to foster thematic connections to cultural developments that have shaped world regions, including:

- the spread of Confucian values and Chinese cultural influence across East Asia (LO 2.1)
- the spread of Hinduism across South Asia (LO 2.2)
- the spread of Arabic and Islam across the Middle East and North Africa (LO 3.1)
- the spread of Iberian languages and Catholicism across Central and South America (LO 4.1)
- the spread of English languages and Protestantism across North America and Australia (LO 4.3, EK 5.6.B)

MAKING DISCIPLINARY CONNECTIONS

Continuity and change over time

Regionalization is a geographic exercise to organize space in a way that makes it easier to understand. However, one key component that influences regional boundaries, especially on the global scale, is shared cultural traditions born from a shared history. Providing key pieces of historical background can help students understand how the boundaries of a region came to be or why geographers typically keep, for example, China and the Koreas in the same region.

ADDITIONAL NOTES SPECIFIC TO LO G.5:

To provide students with exposure to modern mapping tools, such as scalable satellite imagery and GIS models, each source exploration for LO G.5 will include one source that is natively digital. For these sources, links will be provided so that you can print or project the source or share the link with students so that they can access the source directly.

- The included maps and questions are designed to prompt conversations and investigations that teachers can naturally connect to many topics required by district or state standards (e.g., specifics about each world region, world religions, current events) that are not specified in the course framework. In addition, the structure of G.5 source explorations and the culminating writing activity can support as many days or weeks of instruction necessary for content coverage.

- To support deeper exploration of world regions, all What's Next? sections for LO G.5 include links to online collections of resources related to world regions from both *National Geographic* (their **AP Human Geography** section and encyclopedia entries on each entries on each continent's human geography) and the **World101** website created by the Council on Foreign Relations. These rich libraries can be used for instructional materials or in student research projects.

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- The format of the evidence-based question performance task, which asks students to evaluate the extent to which North Africa and sub-Saharan Africa are distinct regions, can be used in instruction as a group activity to explore other questions about world regions, such as:
  - Would the Middle East be better regionalized as an extension of North Africa or Central Asia?
  - To what extent are Central America, the Caribbean, and Latin America distinct regions?
  - Would Southeast Asia be better regionalized as an extension of South Asia or East Asia?
- Maps that can be rescaled to support the questions above or other regional questions include:
  - Maps produced using the World Bank's "**DataBank**" mapping tool
  - The **World Population Prospects** maps by the United Nations
  - PRI's "**This Map Shows Which Export Makes Your Country the Most Money**"
  - The world maps included in the G.5 source explorations

G.5 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	**Sources and Activities**
SE G.5-Intro: Comparison of World Regions	**Source 1** Pre-AP World History and Geography world regions map **Source 2** Köppen-Geiger climate classification map **Source 3** Satellite map of the world (online resource)
SE G.5-A: Global Cultural Patterns	**Source 4** Map of the most common language in each country **Source 5** World religion map (online resource)
SE G.5-B: Global Demographic and Development Patterns	**Source 6** Quality-of-life index world map (online resource) **Source 7** Population density 2020 world map (online resource)
SE G.5-C: Global Economic and Political Patterns	**Source 8** Map of gross domestic product per capita by country (online resource) **Source 9** World democracy index map (online resource)
Assess G.5: Reexamining Comparison of World Regions	Writing activity: comparison essay (evaluating a starter claim)

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO G.5: Compare the physical and human characteristics of key world regions.	
Essential Knowledge Statements	**Planning Notes**
EK G.5.A Regions can be defined by physical characteristics, including climate, biomes, landforms, and bodies of water.	☑ SE G.5-Intro includes two maps (Köppen-Geiger climate classification, satellite map) that are regularly used to regionalize the world along the lines of its physical characteristics. ☐ Given that the Pre-AP World History and Geography world regions map does not regionalize according to physical characteristics beyond continent names, the included resources do not mention by name specific, large-scale regions defined by physical characteristics.
EK G.5.B Regions can be defined by cultural characteristics, including patterns of language, religion, ethnicity, foodways, and traditions.	☑ SE G.5-A includes maps that illustrate the most common languages and religious affiliations of each country, which will help students see that many traditional boundaries between world regions coincide with cultural characteristics (e.g., the difference between Latin America and the United States–Canada portion of North America). ☐ The included maps do not offer specific examples of ethnicity, foodways, or traditions or show how spatial patterns relating to these cultural characteristics influence regionalization.
EK G.5.C Regions can be defined by population characteristics, including population density, fertility rates, and mortality rates, as well as by patterns of human development, which can be quantified using quality-of-life measures.	☑ SE G.5-B provides a map that shows global population characteristics (population density) and a map that shows patterns in human development (the quality-of-life index). ☑ The World Bank DataBank resource referenced in G.5-C can create maps that illustrate many indicators related to population (e.g., growth, net migration) and human development (e.g., life expectancy, education enrollment) that shape regionalization. ☐ Specific examples of how these factors shape regional boundaries are not explicitly referenced in the sources.

EK G.5.D Regions can be defined by their level of economic development as well as by their primary (agriculture and resource extraction), secondary (manufacturing), and tertiary (service) activities.	☑ The World Bank DataBank resource referenced in G.5-C can create maps that illustrate many indicators related to economic activities (e.g., GDP, export/import statistics, indicators comparing various sectors of economies) that shape regionalization.
EK G.5.E Regions can be defined by political characteristics, including organization of states and territories, structures of government, and rules for political participation.	☑ The democracy index map in G.5-C shows a cross-section of key political characteristics that shape regionalization. ☐ While the democracy index map provides a cumulative score of multiple political characteristics, no included map illustrates how these characteristics individually impact regionalization.

DESIGNING INSTRUCTION

Source Exploration G.5-Intro: Comparison of World Regions

SOURCES TO EXPLORE

Source 1 Pre-AP World History and Geography world regions map

Source 2 Köppen-Geiger climate classification map

Observe-and-Analyze Questions

1. What do the colors or shades represent in sources 2 and 3? Are there any shapes or patterns that are similar in both maps?

2. To what extent would each style of map used in sources 2 and 3 be helpful in understanding a map of the nation? A local map?

3. Compare sources 2 and 3 to the Pre-AP World History and Geography world regions map. What boundaries or patterns in sources 2 and 3 may have informed some of the boundaries between regions?

4. Create a statement of comparison using the information provided in the maps. Use a word such as *although*, *while*, or *but* to convey both similarities and differences.

Source 3 Satellite map of the world

For high-resolution images for classroom use or printing, see NASA's "**June, Blue Marble Next Generation w/Topography**" images on **visibleearth.nasa.gov**. Google Earth and other online mapping applications can also be used.

WHY THESE SOURCES?

For all of the explorations of political, economic, cultural, and social topics that will appear in this course, it is important that students not overlook the impact of physical geography in shaping these developments in the past and present. Sources 2 and 3 will be used to pressure-test the Pre-AP World History and Geography course world regions map through

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comparisons of the borders of world regions to natural features. Students might leave these comparisons with more questions than answers because geographers rarely draw regions strictly along physical boundaries within continents. This disconnect can set up fascinating discussions, including revisiting how regions are principally intellectual constructs and how even some continental borders reflect lines more imagined than physically real.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To provide practice with inferential reasoning, allow students the time necessary to conclude that traditional regionalizations of the world do not reflect physical and environmental realities. Reaching this conclusion may require a "productive struggle." The realization can pay dividends by prompting students to hypothesize about what other traits are typically used to divide world regions. It will also help students to begin to conceptualize the artificial nature of most geographic boundaries.

- To foster connections between geographic concepts, facilitate a discussion of which regions likely require the most adaptations to overcome environmental obstacles associated with difficult climates.

The following additional adaptations can be used with all G.5 source explorations:

- To ensure that the exploration of dynamic, online resources is focused on inquiry, ask students to create questions while observing the printed maps that can shape their investigation of interactive maps. To ensure the questions are based on evidence, provide sentence frames such as "I see _____ , so I wonder _____ ." Whether examining the sources as a class via projector or in group or individual settings with computer access, such questions will set specific objectives for online investigation and model the practice of disciplinary inquiry.

- To encourage close observation and analysis, assign specific map sections to groups for an extra round of investigation. Groups can then report out on things they observe, with other students adding any further observations they notice. For classes that enjoy friendly contests, create competitive goals that incentivize groups to not miss any notable details or connections that other groups might find if they don't.

- To provide practice with comparison, ask students to annotate the printed map with observations from online maps that illuminate similarities, differences, or other patterns. This way, students will have a record of their online experience for reference even when they no longer have access to the online map.

KEY TAKEAWAYS

- The colors in source 3 are the actual color of land as it appears from space and are not representations of data. The colors in source 2 represent different types of climate. Two patterns that are nearly identical in sources 2 and 3 are the Type B (Arid) climate areas and the portions of the satellite map that look like desert sands. (Q1)

- While satellite maps are often useful on various scales, such as in map applications, a local version of a climate map like source 2 wouldn't provide that much information on the local level because most of the local area would have the same climate type. (Q2)

- There are very few boundaries in the Pre-AP World History and Geography world regions map that seem to represent differences in climate zones or topography changes viewable from a satellite. One subtle connection might be that the southern edge of the desert/arid regions in Africa captured in sources 2 and 3 somewhat matches the boundaries of the region labeled "West Africa" in source 1. (Q3)

- Students' sentences will vary but should demonstrate an understanding of both similarities and differences among the maps. (Q4)

WHAT'S NEXT?

- While few of the land boundaries in the Pre-AP World History and Geography world regions map align with physical features, other organizations and communities regularly regionalize around physical features. One example students can explore is the Mediterranean region or basin, which is connected by similarities in climate, trade, and environmental concerns. The European Commission's website on the **Mediterranean biogeographical region** features many resources for students, including the brochure "**Natura 2000 in the Mediterranean Region**."

- One commonly used world region that aligns with climate zones is the Middle East and North Africa region (MENA). World101 from the Council on Foreign Relations provides a "**Middle East & North Africa**" online module to more deeply explore the region, while *National Geographic* has resources related to the continent as a whole ("**Africa: Human Geography**").

- The fact that the Ural Mountains barely register on either of the physical maps can set up a debate of whether Eurasia and Afro-Eurasia are more useful as regions than traditional continents or can lead students to consider, as *The Nation*'s article does, "**Shifting Borders: Where Does Europe End?**"

- To allow students to explore how food and water supplies vary by region, have them use maps representing physical or environmental patterns, such as the "**Total Rainfall & Vegetation**" map on NASA's Earth Observatory site, together with geospatial measures of land use (see "**6 Amazing Global Agriculture Maps–Farming Visualized**" from GISGeography).

DESIGNING INSTRUCTION

Source Exploration G.5-A: Global Cultural Patterns

SOURCES TO EXPLORE

Source 4 Map of the most common language in each country

Legend: Arabic, Bengali, Burmese, Chinese, Dutch, English, French, German, Hindi-Urdu, Inuit, Japanese, Kazakh, Korean, Malay, Mongolian, Norwegian, Persian, Portuguese, Russian, Sinhala, Spanish, Swedish, Turkic, Ukrainian, Others
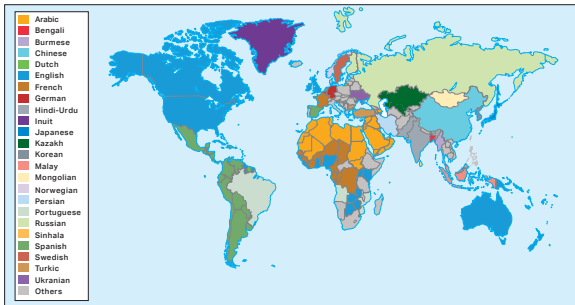
Source 5 World religion map

This map can be found at **WorldMap** from the Center for Geographic Analysis at Harvard University.

Observe-and-Analyze Questions

1. What do the colors represent in these maps? Are there any similar shapes or patterns in the two maps?

2. To what extent would each style of map be helpful in understanding a map of the nation? A local map?

3. Compare these maps to the Pre-AP World History and Geography world regions map. What boundaries or patterns on these maps may have informed some of the boundaries between regions? Is there a major trend on either of these maps that you would argue the map of world regions should represent?

4. Create a statement of comparison using the information provided in the maps. Consider using a word such as *although*, *while*, or *but* to convey both similarities and differences.

WHY THESE SOURCES?

Connections between linguistic and religious traditions significantly shape how we organize space and regionalize various parts of the world. Students can see this for themselves by examining world maps containing information about common languages and religions. Though instances of overlap between religion and language are common, there are notable exceptions on several scales. The most populous regions in the world have little linguistic or religious uniformity. And, beyond these maps, exceptions and enclaves will be noticeable when these traits are examined at national or local scale.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

Note: See the Meeting Learners' Needs section in G.1-Intro for additional general strategies for comparing world maps.

- To encourage close observation and analysis, provide time as a class or in groups to examine the implications of the title and key of each map, specifically discussing what the maps do and do not show. This should help avoid oversimplifications, such as concluding that nearly everyone in a given country speaks the listed language or adheres to the listed religion.

KEY TAKEAWAYS

- In source 4, the various colors represent the language that is most common in each country. In source 5, colors represent different common religions, and the shades in the color represent how many people in a given region identify as adherents to that religion. There seems to be a high degree of overlap between Arabic and Islam, European languages and Christianity, Hindi and Hinduism. (Q1)

- Seeing a breakdown of religious beliefs and/or languages would likely provide insights on the cultural organization in a nation, a state, or even a town. (Q2)

- There are several regions on the world regions map that seem to overlap with cultural factors. For example, the boundaries of South Asia are similar to those for regions that speak Hindi and identify as Hindus, and the boundaries of Latin America are very similar to those for regions where Spanish and Portuguese are spoken in the Western Hemisphere. The fact that the Middle East, Northern Africa, and West Africa from the world regions map all share the same language and religion may support arguments that, from a cultural lens, the three should be viewed as a single region. (Q3)

- Students' sentences should acknowledge where the maps have similarities (e.g., Europe, Siberia) as well as places where language and religious boundaries do not overlap (e.g., China). (Q4)

WHAT'S NEXT?

- *National Geographic*'s "**AP Human Geography: Culture**" online library hosts many resources that can extend conversations on topics related to the maps.

- Other ways to contextualize linguistic patterns include examining the language diversity in countries (*National Geographic*'s "**Language Diversity Index**"; Harvard University's "**Africamap**"), considering the second most common language of each country (MoveHub's "**Second Languages Around the World**"), and looking at how common various languages are among the global population (*South China Morning Post*'s "**In Graphics: A World of Languages—and How Many Speak Them**").

- If you'd like to preview world religions while the religions map is fresh in students' minds, consider using TED-Ed's "**The Five Major World Religions**," an accessible primer for students with limited background knowledge of these belief systems.

- While source 5 uses color to convey the percentage of people who identify with the religion that is most common in the country or region, this approach can overlook religious communities on smaller scales. Students can examine Brilliant Maps' "**Incredibly Detailed Map of the World's Religions**" to make comparisons and discuss which regions may look less homogeneous when mapped using this approach.

- Another way to discuss cultural trends is to explore aggregate measures of what people value (see, for example, maps such as MoveHub's "**What Matters Most to People Around the World**").

- To more deeply explore the world regions that have strong cultural commonalities, see resources for exploring the Americas (World101's "**The Americas**" module; *National Geographic*'s "**North America: Human Geography**" and "**South America: Human Geography**") and Europe (World101's "**Europe**" and *National Geographic*'s "**Europe: Human Geography**").

DESIGNING INSTRUCTION

Source Exploration G.5-B: Global Demographic and Development Patterns

SOURCES TO EXPLORE

Source 6 Quality-of-life index world map

To view this map, visit **movehub.com/blog/quality-of-life-world-map** and scroll down to the first map in the series.

Source 7 Population density 2020 world map

This map can be found on NASA's **worldview.earthdata.nasa.gov** website under "**Population Density, 2020**." Find the red "+ Add Layers" button at the bottom of the "Worldview" panel on the left. A new panel should open with various menus. Either enter "population density" in the search bar at the top or select Science Disciplines > Human Dimensions > Population Density.

Observe-and-Analyze Questions

1. What do the colors represent in these maps? Are there any similar shapes or patterns in the two maps?

2. To what extent would each style of map be helpful in understanding a map of the nation? A local map?

3. Compare these maps to the Pre-AP World History and Geography world regions map. What boundaries or patterns on these maps may have informed some of the boundaries between regions? Is there a major trend on either of these maps that you would argue the map of world regions should represent?

4. Create a statement of comparison using the information provided in the maps. Consider using a word such as *although*, *while*, or *but* to convey both similarities and differences.

WHY THESE SOURCES?

Individuals do not always agree on how to measure the quality of life or what population size or density is ideal for a community, state, or nation. To understand problems and patterns, however, organizations, educational institutions, and governments have set about creating means by which to systematize and standardize the study of population and human development. These two maps illustrate how such data can identify patterns. These patterns should provide opportunities for students to make comparisons between countries and regions and to ask meaningful questions.

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THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

Note: See the Meeting Learners' Needs section in G.1-Intro for additional general strategies for comparing world maps.

- To help students make clear comparisons, ask them to compare a Lights at Night map (e.g., the "Lights at Night" layer on *National Geographic*'s **MapMaker Interactive**) with either the NASA population density map or the "population density" layer on the MapMaker Interactive map. While the density of lights closely matches population density in many places, students can discover many densely populated regions with few lights (e.g., sub-Saharan Africa, western China), and this observation can spur further inquiry.

KEY TAKEAWAYS

- In source 6, the color shows where a country ranks on the quality-of-life index, with green colors representing higher ratings and red shades representing lower ratings. In source 7, darker shades of red indicate higher population densities as compared to the lighter shades of red or beige that indicate low population density. There is not much correlation between the quality-of-life index and population density. For example, Canada and Japan have similar quality-of-life ratings, but very different levels of population density. (Q1)

- Zooming in or out of source 7 to see the data at different scales shows useful information on patterns in smaller areas (e.g., nations, U.S. states). However, population density on even smaller scales than the tool allows (e.g., density within a city) would also be useful. Similarly, quality-of-life ratings calculated at smaller scales (state, local, etc.) would have potential uses as well. (Q2)

- Many boundaries of the world regions map coincide with source 6, such as the difference in quality of life between North America and Central America and between Western Europe and Eastern Europe/Siberia. However, there is also tremendous diversity in some regions of the world regions map, such as the Middle East. Population density does not seem to be a factor in the regional borders shown on the world regions map. One could argue that the countries just south of Mexico, the Caribbean Islands, and the northwest part of South America should be a single region on the basis of their shared characteristics associated with population (high density along coasts) and quality of life (mostly lower ratings). (Q3)

- Students' sentences might highlight regions that have similar population and quality-of-life characteristics as well as regions in which quality of life and/or population density vary significantly. (Q4)

WHAT'S NEXT?

- *National Geographic*'s online library "**AP Human Geography: Population**" hosts many resources that can extend conversations on topics related to the maps.

- For a different take on representing world population, Our World in Data's "**The Map We Need if We Want to Think About How Global Living Conditions Are Changing**" can introduce students to cartograms and spur discussion about the impact this type of visual representation delivers. Another resource that illustrates East Asia's large population is Visual Capitalist's "**The Majority of the World's Population Lives in This Circle**," which explores the idea of megacities.

- MoveHub has published many maps with alternative measures for quality of life, such as those in the articles "**Happiness Around the World**" and "**The Cost of Living Around the World in 2017, Mapped!**," while many news organizations publish country profiles on this topic (see "**Quality of Life**" by *U.S. News & World Report*) when the annual index is updated.

- To more deeply explore the places of the world associated with large populations, see the World101 modules "**South & Central Asia**" and "**East Asia & The Pacific**" and *National Geographic*'s "**Asia: Human Geography**."

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DESIGNING INSTRUCTION

Source Exploration G.5-C: Global Economic and Political Patterns

SOURCES TO EXPLORE

Source 8 Map of gross domestic product per capita by country

World Bank's "DataBank" hosts a "World Development Indicators" section that includes statistics for every country with factors varying from school enrollment percentages to life expectancy. To create or project a map of GDP per capita, go to **databank.worldbank.org**, select "GDP per capita (current US$)" from the list under "What's Popular" on the far right, and click the "Map" tab to display the map.

Source 9 World democracy index map

This map can be found on *The Economist's* **Democracy Index 2019** page.

Observe-and-Analyze Questions

1. What do the colors represent in these maps? Are there any similar shapes or patterns in the two maps?

2. To what extent would each style of map be helpful in understanding a map of the nation? A local map?

3. Compare these maps to the Pre-AP World History and Geography world regions map. What boundaries or patterns on these maps may have informed some of the boundaries between regions? Is there a major trend on either of these maps that you would argue the map of world regions should represent?

4. Create a statement of comparison using the information provided in the maps. Consider using a word such as *although*, *while*, or *but* to convey both similarities and differences.

WHY THESE SOURCES?

While students may have had some exposure to general political and economic concepts, many enter high school without a real sense of how data-driven the disciplines of economics and political science are or an understanding of how they are applied to geography (e.g., geopolitics, geoeconomics). These maps will introduce students to some of the rich data sets these disciplines amass and use to understand the world. By examining the democracy index map and using interactive tools like the World Bank DataBank, students can explore how spatially representing this data illuminates patterns on national, regional, and global scales.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

Note: See the Meeting Learners' Needs section in G.1-Intro for additional general strategies for comparing world maps.

- To build student confidence with disciplinary vocabulary, discuss the definitions and utility of economic measures such as gross domestic product and GDP per capita prior to exploring data from the World Bank.

- To help build reading stamina, include longer excerpts of *The Economist*'s **Democracy Index 2019** (the entire white paper is available online) to supplement the map information.

- To help students make clear comparisons, provide opportunities for them to choose additional **DataBank World Development Indicators** from which to create additional maps. If students get lost, remind them to select all countries, a series, and a time period in the left-hand column and the map view in the top right-hand corner. Discussing and comparing these indicators should lead to new insights and questions related to world regions.

KEY TAKEAWAYS

- In source 8, darker shades of blue represent lower GDP per person in a country, while lighter shades of blue represent higher GDP per person. In source 9, darker shades of green represent high ratings on the democracy index, while darker shades of red represent the opposite. Many of the countries with the highest GDP per capita also have high democracy scores (e.g., Western Europe, North America), but there are exceptions (e.g., Saudi Arabia, which shows high GDP but a low democracy rating). There are also some countries with low GDP growth ratings that have middle-to-low scores on the democracy index (e.g., India, Indonesia). (Q1)

- GDP per capita maps on a national, state, or local scale would provide useful economic information at each of those levels. The democracy index could potentially be useful in situations where various sections in a country varied dramatically from the national score or were not allowed to participate in national politics. (Q2)

- There are many similarities between the regionalization of the world in the world regions map and regional economic and political patterns. Many areas that have similarities in their GDP and democracy scores are regionalized together (e.g., Siberia, Oceania, West Africa, North America, Western Europe). However, there are also some regions in the world regions map that contain countries with very different ratings in the democracy index (e.g., East Asia, Southern Africa, Latin America). Students may argue that because most of the countries in the areas labeled "Central Africa" and "East Africa" on the world regions map have low GDP per capita and low democracy scores, they could be considered a single region, perhaps with Madagascar regionalized as part of "Southern Africa." (Q3)

- Students' sentences may highlight the areas in which GDP and democracy index scores are quite similar (e.g., Siberia, West Africa, North America, Western Europe) or very different (e.g., India, Saudi Arabia). (Q4)

WHAT'S NEXT?

- *National Geographic*'s online library "**AP Human Geography: Political Patterns**" hosts many resources that can extend conversations on topics related to the maps.

- In addition to the many economic indicators available from the World Bank DataBank, students can compare other measures in group settings (jigsaw, rotation station, etc.), such as the "**Human Development Index**" from the UN Human Development Reports or the map "**Monthly Personal Disposable Income Around the World**" from MoveHub. World101 also hosts a **Development** module.

- For additional statistics and infographics on global political development, visit Our World in Data's "**Democracy**."

- To contextualize some of the general economic and political trends of countries in the Southern Hemisphere, students can explore World101's "**Sub-Saharan Africa**" module. World Atlas's article "**What Is the Global South?**" also provides an introduction to a regionalization being used by some economists and geographers.

Assess G.5: Reexamining Comparison of World Regions

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective G.5.

ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

WORLD REGIONS

Writing activity: comparison essay (evaluating a starter claim)

Examine the starter claim, and then follow the directions below.

The Pre-AP World History and Geography course world regions map (source 1) is primarily regionalized to reflect cultural and economic patterns.

Prewriting

    a. List specific evidence from the maps you've examined that **supports** the starter claim.

    b. List specific evidence from the maps you've examined that **challenges** the starter claim.

Writing

    c. Revise the claim to more accurately reflect the evidence.

    d. Using the information listed in (a) and (b), create body paragraphs that support your revised claim.

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Performance Task

About the Performance Tasks

The performance-based assessments for the historical units of the Pre-AP World History and Geography course include two closely related parts:

PART 1: SOURCE ANALYSIS

Students examine a set of sources and complete three analysis tasks that will help them draft a full evidence-based essay. Sources have been edited for the purposes of this exercise. This is designed for a 45-minute class period.

PART 2: EVIDENCE-BASED ESSAY

Students build on the analysis work and outline they completed in Part 1 as they write an evidence-based essay. This is also designed for a 45-minute class period, and it assumes that students have already completed Part 1.

ADMINISTERING PERFORMANCE TASKS

Part 2 of the performance task is intended to be administered for the second two units of study (Classical Period and Postclassical Period in Pathway 1, and Modern Period and Contemporary Period in Pathway 2). This allows students to have two experiences of source analysis without having to produce a full essay. Later in the year, students will develop their source-analysis work into full essays for the third and fourth performance tasks.

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Geography and World Regions

PART 1: SOURCE-ANALYSIS TASKS

Directions: Closely read and examine the sources provided in order to complete a series of source-analysis tasks that result in a thesis statement and multiparagraph outline. The sources and tasks relate to the following evidence-based prompt.

> *To what extent do North Africa and sub-Saharan Africa have different regional characteristics?*

Task A: Analyze the prompt and sources

Focus: Break down the prompt, access prior knowledge, and examine the evidence

Task B: Build the thesis from evidence

Focus: Synthesize the evidence, generate initial claims, and draft and contextualize the thesis

Task C: Create an essay outline

Focus: Write an introductory paragraph and outline body paragraphs using topic sentences and supporting details

Note: The following sources have been edited for the purposes of this performance task.

Background information: Geographers regionalize the continent of Africa in many ways. One way is to highlight the differences between North Africa and the rest of the continent, which is known as sub-Saharan Africa. Some geographers further regionalize the territory below North Africa into West, Central, East, and Southern Africa; however, for the purposes of this performance task, the entirety of the land below North Africa will be referred to as sub-Saharan Africa. The documents in this performance task illustrate similarities and differences between those two regions: North Africa and sub-Saharan Africa.

North Africa

Sub-Saharan Africa

Source 1

Detail of Africa from "The World by Income, FY2017," a map of countries color-coded by gross domestic product per capita (average economic output per person)
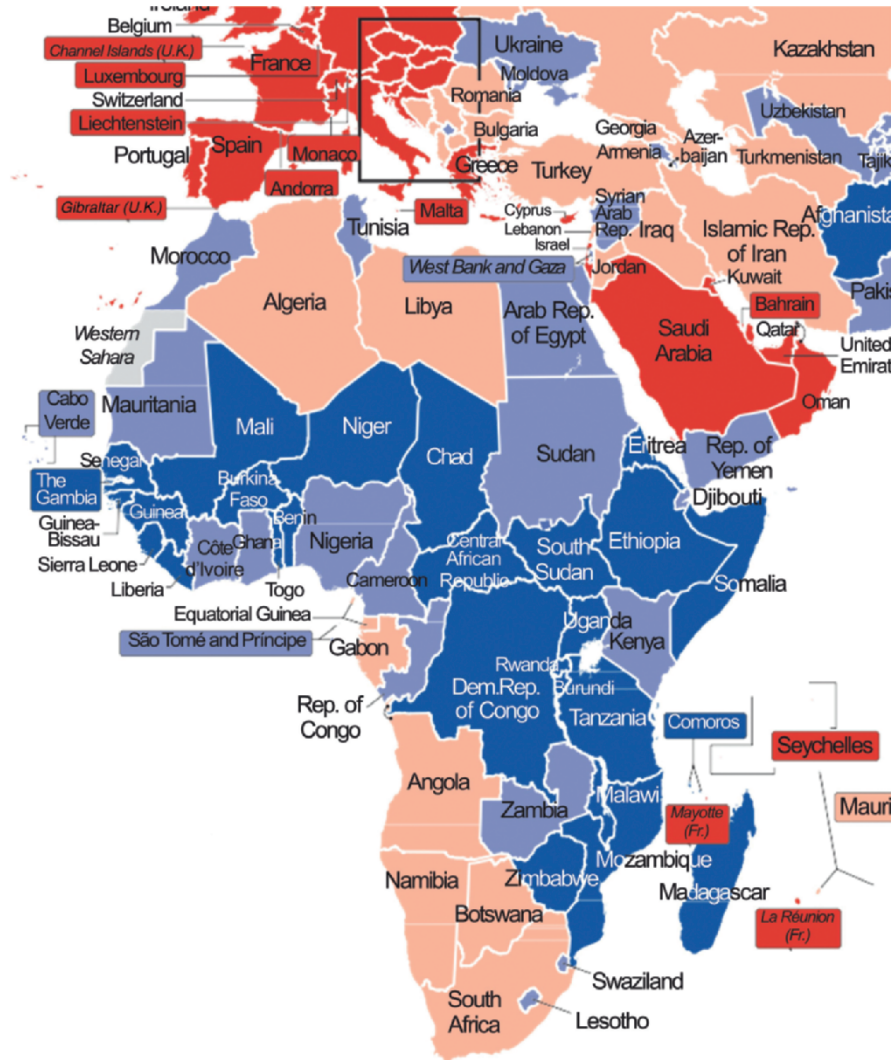
The world by income, FY2017
Classified according to World Bank estimates of 2015 GNI per capita (current US dollar, *Atlas* method)

- Low income ($1,025 or less)
- Lower middle income ($1,026–$4,035)
- Upper middle income ($4,036–$12,475)
- High income ($12,476 or more)
- No data

Map adapted from the World Bank's "The World by Income, FY2017."

151

Source 2

Population pyramids of Northern and sub-Saharan Africa

Northern Africa - 2019
Population: **241,780,764**

Sub-Saharan Africa - 2019
Population: **1,066,283,411**
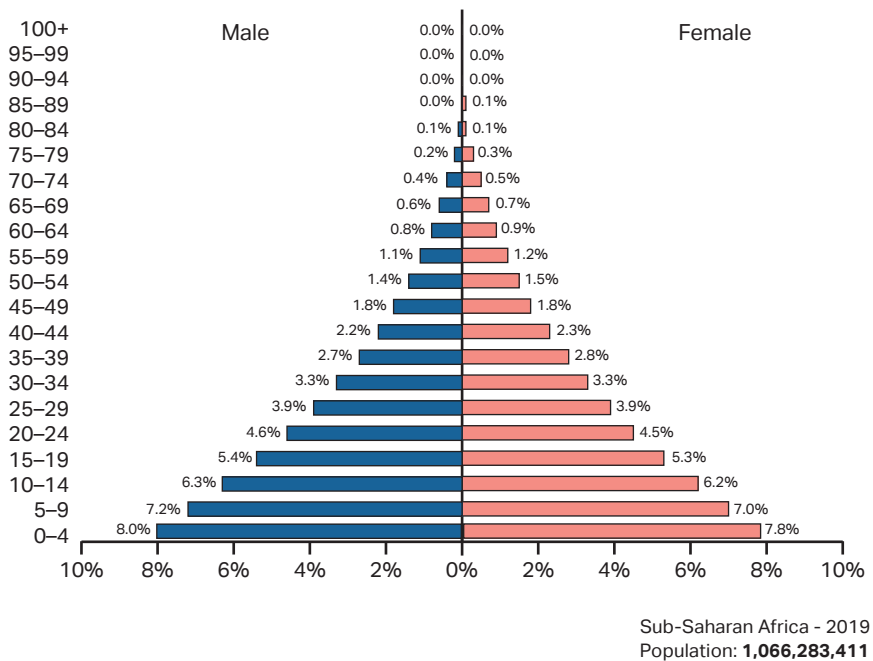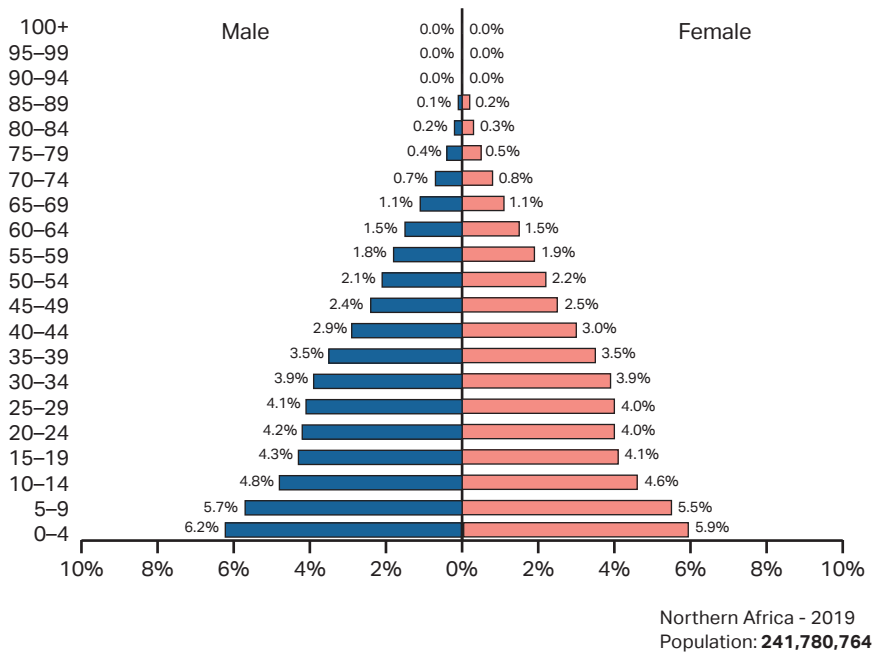
© December 2019 by PopulationPyramid.net, made available under a Creative Commons license CC
BY 3.0 IGO: **http://creativecommons.org/licenses/by/3.0/igo/**

Source 3

Map of Africa's vegetation

Desert
Semidesert
Steppe
Savanna Grassland
Woodland Savanna
Tropical Rainforest
Tundra
East Africa Coastal forest
Mediterranean Evergreen forest
Temperate and Mountain Grassland
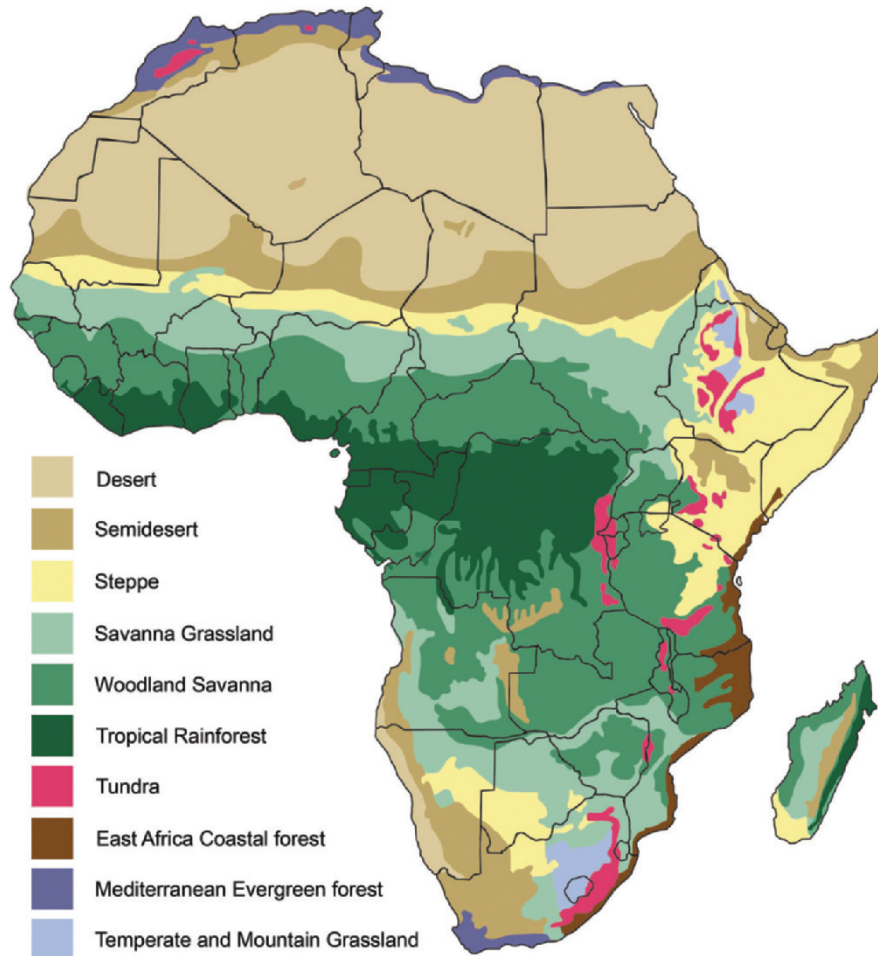
Anka Agency International / Alamy Stock Photo

Source 4

Royal Berglee, *World Regional Geography: People, Places, and Globalization,* 2012

Today, [North Africa] is a Muslim-dominated realm with Arabic as its primary language. Historically, the ethnicity of North Africa was predominantly Berber with the nomadic Tuareg and other local groups interspersed. When Islam diffused into North Africa, the Arab influence and culture were infused with it.

Sub-Saharan Africa covers a large land area more than 2.3 times the size of the United States. Thousands of ethnic groups are scattered throughout the realm. There is immense diversity within the 750 million people in sub-Saharan Africa, and within each country are cultural and ethnic groups with their own history, language, and religion. More than two thousand separate and distinct languages are spoken in all of Africa. Forty are spoken by more than a million people.

Source 5

Tim Marshall, *Prisoners of Geography: Ten Maps That Explain Everything About the World,* 2015 (with a map of Africa for reference)

Africa's coastline? Great beaches—really, really lovely beaches—but terrible natural harbors. Rivers? Amazing rivers, but most of them are worthless for actually transporting anything, given that every few miles you go over a waterfall.

Africa, being a huge continent, has always consisted of different regions, climates, and cultures, but what they all had in common was their isolation from one another and the outside world. That is less the case now, but the legacy remains.

Most of the continent's rivers also pose a problem, as they begin in highland and descend in abrupt drops that thwart navigation.

The continent's great rivers—the Niger, the Congo, the Zambezi, the Nile, and others—don't connect, and this disconnection has a human factor.

Source 6

Map of the ratio of Muslims to Christians for each country and province of Africa

Legend:
- More than twice as many Muslims as Christians
- Up to twice as many Muslims as Christians
- Number of Christians and Muslims is approximately even
- Up to twice as many Christians as Muslims
- More than twice as many Christians as Muslims
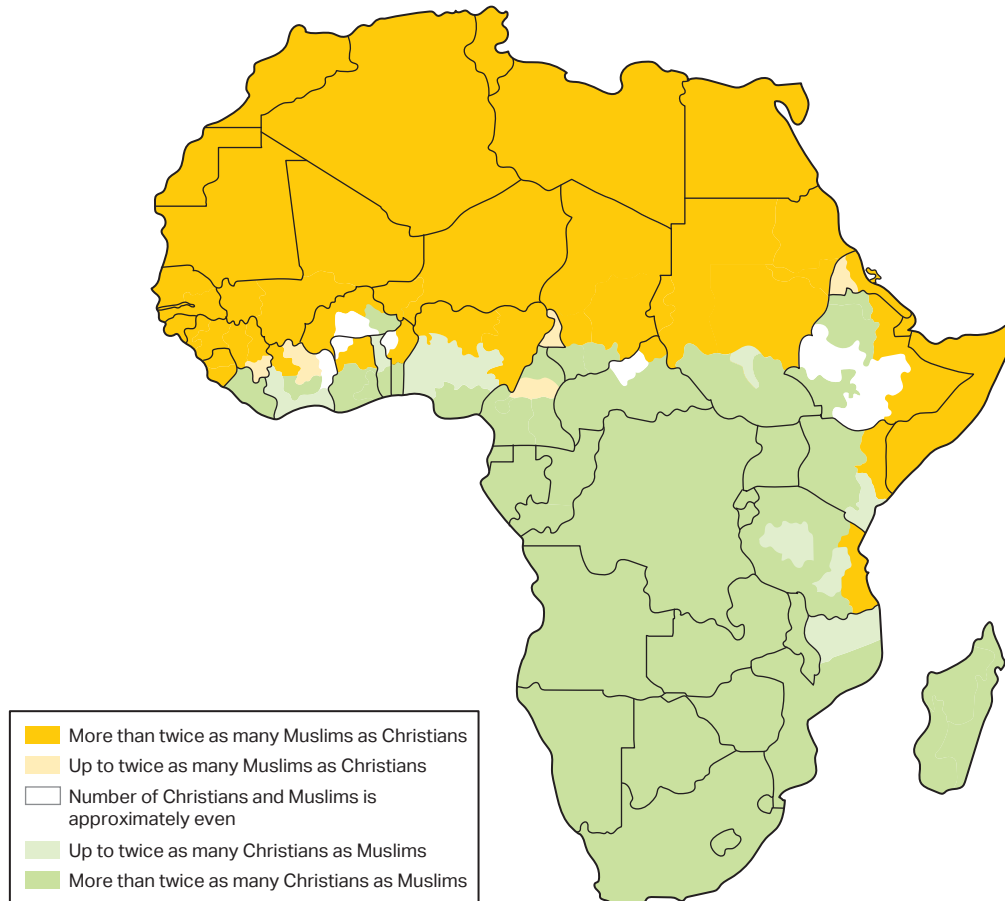
Data from Pew Research Center

Source 7

Map of most profitable exports in Africa

Map via Simran Khasla / GlobalPost (https://www.pri.org/stories/2014-05-14/map-shows-which-export-makes-your-country-most-money). Data source: CIA Factbook.

TASK A: ANALYZE THE PROMPT AND SOURCES

> *To what extent do North Africa and sub-Saharan Africa have different regional characteristics?*

Analyze the prompt

1. Underline or circle key words in the prompt. What is the topic of this prompt? What are you being asked to write about?

_____

_____

_____

_____

2. What do you know about this topic? List examples of prior knowledge that are relevant to this prompt.

_____

_____

_____

_____

Analyze the documents

3. Use the table on the next page to record information that may be relevant to the prompt. Be sure to include information from each of the sources as well as additional details from outside the sources.

Source	Details relevant to the regional characteristics of North Africa and/or sub-Saharan Africa	Evidence from the source
1		
2		
3		
4		
5		
6		
7		
Related details from outside the sources		

TASK B: BUILD THE THESIS FROM EVIDENCE

Synthesize the evidence

1. Review the details and evidence notes you recorded in Task A. Reorganize this information
   to illustrate the most significant characteristics that are unique to North Africa or sub-
   Saharan Africa as well as characteristics that are common to both areas.

Regional characteristics of North Africa and sub-Saharan Africa		
Unique characteristics of North Africa	Unique characteristics of sub-Saharan Africa	Characteristics both regions have in common

Plan your thesis

Underline the position below that you believe has the strongest evidence to support it.

   i. The regional characteristics of North Africa and sub-Saharan Africa are very similar.

   ii. The regional characteristics of North Africa and sub-Saharan Africa are very different.

2. Write two strong claims that support your choice above. Include these claims when you
   write your thesis. They will also serve as topic sentences for your first two body paragraphs.

_____

_____

_____

_____

3. Revisit your notes on the sources. What is the most compelling counterclaim to your position? What will your thesis need to acknowledge regarding this counterclaim? Your answers to these questions will shape your topic sentence for your final body paragraph.

_____

_____

_____

_____

Plan your thesis in the space below. Consider the following questions as you draft and refine your sentence(s):

- Have you directly and completely addressed the prompt?
- Does your thesis go beyond the simple position chosen above to reflect the claims and counterclaim you developed?
- Do you need to use multiple sentences or words like _while_ or _although_ to clearly express both similarities and differences while maintaining a clear position?

_____

_____

_____

_____

Contextualize your thesis

What additional information would help set the stage for your overall argument? List one or two relevant characteristics of the contemporary world that will contextualize your thesis.

_____

_____

_____

_____

TASK C: CREATE AN OUTLINE

Organize and expand on your work from tasks A and B using the following outline. On the solid lines, write in complete sentences. On the dotted lines, write brief notes in the form of words, phrases, or abbreviations.

Introduction (contextualize your position and state your thesis)

Context: _____

_____

_____

Thesis: _____

_____

_____

Body paragraph 1 (first claim that supports your position)

Topic sentence: _____

_____

_____

Supporting evidence: ....

....

....

....

....

....

....

Body paragraph 2 (second claim that supports your position)

Topic sentence: _____

_____

_____

Supporting evidence: _____

_____

_____

_____

_____

_____

Body paragraph 3 (counterclaim)

Topic sentence: _____

_____

_____

Supporting evidence: _____

_____

_____

_____

_____

_____

Performance Task: Scoring Guidelines

PART 1

Evaluation Criteria	Available Score Points	Decision Rules
Task A: Analyze the prompt and sources (0–2 points)	**1 point.** Accurately explains the key topic of the prompt.	To earn this point, the response must provide a clear and accurate explanation of the key topic or topics related to the prompt. Students can also earn this point by accurately rephrasing the prompt in their own words.
	1 point. Analyzes a majority of the evidence.	To earn this point, the document chart must contain accurate statements connecting details from at least four documents to the prompt.
Task B: Build your thesis from evidence (0–2 points)	**1 point.** Organizes the evidence into categories relevant to the prompt.	To earn this point, the student must accurately sort at least four pieces of evidence into at least two categories. Evidence does not have to be explained in full sentences, but notes should indicate why the evidence fits the category.
	1 point. Provides at least two additional pieces of relevant evidence from outside of the documents in note form.	To earn this point, the student must cite at least two additional pieces of specific, relevant evidence that are not found in the documents. Note: Appropriate evidence cited in any response in Task A or B can be counted toward this point.
Task C: Create an outline (0–5 points)	**1 point.** Writes a historically defensible thesis that fully answers the prompt and establishes a line of reasoning.	To earn this point, the thesis must provide a defensible answer to the prompt that incorporates multiple relevant claims. The thesis can be more than one sentence.
	1 point. Writes one or more sentences that accurately describe a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, occur during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.
	1 point. Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.
	1 point. Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.
	1 point. Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.

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The Ancient Period
to c. 600 BCE

Ancient Period

to c. 600 BCE

Overview

The totality of human development that occurred before the invention of writing is often described as "prehistoric." Given that primary texts are the lifeblood of modern historians, this term is understandable. However, terms like *prehistoric* can increase the risk that the impressive human achievements and sophisticated societies associated with the period are dismissed as historically unimportant. In addition to presenting the first tangible examples of concepts students studied in the Geography and World Regions unit, such as human adaptation, migration, and spatial reorganization, the Ancient Period unit will provide students with the original templates that will echo throughout the development of states, economies, societies, and cultures. Even though these events are the furthest removed from the present chronologically, many of the included sources will demonstrate that new discoveries are reigniting debates and challenging our understanding of the ancient period on an annual basis.

COURSE FRAMEWORK CONNECTIONS

Key Concepts	Learning Objectives Students will be able to …
Human Adaptation and Migration in the Paleolithic World	**LO 1.1** Describe the changes in subsistence practices, migration patterns, and technology during the Paleolithic era.
Causes and Effects of the Neolithic Revolution	**LO 1.2** Explain the causes and effects of the Neolithic Revolution.
Origins of Complex Urban Societies in the Ancient World	**LO 1.3** Trace the transition from shifting cultivation to sedentary agriculture and the emergence of complex urban civilization.
Pastoralism in Ancient Afro-Eurasia	**LO 1.4** Explain the impact of pastoralism as it relates to lifestyle, environment, and sedentary societies.
State Formation in Ancient Afro-Eurasia	**LO 1.5** Identify the origins, expansion, and consolidation of the first Afro-Eurasian states.

<table>
<tr><td rowspan="2">ANCIENT PERIOD</td><td>Development of Ancient Afro-Eurasian Religions</td><td>LO 1.6 Examine the continuities and changes in the development of ancient Afro-Eurasian religions and their impact on the states in which they were created.</td></tr>
<tr><td>Development of Ancient Afro-Eurasian Societies</td><td>LO 1.7 Trace the changes in social and gender hierarchies in Afro-Eurasian societies from the Paleolithic to the classical period.</td></tr>
</table>

UNIT AT A GLANCE

Key Concept	Pre-AP Instructional Resources	Suggested Timing
Human Adaptation and Migration in the Paleolithic World	1.1 source explorations Content Summary 1.1	1–1.5 weeks
Causes and Effects of the Neolithic Revolution	1.2 source explorations Content Summary 1.2	1–1.5 weeks
Origins of Complex Urban Societies in the Ancient World	Lesson-planning resources Content Summary 1.3	1–1.5 weeks
Pastoralism in Ancient Afro-Eurasia	Lesson-planning resources Content Summary 1.4	1–1.5 weeks
Learning Checkpoint 1		
State Formation in Ancient Afro-Eurasia	1.5 source explorations Content Summary 1.5	1–1.5 weeks
Development of Ancient Afro-Eurasian Religions	1.6 source explorations Content Summary 1.6	1–1.5 weeks
Development of Ancient Afro-Eurasian Societies	Lesson-planning resources Content Summary 1.7	1–1.5 weeks
Learning Checkpoint 2		
Performance Task		

Source explorations are model activities designed to take less than a full class period. Each one features primary or secondary sources that illustrate specific aspects of key concepts. These sources require little background knowledge, providing an inviting access point for all students to practice the observation and analysis skills needed to contextualize unfamiliar topics, discover trends in evidence, and develop questions to investigate. Each source exploration also includes:

- three to four questions designed to scaffold disciplinary skills while spurring discussion and evidence-based writing (provided on the student handout along with the sources)
- suggestions for adapting and integrating source explorations into lesson plans

For four of the unit's seven key concepts, a set of source explorations is provided along with a culminating writing activity. For the three key concepts without source explorations, sample resources are provided to offer an illustration of how similar modes of instruction could be incorporated into lesson planning.

Content summaries, part of the Expanding Essential Knowledge Resources located in the appendix, are provided for every key concept. These summaries offer historical context to support student understanding of the key concepts. In addition to the content summaries, each Expanding Essential Knowledge resource contains a content exploration organizer. This organizer can be used with the summaries provided or with other lessons.

Note: The table on the previous page outlines suggested pacing for the unit based on a traditional class schedule that meets for 45 minutes daily. Use this as a general planning and pacing guide and make adjustments as needed based on classroom and learner needs.

Key Concept: Human Adaptation and Migration in the Paleolithic World

Lesson Planning 1.1: Source Explorations

Students accustomed to exploring the relatively brief history of the United States may find the Paleolithic era's millions of years of gradual change to be disorienting. Many of the included sources were chosen to illustrate the general trends and change over time that characterize the Paleolithic era and to serve as anchors for students' understanding. Other sources provide small, specific examples that concretely illustrate these changes. Given that our understanding of the time period is heavily based on the work of archaeologists, many of the observe-and-analyze questions highlight how new discoveries can quickly upend consensus and how experts in the field use nuance and qualifications to acknowledge uncertainties in their claims.

> **Learning Objective 1.1**
>
> Describe the changes in subsistence practices, migration patterns, and technology during the Paleolithic era.

FRAMING THE INSTRUCTION

Keeping the following components in mind will help tie every lesson to the learning objective and promote connections across the course.

EXPLORING HISTORIC RELATIONSHIPS

Continuity and change over time; causation

Given its emphasis on changes in Paleolithic society, LO 1.1 challenges students to explore how societies changed as humans migrated throughout the world by pursuing questions of continuity and change. Questions of causation that investigate why these changes came to pass may also be useful for framing instruction. Identifying for students a key question or starter claim aligned to LO 1.1 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - How did where humans lived and the ways in which they obtained their food change over the course of the Paleolithic era?
  - How did human tools and the ways in which they were used change over the course of the Paleolithic era?
- Sample starter claims:
  - The main change for humans during the Paleolithic era was where they lived. *
  - Humans initiated the biggest changes that occurred during the Paleolithic era.

* This instructional frame is most closely aligned with the writing activity on page 182.

See the appendix for strategies to incorporate key questions and starter claims into instruction.

MAKING GEOGRAPHIC CONNECTIONS

Human adaptations to the environment

The Paleolithic era involves many examples of people learning to interact with and adapt to their environment. LO 1.1 provides opportunities to foster thematic connections to topics relating to humans and the environment, including:

- causes and effects of human adaptations to their physical environment (LO G.4, especially EK G.4.B with its emphasis on resources)

1.1 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	**Sources and Activities**
SE 1.1-Intro: Human Adaptation and Migration in the Paleolithic World	**Source 1** Map of human migration from East Africa **Source 2** Excerpted from Guy Gugliotta, "The Great Human Migration," *Smithsonian Magazine*, 2008
SE 1.1-A: Technology and Human Adaptation to the Environment During the Paleolithic Period	**Source 3** Excerpted from John H. Lienhard, "Blombos Cave," an episode in the *Engines of Our Ingenuity* radio series, 2004 **Source 4** Surviving stone point likely created at the Blombos Cave site, found with other workshop-style remnants and possibly used as a spear tip
SE 1.1-B: Cultural and Social Development in the Paleolithic World	**Source 5** Excerpted from Vyv Evans, "How Old Is Language?," *Psychology Today*, 2015 **Source 6** Lascaux cave paintings, c. 15,000 BCE, France
SE 1.1-C: Global Spread of Humans During the Paleolithic Period	**Source 7** Excerpted from Ewen Callaway, "Controversial Study Claims Humans Reached Americas 100,000 Years Earlier than Thought," *Nature*, 2017 **Source 8** Excerpted from Patrick Randolph-Quinney, "Ancient Stone Tools Found in India Push Back Date of Modern Humans Leaving Africa by 100,000 Years," *Newsweek*, 2018
Assess 1.1: Reexamining Human Adaptation and Migration in the Paleolithic World	Writing activity: continuity-and-change-over-time claim (evaluating a starter claim)

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

ANCIENT PERIOD

LO 1.1: Describe the changes in subsistence practices, migration patterns, and technology during the Paleolithic era.	
Essential Knowledge Statements	**Planning Notes**
EK 1.1.A *Technology and human adaptation to the environment during the Paleolithic period* Humans developed increasingly diverse and sophisticated tools, including multiple uses of fire, as they adapted to the environment.	☑ SE 1.1-A includes examples of early Paleolithic tools, such as spear tips, and forms of early art. ☑ The excerpts in SE 1.1-A and SE 1.1-B introduce students to some early examples of human modifications of the environment. ☐ The use of fire by Paleolithic peoples, including the use of fire to help shape tools and adapt to the environment, is not explored in any of the source explorations.
EK 1.1.B *Cultural and social development in the Paleolithic world* Language facilitated communal social organization and the spread of ideas and technologies.	☑ The excerpt in SE 1.1-B provides evidence of the development of early human communities, including how language was most likely necessary to the production of cultural artifacts, as well as the beginnings of an advanced material culture. ☐ While discussed implicitly in the excerpts, the actual development of language or what this language might have been like is not discussed in the source explorations.
EK 1.1.C *Global spread of humans during the Paleolithic period* Humans successfully adapted to a variety of habitats and migrated from Africa to populate both hemispheres.	☑ The map in SE 1.1-Intro and the excerpts in SE 1.1-C examine the extent and time line of human migration. ☑ The excerpts in SE 1.1-Intro and SE 1.1-C address the potential causes of certain migrations as well as different theories for how and when humans migrated. ☐ The sources do not directly engage with specific adaptations that humans may have made in their migrations throughout the world.

DESIGNING INSTRUCTION

Source Exploration 1.1-Intro: Human Adaptation and Migration in the Paleolithic World

SOURCES TO EXPLORE

Source 1 Map of human migration from East Africa
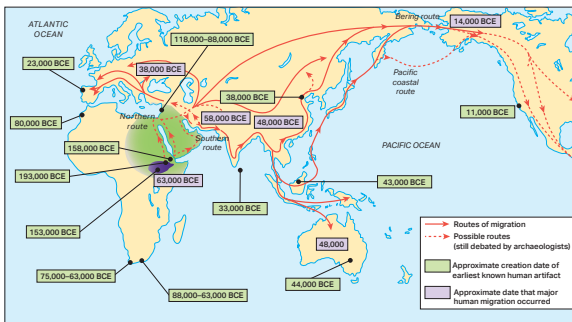
Source 2 Excerpted from Guy Gugliotta, "The Great Human Migration," *Smithsonian Magazine*, 2008

WHY THESE SOURCES?

These sources were chosen to give students without background knowledge a context for understanding the migration of humans out of Africa. The map shows the timing and range of the migrations, and the *Smithsonian* excerpt provides students with possible explanations for the migrations of the Paleolithic era.

Observe-and-Analyze Questions

1. Examine the direction of the arrows on the map. According to the map, where was the starting point of human migration?

2. The word "approximate" in the map key indicates that the numbers are estimates, not exact figures. What aspects of Gugliotta's excerpt convey a similar lack of certainty? What do these aspects of the sources tell you about historians' knowledge of this time period?

3. After examining the two sources, what aspects of this time period do you think historians are most certain about? What aspects of this time period are they less certain about?

4. Use the sources to complete the following sentences. Remember, the use of *while* indicates that the second part of the sentence should go in a different direction.

   While the earliest humans lived in East Africa, _____ .
   While some historians think new technologies spurred early human migration, _____ .

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To help students use the map effectively, provide time for them to confer with one another on what the various components of the map (title, legend, symbols, etc.) mean. You might also provide a sentence frame (e.g., *I think _____ because I see _____*) to help them articulate initial inferences.

- To help build reading stamina, replace source 2 with a longer excerpt from *Smithsonian Magazine*'s "**The Great Human Migration**" (the full text is available online).

- To make connections across the units, extend discussion of these documents by asking students to apply concepts from the geography unit related to migration (e.g., push-and-pull factors, Ravenstein's "laws," etc.).

KEY TAKEAWAYS

- The map shows migration beginning in northeastern Africa near modern-day Ethiopia. (Q1)

- Gugliotta notes that scholars disagree on the causes of migration. It is likely that historians' knowledge of this period is based on theories that are less than certain. (Q2)

- The migration routes shown on the map are presented without qualification, and historians don't seem to be debating that early migrations began in Africa. Historians seem less certain about exactly how or why these migrations occurred. (Q3)

- Students' sentences should demonstrate an understanding of where early humans migrated to and what factors other than technology may have contributed to early human migration. (Q4)

WHAT'S NEXT?

- Exploring overviews of the essential content (see the content summaries in the appendix) and discussing connections to course skills, themes, or prior units (see the Framing the Instruction section) can help students build a general understanding of key developments and create questions to pursue for the remainder of the learning objective.

- The use of fire was a revolutionary step in the history of the human species. "**Fire**" (part of History.com's documentary *Mankind: The Story of All of Us*) explores the impact of fire on the development of Paleolithic peoples.

- The "**Tools and Foods**" module in the Smithsonian National Museum of Natural History resource "What Does It Mean to Be Human?" explores how humans developed tools as well as the methods used by archaeologists to investigate the tools of early humans. The Live Science article "**Human Evolution: The Origin of Tool Use**" further expands on the development of tools.

- News outlets regularly report on archaeological discoveries that shed new light on the earliest human migrations and often complicate prior theories. In addition to providing relevant background on the disciplinary debates associated with Paleolithic migration, excerpts from such reports can allow students to examine qualified claims that use words like *although*, *while*, and *however* to contextualize how and why their findings depart from prior consensus or to acknowledge limitations or unanswered questions.

DESIGNING INSTRUCTION

Source Exploration 1.1-A: Technology and Human Adaptation to the Environment During the Paleolithic Period

SOURCES TO EXPLORE

Source 3 Excerpted from John H. Lienhard, "Blombos Cave," an episode in the *Engines of Our Ingenuity* radio series, 2004

Source 4 Surviving stone point likely created at the Blombos Cave site, found with other workshop-style remnants and possibly used as a spear tip

© 2015 Paloma de la Peña

Observe-and-Analyze Questions

1. According to Lienhard, what evidence was found in Blombos Cave?

2. What details does Lienhard use to support his claim that Blombos Cave represents "something beyond just tool making"?

3. Why might archaeologists link the type of thinking associated with the creation of abstract art to the type of thinking humans used to express ideas in words (what we simply call speech)?

4. Complete the sentences to create an inference and a question based on the information in the sources.

   I think _____ because _____ .

   I wonder _____ because _____ .

WHY THESE SOURCES?

These sources include an excellent example of a Paleolithic-era stone tool/weapon and also explain that Paleolithic humans were capable of art and aesthetics in addition to purely practical technologies. Engaging with these sources will help students with little or no background knowledge understand this important aspect of Paleolithic life.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To reinforce the relevance of this topic, provide students with examples of decorative and abstract patterns (e.g., patterns in clothing, artwork, architecture) prior to the reading and ask groups to discuss why humans use these when similar objects without patterns can be created with less time and expense.

- To model historical argumentation practices, extend discussion by asking students to compare the claims and evidence in source 3 to those in more recent articles about Blombos Cave (e.g., *National Geographic*'s "**73,000-Year-Old Doodle May Be World's Oldest Drawing**") to illustrate how historians disagree and make divergent arguments on the implications of evidence.

KEY TAKEAWAYS

- Lienhard describes evidence of tools, fishing, stonework, jewelry, and artwork that included abstract designs. (Q1)

- Lienhard emphasizes the evidence of creative pursuits such as painting and possibly the use of symbolic language to support his claim that Blombos Cave represents "something beyond just tool making." The evidence of "aesthetic, symbolic language" in the artwork suggests that early humans were capable of speech far earlier than originally thought. (Q2)

- Abstract art expresses complicated and nuanced ideas. In order to create abstract art, early humans would likely have needed verbal language to identify and discuss such sophisticated ideas. (Q3)

- Student responses will vary, but their sentences should connect inferences and questions to specific details in the evidence. (Q4)

WHAT'S NEXT?

- The history of Paleolithic peoples is often difficult to understand given the limitations of available evidence. The *New York Times* article "**Life in the Stone Age: New Findings Point to Complex Societies**" provides an encapsulation of the complex social interactions of hunter-gatherers.

- More information about Paleolithic art and society can be found in former Palomar College professor Dennis O'Neil's "**Early Modern Human Culture**," part of his tutorial "**Evolution of Modern Humans.**"

- As humans were developing tools and techniques to adapt to their environment, they also made some early attempts to domesticate animals. *National Geographic*'s "**Prehistoric Puppy May Be Earliest Evidence of Pet-Human Bonding**" discusses recent archaeological findings that suggest prehistoric puppies found near Paleolithic human habitations were most likely pet dogs.

DESIGNING INSTRUCTION

Source Exploration 1.1-B: Cultural and Social Development in the Paleolithic World

SOURCES TO EXPLORE

Source 5 Excerpted from Vyv Evans, "How Old Is Language?," *Psychology Today*, 2015

Source 6 Lascaux cave paintings, c. 15,000 BCE, France

Hemis / Alamy Stock Photo

Observe-and-Analyze Questions

1. What is Evans referring to when he uses the phrase "cultural big bang"? According to source 5, what evidence do archaeologists use to figure out when this "big bang" occurred?

2. Examine source 6. Describe the figures depicted in this painting.

3. Source 6 is similar to other surviving cave paintings from this time. Why might ancient artists have painted these figures? What might they suggest about life at this time in history?

4. Use the sources to complete the following sentence with an appositive. In the space provided, offer more descriptive information about this time period.

   The Upper Paleolithic, _____ , began almost 50,000 years ago.

WHY THESE SOURCES?

The excerpt and the image of the cave paintings both provide information about the rise of language in the Paleolithic era. They are intended to help students begin to consider questions about early humans' use of language and the connection between language and other cultural and social advancements.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To encourage close observation, assign each group a different quadrant of the painting and have them report any subtle details they find to the class. To create friendly competition, offer incentives for individuals from other groups to find details that group reports missed.

- To help build a deeper understanding of causation, ask groups to discuss the degree to which the development of language may have been necessary for the creation of items like those described in source 5 and pictured in source 6.

- To promote thematic thinking about culture, facilitate a discussion about why humanity, both throughout history and in the present, places images on walls and what criteria humans use to decide what is "wall-worthy."

KEY TAKEAWAYS

- Evans asserts that a "cultural explosion" occurred 50,000 years ago and cites artifacts dated around this time period, such as sophisticated jewelry, advanced stone technology, and complex social rituals, as evidence to support this claim. (Q1)

- Source 6 depicts animals of various sizes, mostly horses and cattle. (Q2)

- The animals depicted in source 6 likely lived in the same areas at the same time as humans. These animals could have been sources of food or may have been important in rituals. (Q3)

- Students' sentences should reflect an understanding that the Upper Paleolithic was a period when humans developed complex tools, language, and social customs. (Q4)

WHAT'S NEXT?

- The Linguistic Society of America's "**FAQ: How Did Language Begin?**" and ThoughtCo's "**Five Theories on the Origins of Language**" both discuss the various purposes and motivations for creating human language. To expand the conversation to include music, consider the BBC's "**Did Early Humans, or Even Animals, Invent Music?**," which debates the origins of music.

- The "**Behavior**" module in the Smithsonian National Museum of Natural History resource "What Does It Mean to Be Human?" includes a comprehensive collection of artifacts and archaeological evidence that discusses early developments in social organization.

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DESIGNING INSTRUCTION

Source Exploration 1.1-C: The Global Spread of Humans During the Paleolithic Period

SOURCES TO EXPLORE

Source 7 Excerpted from Ewen Callaway, "Controversial Study Claims Humans Reached Americas 100,000 Years Earlier than Thought," *Nature*, 2017

Source 8 Excerpted from Patrick Randolph-Quinney, "Ancient Stone Tools Found in India Push Back Date of Modern Humans Leaving Africa by 100,000 Years," *Newsweek*, 2018

WHY THESE SOURCES?

These sources introduce students to the conversation about humans leaving Africa. The excerpts present different theories about when and where people migrated out of Africa, allowing students to consider the evidence and the questions historians and archaeologists face when investigating early human migration.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

Observe-and-Analyze Questions

1. What new discoveries do sources 7 and 8 both describe?

2. What is similar about the implications of both articles in relation to the archaeological understanding of this period?

3. Examine the earlier map (source 1) that charts the migration paths across the world and trace the route taken by humans to arrive in modern-day California. If the discoveries in these articles are correct, what do they suggest about the adaptability of humans 100,000 years ago?

4. Complete the following sentences using information from the sources.

   Some researchers now say that people settled in North America 130,000 years ago because _____ .

   Some researchers now say that people settled in North America 130,000 years ago, but _____ .

MEETING LEARNERS' NEEDS

- To provide support for unfamiliar vocabulary, review strategies for using context clues to help develop word meanings and/or preview the text for students who are English language learners.

- To model analysis of secondary sources, provide groups with discussion prompts to help them establish the relationship between the claims and evidence being made in these sources as well as the role of evidence in challenging and revising claims.

- To help students think like geographers, ask them to collaboratively propose changes to the map from SE 1.1-Intro to better represent the theories explained in sources 7 and 8 and to provide evidence for those changes.

KEY TAKEAWAYS

- Broken rocks and mastodon bones discovered in California in 1992 suggest humans may have settled in North America around 130,000 years ago. More recently, tools were discovered in India that date back to 385,000 years ago. Both discoveries suggest that humans migrated to those places much earlier than previously believed. (Q1)

- The implications of both articles challenge the current archaeological consensus regarding when humans settled in certain areas. (Q2)

- If the claims in these articles are correct, early humans must have adapted to and started modifying their environments much sooner than previously thought. (Q2)

- Students' sentences should demonstrate an understanding of the different discoveries mentioned in the sources and how new evidence affects previously held theories about early human migration. (Q4)

WHAT'S NEXT?

- To add a level of complexity to the story of human migration, share with students NPR's "**Two Gene Studies Suggest First Migrants to Americas a Complex Mix**," which reports that there may have been two different migrations to the Americas by two different groups.

- Students can read about new information that increases our understanding about the peoples who first populated North America in *Smithsonian Magazine*'s "**Ancient DNA Reveals Complex Story of Human Migration Between Siberia and North America**" and get a deeper look into the controversy of when the Americas were populated by humans in *National Geographic*'s "**When, How Did the First Americans Arrive? It's Complicated**."

- There are contentious debates about the role of the Neanderthal in early human development, but recent scientific discoveries suggest that perhaps the development of tools gave Homo sapiens the edge. *Science Focus*'s article "**The Invention of Spears and Bows and Arrows May Have Helped Early Humans Drive Neanderthals to Extinction**" lays out this argument.

Assess 1.1: Reexamining Human Adaptation and Migration in the Paleolithic World

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 1.1.

> **ASSESSING WRITING**
>
> This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

PALEOLITHIC HUMAN ADAPTATION AND MIGRATION

Writing activity: continuity-and-change-over-time claim (evaluating a starter claim)

> Examine the starter claim below. Then follow the directions to provide relevant evidence and replace the starter claim by writing a thesis that more accurately reflects the evidence.
>
> ***The main change for humans during the Paleolithic era was where they lived.***
>
> a. Which specific historical evidence could be used to **support** the claim? Explain how.
>
> b. Which specific historical evidence could be used to **challenge** the claim? Explain how.
>
> c. Using your thinking from (a) and (b), write a one- to three-sentence thesis that supports, refutes, or revises the claim.

Key Concept: Causes and Effects of the Neolithic Revolution

Lesson Planning 1.2: Source Explorations

While the term *revolution* is often associated with quick bursts of political upheaval, the revolutionary changes of the Neolithic era occurred over the course of millennia. However slow this process may seem to students when compared to other events, the Neolithic Revolution is an intriguing event to investigate using common questions of causation. What types of challenges would cause human communities to move to new lands, attempt to domesticate wild animals, or plant and eat new types of plants? How did the structure of human communities and physical environments change as a result of regular agricultural practices and, eventually, sedentary farming? The included sources were chosen to help students formulate answers to these questions and contextualize how many modern-day habits of humans, such as eating dairy products, required centuries of natural selection.

> **Learning Objective 1.2**
> Explain the causes and effects of the Neolithic Revolution.

FRAMING THE INSTRUCTION

Keeping the following components in mind will help tie every lesson to the learning objective and promote connections across the course.

EXPLORING HISTORIC RELATIONSHIPS

Causation

Given its emphasis on the development of agriculture, LO 1.2 challenges students to explore the causes and effects of the Neolithic Revolution by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 1.2 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key question:
  - To what extent did the Neolithic Revolution end the hunter-gatherer lifestyle?
- Sample starter claims:
  - Humans initiated the Neolithic Revolution.
  - Neolithic Revolution innovations ended the hunter-gatherer lifestyle. *

* This instructional frame is most closely aligned with the writing activity on page 194.

See the appendix for strategies to incorporate key questions and starter claims into instruction.

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PLAN

MAKING GEOGRAPHIC CONNECTIONS

Human adaptations to the environment

As the Neolithic Revolution spread or developed in different regions of the world, humans altered the landscapes and replaced indigenous plants and animals with domesticated crops and animals. Humans further altered the landscape by clearing forests and building irrigation works.

1.2 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	**Sources and Activities**
SE 1.2-Intro: Causes and Effects of the Neolithic Revolution	**Source 1** Excerpted from Jared Diamond, "Evolution, Consequences and Future Plant and Animal Domestication," *Nature*, 2002 **Source 2** Ancient and modern centers of agriculture (map)
SE 1.2-A: Causes of the Neolithic Revolution	**Source 3** Excerpted from "The Development of Agriculture," National Geographic Resource Library, 2019
SE 1.2-B: Effects of the Neolithic Revolution	**Source 4** Excerpted from Mélanie Salque et al., "Earliest Evidence for Cheese Making in the Sixth Millennium BC in Northern Europe," *Nature*, 2013 **Source 5** Excerpted from "The Development of Agriculture," National Geographic Resource Library, 2019
SE 1.2-C: Development and Diffusion of Neolithic Communities	**Source 6** Map of how agriculture spread 10,000 BCE to 2,000 BCE
Assess 1.2: Reexamining Causes and Effects of the Neolithic Revolution	Writing activity: causation claim (evaluating a starter claim)

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO 1.2: Explain the causes and effects of the Neolithic Revolution.	
Essential Knowledge Statements	**Planning Notes**
EK 1.2.A *Causes of the Neolithic Revolution* In response to environmental change and population pressure, humans domesticated animals and cultivated plants.	☑ SE 1.2-A explores the specific techniques and practices of animal and plant domestication used by early Neolithic peoples. ☑ The excerpt in SE 1.2-A also describes how the characteristics of different world regions led to differing approaches to domestication. ☐ None of the sources directly deal with the possible motives or causes of animal and plant domestication, such as environmental change and population pressure.
EK 1.2.B *Effects of the Neolithic Revolution* Human populations grew as a result of animal domestication, shifting agriculture, and new technology, and this growth had an increasing impact upon the environment.	☑ The excerpt and map in SE 1.2-Intro provide a concise explanation of the long-term impact of agriculture on the human species by identifying the earliest areas of domestication and describing the spread of agricultural techniques. ☑ The excerpts in SE 1.2-B introduce students to the use of dairying, a combination of animal domestication and new technologies that humans harnessed as urban populations grew during the Neolithic Revolution. ☐ While it is possible to infer the environmental impact of the Neolithic Revolution, the sources do not explore the topic directly.
EK 1.2.C *Development and diffusion of Neolithic communities* Neolithic communities developed in, and then spread from, West Asia, East Asia, Southeast Asia, sub-Saharan Africa, the Americas, and Papua New Guinea.	☑ The maps in SE 1.2-Intro and SE 1.2-C help students explore how and where agriculture spread. ☐ None of the sources explicitly discuss how agricultural and animal domestication techniques were spread to different regions, nor do they discuss the characteristics of major agricultural regions, such as Mesoamerica, Mesopotamia, and Egypt.

DESIGNING INSTRUCTION

Source Exploration 1.2-Intro: Causes and Effects of the Neolithic Revolution

SOURCES TO EXPLORE

Source 1 Excerpted from Jared Diamond, "Evolution, Consequences and Future Plant and Animal Domestication," *Nature*, 2002

Source 2 Ancient and modern centers of agriculture
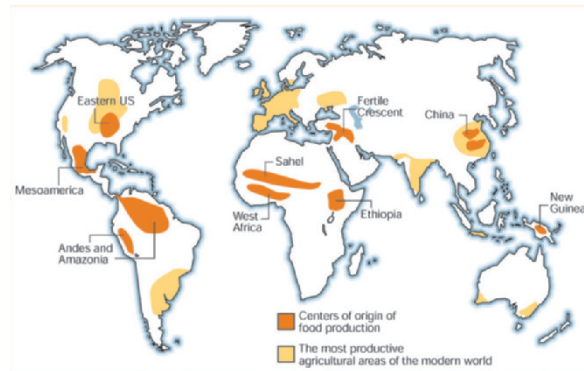
Source: Adapted from Jared Diamond, "Evolution, Consequences and Future Plant and Animal Domestication," *Nature*, 2002.

Observe-and-Analyze Questions

1. According to source 1, why was domestication the most important event in the past 13,000 years of human history?

2. According to source 1, why are the areas where domestication first developed related to where most of our modern languages come from?

3. Examine source 2. Compare the earliest centers of food production with the areas that currently have the most productive agriculture. What are some examples of where the original centers overlap with modern centers? What modern centers of food production have locations that do not overlap the original centers of production?

4. Use the sources to complete the following sentence.

   While domestication only occurred in a few areas, _____ .

WHY THESE SOURCES?

These sources were chosen to give students a broad context for the rise of agriculture in this time period. The map and secondary source, used in tandem, will provide the necessary background to understand the drastic changes brought about by the Neolithic Revolution.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To assist novice readers, review strategies for figuring out the meaning of unfamiliar words using context clues, preview disciplinary vocabulary (e.g., *domestication*) prior to reading, and provide structured opportunities for students to confer with a partner after each paragraph and take notes translating the academic language into their own words.

- To model analysis of secondary sources, provide groups with discussion prompts to help them establish the relationship between the claims and evidence being made in source 1.

- To provide practice with inferential reasoning, have students discuss the necessary components to grow crops and how these might serve to advantage one region or another, using the map to help guide this conversation.

- To promote academic conversation, brainstorm possible explanations together for the mismatch between the regions that originated agriculture and the areas that today produce the most agricultural products.

KEY TAKEAWAYS

- Diamond argues that domestication was the most important event in the past 13,000 years of human history because it made civilization possible, influenced where humans settled, and influenced which groups of humans survived to modern times. (Q1)

- Diamond claims that human societies that could domesticate plants and animals had such an advantage that their populations multiplied more rapidly than those of other societies. As a result, most current language groups can be traced back to a few geographically small areas where this type of domestication first occurred. (Q2)

- East Asia and the center of North America have modern centers of agricultural production that overlap the locations of some of the earliest food centers. South Asia, Europe, and Australia are examples of modern food centers that have no geographic link to the earliest food centers. (Q3)

- Students' sentences should reflect the fact that although domestication only occurred in a few areas, food production eventually spread to other areas. (Q4)

WHAT'S NEXT?

- To extend the conversation about the spread of agriculture, share with students additional articles such as *The Christian Science Monitor*'s "**How Did Farming Spread Across Stone Age Europe?**" and Live Science's "**How European Farmers Spread Agriculture Across Continent**."

- For a more comprehensive review of the different agricultural products of the Neolithic Revolution, see Purdue University's **History of Horticulture** course website (particularly Lecture 3: "Neolithic Revolution and the Discovery of Agriculture") or articles exploring the geographic origins of various foods (see NPR's "**A Map of Where Your Food Originated May Surprise You**").

DESIGNING INSTRUCTION

Source Exploration 1.2-A: Causes of the Neolithic Revolution

SOURCES TO EXPLORE

Source 3 Excerpted from "The Development of Agriculture," National Geographic Resource Library, 2019

WHY THIS SOURCE?

The excerpt was chosen to provide students with a broad view of the emergence of farming around the world, helping them develop an understanding of how the domestication of plants and animals occurred in various regions.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To help students make meaning across sources, have them refer to the source 2 map while they read source 3 so that they can better visualize the geographic context.

- To build a deeper understanding of causation, ask groups to create a flowchart or causal loop diagram illustrating the multiple causes and effects of the development of agriculture as explained in source 3. Groups can also annotate the flowchart with questions probing possible links not explicitly discussed in the excerpt.

Observe-and-Analyze Questions

1. According to source 3, how did the factors that led to farming vary by region?

2. This source describes the Neolithic Revolution, a shift from hunter-gathering practices to the creation of stationary farming villages. Describe some actions early humans needed to take to create stable settlements based on farming. Look for details in the source.

3. Though mentioned later in the article, animal domestication and herding occurred thousands of years *before* plant domestication and farming. Why would plant domestication be necessary before humans created stationary, sedentary villages? How might thousands of years of animal domestication also help to support the creation of sedentary villages?

4. Use the source to complete the following sentences.

   Humans began to farm about 10 thousand years ago because _____ .

   Humans began to farm about 10 thousand years ago, so _____ .

KEY TAKEAWAYS

- According to the excerpt, climate change in the Middle East may have created conditions that made growing cereal possible, while in East Asia, a scarcity of natural food resources may have promoted early farming. (Q1)

- Humans needed to cultivate food sources or crops that were suitable for farming. They also needed to create tools for the basics of agriculture, such as grinding grain. (Q2)

- Plant domestication was likely necessary for sedentary villages because without the promise of a stable, renewable food source, humans would continue moving around in search of food. Animal domestication may have also helped support sedentary communities by potentially providing another source of food, especially if the community had generations of practice in raising animals for food or work. (Q3)

- Students' sentences should demonstrate an understanding of the different possible causes of early farming, including that different regions began farming at different times and for different reasons, and the consequences of early farming, such as the development of sedentary communities. (Q4)

WHAT'S NEXT?

- *National Geographic'*s "**What Was the Neolithic Revolution?**" addresses the finer details of the transformative power of agriculture as well as the transition from a hunter-gatherer lifestyle.

- Contradictory theories and explanations have emerged to explain the causes of the Neolithic Revolution. Students can chart and compare various theories cited in sources like the University of Utah's "**Population Boom Preceded Early Farming**," the University of Plymouth's "**Could the Neolithic Revolution Offer Evidence of Best Ways to Adapt to Climate Change?**," and NPR's 2016 article "**Where Did Agriculture Begin? Oh Boy, It's Complicated**."

- MedCrave's "**Persistent Controversies About the Neolithic Revolution**" also discusses major theories about the Neolithic Revolution and their potential consequences for scientific research. The section that discusses push-and-pull factors is perhaps the most relevant for students.

ANCIENT PERIOD

DESIGNING INSTRUCTION

Source Exploration 1.2-B: Effects of the Neolithic Revolution

SOURCES TO EXPLORE

Source 4 Excerpted from Mélanie Salque et al., "Earliest Evidence for Cheese Making in the Sixth Millennium BC in Northern Europe," *Nature*, 2013

Source 5 Excerpted from "The Development of Agriculture," National Geographic Resource Library, 2019

WHY THESE SOURCES?

These excerpts are intended to help students understand the multiple ways in which Neolithic peoples expanded their food supply. Students will see that the Neolithic Revolution involved more than crops and animals—it also included the development of byproducts from these new food sources.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

Observe-and-Analyze Questions

1. According to source 4, what were the advantages of making cheese?

2. What evidence have archaeologists found to suggest that the creation of tools may have helped early Europeans create and store dairy products?

3. What new information does source 5 provide about the opportunities and obstacles related to humans consuming cow's milk? What claims made in source 4 does source 5 corroborate?

4. Use the sources to complete the following sentences.

   Neolithic humans began to consume dairy products because _____ .

   Neolithic humans began to produce cheese, but _____ .

MEETING LEARNERS' NEEDS

- To provide reading support, preview dairy-related vocabulary and definitions as well as terms associated with biology (e.g., *natural selection*) so that students can focus on the major arguments of the texts rather than on unfamiliar words.

- To help students make meaning from the texts, have them identify the principal claims and explain how the authors use evidence to support their claims.

- To provide practice creating claims of continuity and change, ask groups to discuss how dairying represents both continuity (e.g., prior Neolithic efforts to create more stable sources of food) and change (e.g., Paleolithic food production) compared to earlier developments they have already explored.

KEY TAKEAWAYS

- Cheese was less perishable than milk, was easier for Neolithic humans to digest, and provided food without requiring the slaughter of livestock. (Q1)

- Evidence of milk has been found in pottery shards from this period, suggesting that pottery was used to contain dairy products. Given that some of these pottery vessels have holes, the pottery may have been used as tools for processing milk. (Q2)

- Source 5 indicates that prehistoric people could not naturally digest cow's milk and that human stomachs increasingly tolerated lactose due to natural selection. Both sources 4 and 5 describe the nutritional benefits of dairy products and indicate that these benefits helped humans who could digest milk, cheese, or both live longer. They also both mention similar geographic areas where dairying took place. (Q3)

- Students' sentences should demonstrate understanding of the motivations and benefits that contributed to Neolithic peoples' willingness to pursue dairy products as well as obstacles to dairying. (Q4)

WHAT'S NEXT?

- Articles such as All That's Interesting's "**Scientists Find 8,000-Year-Old Food Residue That Reveals What Neolithic People Ate for Dinner**" and *The Christian Science Monitor*'s "**Neolithic People Didn't Eat Like Cavemen, Ate Spiced Fish and Meat**" present opportunities to explore continuity and change in the diets of Neolithic peoples.

- To help students recognize connections between the Neolithic Revolution and today's world, share the SAPIENS article "**Domesticating Water**," which discusses the consequences of "domesticating" water during the Neolithic Revolution and how issues of water and environmental change are still relevant.

- *National Geographic*'s "**This Stone Age Settlement Took Humanity's First Steps Toward City Life**" explores the development of the city of Çatalhöyük. Students can use this source to explore how early humans lived and how early cities adapted around the use of agriculture.

- One of the bigger debates in world history scholarship centers around the ethical impact of the Neolithic Revolution. Have students compare Jared Diamond's *Discover* article "**The Worst Mistake in the History of the Human Race**" to Odyssey's "**The Benefits and Negatives of the Neolithic Revolution**."

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Source Exploration 1.2-C: Development and Diffusion of Neolithic Communities

SOURCES TO EXPLORE

Source 6 Map of how agriculture spread 10,000 BCE to 2,000 BCE

Source: Jared Diamond and Peter Bellwood, "Farmers and Their Languages: The First Expansions," *Science*, 2003.

WHY THIS SOURCE?

This source was chosen to give students a broad view of the development and spread of agriculture around the globe.

Observe-and-Analyze Questions

1. According to the map, in what locations did agriculture originate?

2. Examine the places in which agriculture did not spread. What environmental or geographic challenges may have limited the spread of agriculture to those areas?

3. Which of the routes shown on the map were likely the latest to occur? Why?

4. Expand the following simple sentence by answering the questions below it.

   It spread.

   What?

   Where?

   When?

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To help students make connections across units, ask groups to compare source 6 to various maps (e.g., climate, physical) and discuss the degree to which the paths of the arrows reflect the impact of geographic factors on migration and spatial organization.

- To provide practice with inferential reasoning, remind students of sentence frames they can use to structure inferences (e.g., *I think _____ was the last route because I see _____*). If necessary, have students work in groups to agree upon the most likely hypothesis.

KEY TAKEAWAYS

- According to the map, agriculture originated in East Asia, the Fertile Crescent, and the Americas. (Q1)

- The desert conditions in much of northern Africa and Australia as well as the extreme cold in modern-day Canada and Russia likely prevented the spread of agriculture to those places. (Q2)

- The transferring of agriculture from modern-day Indonesia to Madagascar and through the Pacific would have required technologies that made long sea voyages possible. All of the other routes are overland and likely occurred earlier. (Q3)

- Expansions of the simple sentence should reflect an understanding of agriculture's geographic origins and how it spread to other regions over time. (Q4)

WHAT'S NEXT?

- The most common crop in the world today is rice. The origin of its cultivation as a staple crop of the Neolithic Revolution is debated widely, but its effects cannot be understated. Students could explore this subject through ThoughtCo's "**The Origins and History of Rice in China and Beyond**" or Ricepedia's "**History of Rice Cultivation**."

- While most research on the history of agriculture focuses on the Fertile Crescent, environmental and demographic pressures led to a different path of agricultural development in the Americas, which students can investigate in *Smithsonian Magazine*'s article "**What Ancient Maize Can Tell Us About Thousands of Years of Civilization in America**."

Assess 1.2: Reexamining Causes and Effects of the Neolithic Revolution

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 1.2.

ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

THE NEOLITHIC REVOLUTION

Writing activity: causation claim (evaluating a starter claim)

Examine the starter claim below. Then follow the directions to provide relevant evidence and replace the starter claim by writing a thesis that more accurately reflects the evidence.

Neolithic Revolution innovations ended the hunter-gatherer lifestyle.

a. Which specific historical evidence could be used to **support** the claim? Explain how.

b. Which specific historical evidence could be used to **challenge** the claim? Explain how.

c. Using your thinking from (a) and (b), write a one- to three-sentence thesis that supports, refutes, or revises the claim.

Key Concept: Origins of Complex Urban Societies in the Ancient World

Lesson Planning 1.3: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 1.3.

Learning Objective 1.3

Trace the transition from shifting cultivation to sedentary agriculture and the emergence of complex urban civilization.

FRAMING THE INSTRUCTION

Keeping the following components in mind will help tie every lesson to the learning objective and promote connections across the course.

EXPLORING HISTORIC RELATIONSHIPS

Causation

Given its emphasis on transition, LO 1.3 challenges students to explore the expansion of agriculture and its impact on the construction of early settlements by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 1.3 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - How did sedentary agriculture lead to the emergence of complex urban civilizations?
  - What were the causes and effects of the first urban civilizations?
- Sample starter claims:
  - Sedentary agriculture led to environmental consequences.
  - Complex urban societies emerged because of river irrigation.

MAKING GEOGRAPHIC CONNECTIONS

Humans adaptations to the environment

The ability of human beings to adapt agriculture to a variety of environments was paramount during this time period. Humans invented new tools, utilized fertilizer, and dramatically altered landscapes. The factors referenced in the essential knowledge statements for LO G.4 can all be used to explore LO 1.3 as a case study of human adaptation.

1.3 SOURCE OVERVIEW

Essential knowledge statements for LO 1.3:

- **EK 1.3.A** *Transition from shifting to sedentary agriculture*
  The use of fertilization and terracing facilitated sedentary agriculture and village communities.
- **EK 1.3.B** *Formation of hydrologic systems in early ancient Eurasian civilizations*
  Complex hydrologic systems and bronze tools led to the development of ancient river valley civilizations.
- **EK 1.3.C** *Formation of American civilizations in the absence of hydrologic systems*
  Ancient Olmec and Chavin civilizations arose through sophisticated terracing and intercropping.

The list below provides examples of primary and secondary sources that can support key questions for LO 1.3. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?
- What discussions related to the instructional frame could this source facilitate?
- What should students consider when interpreting this source?

Sample sources for LO 1.3:

- To provide foundational knowledge on the importance of terrace farming and the use of intercropping as innovations that allowed agriculture to be adopted in a wide variety of locations, share with students Encyclopædia Britannica's "**Terrace Cultivation**" video and ThoughtCo's "**The Three Sisters: The Traditional Intercropping Agricultural Method**." If students require more visual representations of terrace farming, consider searching for sources on the Inca.
- While most techniques adopted during this period have not continued through the modern era, University of Nebraska–Lincoln's CropWatch article "**A Historical Overview of Fertilizer Use**" discusses one early tactic used to fertilize soil, which is still in use today.
- Early settlements had to contend with an immensity of engineering challenges in order to maintain access to water. PBS's "**Building Wonders: Hydraulic Engineering in Ancient Petra**" can help students understand the sophisticated engineering challenges that Petra overcame in order to supply water as well as how historians and archaeologists uncovered this information.
- In Chapter 2 of *Evolution of Sanitation and Wastewater Technologies through the Centuries* ("Sanitation and wastewater technologies in Harappa/Indus valley civilization [ca. 2600–1900 BC])," Saifullah Khan traces the adaptations made by the earliest societies in South Asia, such as the construction of drainage and irrigation systems, large public baths, and dockyards.

Key Concept: Pastoralism in Ancient Afro-Eurasia

Lesson Planning 1.4: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 1.4.

> **Learning Objective 1.4**
>
> Explain the impact of pastoralism as it relates to lifestyle, environment, and sedentary societies.

FRAMING THE INSTRUCTION

Keeping the following components in mind will help tie every lesson to the learning objective and promote connections across the course.

EXPLORING HISTORIC RELATIONSHIPS

Causation; comparison

Given its emphasis on the impact of pastoralism, LO 1.4 challenges students to explore how the rise of pastoral communities and cultures shifted the course of human society by pursuing questions of causation. Secondary questions of comparison related to sedentary communities are also appropriate for students to explore. Identifying for students a key question or starter claim aligned to LO 1.4 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key question:
    - To what extent did the practices of pastoralists impact the environment and the development of sedentary societies?
- Sample starter claims:
    - The impact of early pastoral societies was limited to the environment.
    - Pastoralists negatively impacted the environment and sedentary societies.

MAKING THEMATIC CONNECTIONS

Economic systems

The dynamic process by which pastoralists maintained their lifestyle is central to LO 1.4 and provides opportunities to foster thematic connections to topics related to resource allocation and trade, including:

- the development of cultivated plants and domesticated animals (LO 1.2)
- the products produced by sedentary societies (LO 1.3)

MAKING GEOGRAPHIC CONNECTIONS

Human adaptations to the physical environment

Pastoralists were continually responding to environmental changes, including both changes they initiated (e.g., the impact of animal grazing on food supply) and changes beyond their control (e.g., weather patterns, changes in the climate). The four essential knowledge statements in LO G.4 can all be used to explore LO 1.4 as a case study of human adaptation.

1.4 SOURCE OVERVIEW

Essential knowledge statements for LO 1.4:

- **EK 1.4.A** *Animal domestication and the origin of pastoral lifestyles*
  The domestication of animals provided stable sources of meat, milk, and other animal products, but required mobility for water and grazing.

- **EK 1.4.B** *Expansion of pastoralism and human environmental interaction*
  The grazing needs of livestock altered the local landscape and reduced biodiversity.

- **EK 1.4.C** *Pastoral interactions with sedentary communities*
  Pastoralists both raided and traded with sedentary communities in order to diversify their diets and acquire goods.

The list below provides examples of primary and secondary sources that can support key questions for LO 1.4. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?

- What discussions related to the instructional frame could this source facilitate?

- What should students consider when interpreting this source?

Sample sources for LO 1.4:

- To help students grasp the concept of pastoralism and how it remains in existence today, share with them ThoughtCo's "**Understanding the Role of Pastoralism in Civilization**."

- New research is providing insights into how pastoral societies moved and shifted the world around them. *Smithsonian Magazine*'s "**Ritual Cemeteries—for Cows and Then Humans—Plot Pastoralist Expansion Across Africa**" tracks the cult devotion of some pastoral societies to their domesticated animals. Students could also read "**Ancient African Herders Had Lasting Ecological Impact on Grazed Lands**," written by researchers at the University of Illinois, to learn more about this topic.

- Students also need to understand the complicated relationship between early pastoral and sedentary societies. The *Science* article "**Was Trading by Nomads Crucial to the Rise of Cities?**" explores this relationship using accessible language and details.

- For students who need extra support, Encyclopædia Britannica's article "**Herding Societies**" provides an overview of pastoral developments, domestication, and the relationship between pastoral and sedentary societies.

- If students are curious about contemporary nomadic pastoral societies, share Planet Doc's documentary "**Nomadic Tribes of the Sahara**," which provides a glimpse of the challenges and adaptations pastoral people face today.

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**Pre-AP World History
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PLAN

Key Concept: State Formation in Ancient Afro-Eurasia

Lesson Planning 1.5: Source Explorations

During the Stone Age, the logistics of asserting political rule beyond a village or city were difficult to overcome. Developments of the late ancient period, such as methods of bronze production and the invention of writing systems, simultaneously catalyzed the need for the first political states and provided states with tools to assert authority over large areas. While the advances that made the first states possible may be specific to the late ancient period, many of the challenges faced by those who attempted to establish, maintain, and expand the earliest political states were similar to those faced by political leaders in the present. Only those who could establish political legitimacy, consolidate power, and triumph over potential internal and external adversaries succeeded in creating strong, stable political states. As with any political change, the creation of these states did not equally benefit all groups of people. The included sources will help students discover the tools that made these first political states a reality as well as the challenges that the earliest political leaders, and those within their realms, faced.

> **Learning Objective 1.5**
> Identify the origins, expansion, and consolidation of the first Afro-Eurasian states.

FRAMING THE INSTRUCTION

Keeping the following components in mind will help tie every lesson to the learning objective and promote connections across the course.

EXPLORING HISTORIC RELATIONSHIPS

Causation

Given its emphasis on origins and expansion, LO 1.5 challenges students to explore the rise of the first Afro-Eurasian states by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 1.5 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - To what extent was the development of the earliest Afro-Eurasian states related to the rise of urban elites?
  - Why did the earliest Afro-Eurasian states pursue policies of consolidation and expansion?

- Sample starter claims:
  - ◆ The main cause of early state formation was the emergence of urban elites. *
  - ◆ The rise of states was caused by writing systems that were originally developed for trade.

* This instructional frame is most closely aligned with the writing activity on page 212.

See the appendix for strategies to incorporate key questions and starter claims into instruction.

MAKING THEMATIC CONNECTIONS

The state

The focus of LO 1.5 is the building up and consolidation of the state and its power. Students should explore how religion, information, and the control of resources helped expand the powers of the state in this foundational period. Connections can be made with previous Ancient LOs, including:

- LO 1.2 (especially EKs 1.2.B and 1.2.C)
- LO 1.3 (especially EKs 1.3.A and 1.3.B)

MAKING GEOGRAPHIC CONNECTIONS

Spatial reorganization

As the first Afro-Eurasian states emerged and expanded, realms began to assert political control over specific territories to varying degrees. These new forms of political control changed the way humans organized space in various regions around Afro-Eurasia, leading them to continually adjust to reflect the growing power and influence of the states.

1.5 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	**Sources and Activities**
SE 1.5-Intro: State Formation in Ancient Afro-Eurasia	**Source 1** Excerpted from K. Kris Hirst's "Uruk Period Mesopotamia: The Rise of Sumer," ThoughtCo, 2019 **Source 2** Standard of Ur, 2500 BCE
SE 1.5-A: Origins of the First States in Afro-Eurasia	**Source 3** Excerpted from Katherine Eaton, *Ancient Egyptian Temple Ritual: Performance, Pattern, and Practice*, 2013 **Source 4** Adapted from Harold Perkin, "The Rise and Fall of Empires," *History Today*, 2002
SE 1.5-B: Expansion of Tributary States	**Source 5** Adapted from The Treaty of Kadesh, 1276 BCE **Source 6** Adapted from King Sennacherib of Assyria, the King's official records inscribed into clay tablets, 701 BCE

SE 1.5-C: Consolidation of Ancient Afro-Eurasian States	**Source 7** Mesopotamian clay tablet, 3300 BCE
	Source 8 Excerpted from the Sumerian Law Code: The Code of Lipit-Ishtar, 1860 BCE
	Source 9 Excerpted from the Code of Hammurabi, also known as the Babylonian Law Code, 18th century BCE
Assess 1.5: Reexamining State Formation in Ancient Afro-Eurasia	Writing activity: causation claim (evaluating a starter claim)

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO 1.5: Identify the origins, expansion, and consolidation of the first Afro-Eurasian states.	
Essential Knowledge Statements	**Planning Notes**
EK 1.5.A *Origins of the first states in Afro-Eurasia* Political, religious, and economic elites emerged and extracted resources and labor from sedentary farmers and other producers to form and defend states.	☑ Source 1 (SE 1.5-Intro) and both sources in SE 1.5-A explore the idea of economic and labor extraction by ruling elites in early civilizations who used different forms of authority to continuously extract labor to maintain early agricultural states. ☑ The mosaics in SE 1.5-Intro relate to the transition from peacetime to wartime as well as to the continued use of labor extraction by elites in order to wage conflicts. ☐ The causes of social inequality, such as the development of militaries and bronze tools and weapons, are not explicitly discussed in the source exploration.

EK 1.5.B *Expansion of tributary states* The reliance upon tribute encouraged states to expand through military conquest and political alliances.	☑ Source 6 in SE 1.5-B provides a firsthand account of the types of material goods that could be acquired as a result of warfare, describing a tributary relationship that the Assyrians developed with the Hittites after a military victory. ☑ An excerpt of one of the earliest peace treaties, source 5 in SE 1.5-B provides an example of how early tributary states often developed military alliances in order to protect the gains obtained through warfare. ☐ The importance of tribute to the operation of early states is not explicitly discussed in the sources. Students would benefit from focused work on Mesopotamian empires, as that was a region of consistent political transition.
EK 1.5.C *Consolidation of ancient Afro-Eurasian states* Numeric calculation and writing facilitated record keeping and the establishment of legal codes that led to the consolidation of ancient Afro-Eurasian states.	☑ The artifact in SE 1.5-C provides an opportunity for students to consider the importance of early writing and examine its economic origins. ☑ The excerpts in SE 1.5-C allow students to explore the reasoning behind major legal codes and provide an opportunity to discuss how such laws could help promote social norms and state authority. ☐ The development of early numerical calculation and record keeping are not explicitly discussed in the sources, nor are specific examples of political consolidation.

DESIGNING INSTRUCTION

Source Exploration 1.5-Intro: State Formation in Ancient Afro-Eurasia

SOURCES TO EXPLORE

Source 1 Excerpted from K. Kris Hirst, "Uruk Period Mesopotamia: The Rise of Sumer," ThoughtCo, 2019

Source 2 Standard of Ur, 2500 BCE. These mosaics were found in a royal tomb in the ancient city of Ur. Though archaeologists originally assumed this was a war standard and named the two panels War (top) and Peace (bottom), there is no current consensus regarding the original purpose of the artifact.

Hirarchivum Press / Alamy Stock Photo

World History Archive / Alamy Stock Photo

Observe-and-Analyze Questions

1. According to source 1, how was Uruk unlike other communities of the time period? What factors does the author reference as potential reasons the city developed the way it did?

2. Examine the visual choices the artist made in source 2. Which figures likely represent the highest and lowest positions within Ur society? Why?

3. To what degree does the Peace mosaic depict Ur's economy as having similarities to the Uruk economy described by Hirst?

4. Use the sources to complete the following sentences.

   In the fourth millennium, people began to settle in Uruk because _____ .

   In the fourth millennium, people began to settle in Uruk, so _____ .

WHY THESE SOURCES?

These sources give a viable explanation for how state building began in Mesopotamia and provide examples of life and how it was understood by the people of the time period. The mosaics are excellent examples of Mesopotamian craftsmanship but were also used by the state as expressions of its power during both wartime and peacetime.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To help students discover the connection between the mosaics and state power, ask guiding questions about the purpose of the artwork, such as "Why would governments want these types of images on public display?" or "What do these mosaics tell us about the power of the state?"
- To help students visualize the role of war in shaping early states, provide a map showing the earliest city-states in Mesopotamia as well as the battles and empires of that region.
- To help students make clear claims of causation, collaboratively discuss the role technology played in creating mosaics and in building the cities that allowed for states to enhance their power.

KEY TAKEAWAYS

- The author of source 1 claims that Uruk was larger and more complex than any other city of the time and argues that people were likely drawn to Uruk because it was a center of agriculture, thanks to adaptions that turned marshlands into farmland. Economic trade and the development of a tributary economy may have encouraged work specialization in Uruk. (Q1)
- The positions and activities of the figures in the mosaics likely reflect their place in society. Figures on the highest row who are shown as larger and seated probably occupy the highest positions. Figures on the lowest row who are shown as smaller and doing manual labor probably occupy the lowest positions. (Q2)
- Hirst's descriptions of Uruk's specialized production of goods are consistent with the depictions in the Peace mosaic. The bottom row shows people doing specific agricultural tasks that are very different from the types of work shown on the top two rows. (Q3)
- Students' sentences should reflect an understanding of the causes (e.g., people were drawn by the rainfall and agriculture) and effects (e.g., the creation of specialized, hierarchical social roles to organize the large population) of people settling in Uruk. (Q4)

WHAT'S NEXT?

- Crash Course World History's videos on **Mesopotamia** and **Ancient Egypt** provide an excellent overview of the rise of civilization in both regions as well as the use of political authority and professional military to maintain borders.
- Dr. Jules Janick's "**Agriculture: Origins of Agriculture in Egypt**," available on Purdue University's Horticulture website, explores agriculture in Ancient Egypt and the impact the Nile had on early state formation.
- As early Afro-Eurasian civilizations emerged, they began to share a common set of characteristics regardless of their location. *National Geographic*'s "**Key Components of Civilization**" provides relevant examples from the major Eurasian civilizations.
- ArcGIS Hub's resource "**Early River Valley Civilizations**" allows students to explore the geography and climate of the earliest civilizations.

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DESIGNING INSTRUCTION

Source Exploration 1.5-A: Origins of the First States in Afro-Eurasia

SOURCES TO EXPLORE

Source 3 Excerpted from Katherine Eaton, *Ancient Egyptian Temple Ritual: Performance, Pattern, and Practice*, 2013

Source 4 Adapted from Harold Perkin, "The Rise and Fall of Empires," *History Today*, 2002

WHY THESE SOURCES?

These sources focus on two important aspects of control by the early states: the control of information and the flow of resources.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

Observe-and-Analyze Questions

1. According to Eaton, who was responsible for keeping Egypt "running"? Were these the same people who became wealthy? Explain.

2. Perkin discusses the general trend of how ancient empires were created. To what degree does Eaton's description of Egypt fit this trend?

3. Reexamine the Standard of Ur (source 2). What similarities exist between that primary source and the trends described in these two secondary sources?

4. Use the sources to complete the following sentences.

   Elite social classes emerged in ancient societies because _____ .

   Elite social classes emerged in ancient societies, so _____ .

MEETING LEARNERS' NEEDS

- To reinforce the relevance of this topic, discuss the idea of social elites with students prior to reading the sources. Examining examples of modern-day elites or exploring how traditional American values have typically celebrated egalitarianism and/or resisted formalized class distinctions can spur relevant discussion.

- To provide reading support, review strategies for using context clues to help determine word or phrase meanings.

- To provide practice with disciplinary concepts, review terms such as *political legitimacy*, *taxation*, *surplus*, and *scarcity* and ask groups to find other examples of these ideas.

KEY TAKEAWAYS

- Eaton argues that laborers in agriculture, mining, and construction kept Egypt running. However, it was a very small group of elites legitimized by religious authorities who became wealthy. (Q1)

- Perkin states that a military conqueror would control the flow of income, tribute, taxation, and land use to become wealthy. While Eaton does not discuss a single conqueror, she does identify the general trend of wealth going to an elite or group of elites as it did in Egypt. (Q2)

- The top rows of the mosaics show figures who are larger and/or seated while those in lower rows are holding food or tools associated with work. These depictions suggest a division of labor similar to the one Eaton describes in Egypt. (Q3)

- Students' sentences should demonstrate understanding of the reasons elite social classes emerged in ancient societies (e.g., because religion legitimized the transfer of wealth and military conquerors maintained their high status) as well as the consequences of their emergence (e.g., laborers saw little of the wealth produced by the society). (Q4)

WHAT'S NEXT?

- *National Geographic*'s video "**Mohenjo Daro 101**" provides theories about the societal structure of the lost city of the Indus Valley civilization. Further information on the elites of the Indus Valley can be found in the *New York Times*' "**Researchers Paint New Portrait of an Ancient People**," which students can use to compare the Indus Valley elites with those of Mesopotamia.

- The University of Chicago press release "**University of Chicago–Syrian Team Finds First Evidence of Warfare in Ancient Mesopotamia**" discusses evidence that organized warfare and professional military existed among the first city-states in the Mesopotamia region.

- Anthropologists and archaeologists studying paleolithic and nomadic societies have found new evidence about the disadvantages of civilization. The *New Yorker* addresses these findings in "**The Case Against Civilization**," which investigates the impact of agriculture on those in the lowest social classes.

DESIGNING INSTRUCTION

Source Exploration 1.5-B: Expansion of Tributary States

SOURCES TO EXPLORE

Source 5 Adapted from The Treaty of Kadesh, 1276 BCE. The treaty concluded years of war between Ramses II of Egypt and the Hittite Emperor Hattusili II.

Source 6 Adapted from King Sennacherib of Assyria, the King's official records inscribed into clay tablets, 701 BCE

WHY THESE SOURCES?

These sources give students a complex view of how ancient states expanded, competed, and cooperated. By examining these primary sources, students can better understand the range of potential punishments a state defeated in war faced, whether that meant providing valuable gifts to serve as war repartitions, pledging to be a military ally in future conflicts, or entering a tributary relationship in which valuable resources were annually extracted to support the conquering state.

Observe-and-Analyze Questions

1. In source 5, what do the countries promise in Provision 3? In Provision 5?

2. What do most of the events described in source 6 have in common? What does this focus say about how King Sennacherib wanted current and future Assyrians to remember his reign?

3. Taken together, what do these documents indicate about the challenges and realities of ancient kingdoms?

4. Complete the following sentences to create inferences and questions based on the sources.

   I think _____ because _____ .

   I see _____ , so I wonder _____ .

   While these sources _____ , I still don't know _____ .

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To provide reading support, provide sufficient time for students to fully digest both texts, and consider previewing the reading for novice readers in addition to providing a graphic organizer to support students in articulating the main idea.

- To help students build confidence with disciplinary vocabulary, explain the concept of *tribute* beforehand so that students can more easily understand the relationships being described in the text.

- To help students build a deeper understanding of causation, have them collaboratively brainstorm causes of the expansion of empires and what motivates empires to engage in tributary relationships.

KEY TAKEAWAYS

- Provision 3 of the Treaty of Kadesh includes pledges that neither country will invade the other. Provision 5 states that the Hittites must come to Ramses's aid if another enemy attacks Egypt. (Q1)

- Source 6 emphasizes the conquests achieved by King Sennacherib and the enemies he defeated. King Sennacherib likely aimed to impress his countrymen with his accomplishments and ensure that they were remembered by future generations. (Q2)

- These documents suggest that ancient kingdoms faced many threats to their existence. Many of these kingdoms were at war with one another, and some chose to make alliances in order to offset the threat of invasion. (Q3)

- Students' responses should appropriately use the sentence frames to support inferences (they think something is true *because* it is supported by specific evidence), create questions (they observe something in the evidence that makes them wonder, *so* they ask a question), and create a comparison (*while* one fact is clear, another is not). (Q4)

WHAT'S NEXT?

- The British Museum's feature "**Tribute from Nubia**" (part of its "Teaching History with 100 Objects" resource) explores a wall painting from the tomb of Sebekhotep and includes an article about Egypt's tributary relationships as well as suggestions for using the painting in the classroom.

- History on the Net's "**Mesopotamia: Overview and Summary**" describes the different kingdoms and empires of Mesopotamia and includes the sections "Governments of Mesopotamia," "Sumeria," and "The Akkadian Empire," among others.

- World History Encyclopedia's entry "**Assyria**" focuses on that region's tributary relationships, how Mesopotamian states saw the goal of expansion, and how the empire relied on surplus extraction from its subjects as well as tribute from regions under its control.

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DESIGNING INSTRUCTION

Source Exploration 1.5-C: Consolidation of Ancient Afro-Eurasian States

SOURCES TO EXPLORE

Source 7 Mesopotamian clay tablet, 3300 BCE. The pre-cuneiform writing is likely a record of food rations.

Adam Ján Figel / Alamy Stock Photo

Source 8 Excerpted from the Sumerian Law Code: The Code of Lipit-Ishtar, 1860 BCE

Source 9 Excerpted from the Code of Hammurabi, also known as the Babylonian Law Code, 18th century BCE

Observe-and-Analyze Questions

1. How are the law codes in sources 8 and 9 structured? What types of issues do they deal with?

2. What are some similarities between the Babylonian and Sumerian law codes? Given these similarities, what inferences can be made about what these societies value?

3. Why was the development of record systems like the tablet from 3300 BCE so important? Why would such record systems be required to make the other two sources possible?

4. Complete the following sentences using information from the sources.

   The invention of writing changed society because _____ .

   The invention of writing changed society, but _____ .

WHY THESE SOURCES?

These sources demonstrate some of the ways in which states in the river valleys exerted control over their populations. This included control of resources as well as the power to make laws and enforce punishments—all of which helped to reinforce the legitimacy of the state.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To encourage close observation, give students a mind map or another graphic organizer to keep track of the areas of life that the state had control over.

- To help build a deeper understanding of causation, have students brainstorm what might have led to the development of these specific laws and, in general, what leads to societies deciding what is legal or illegal.

- To provide practice with inferential reasoning, ask students to consider how these laws might have been published or understood given the illiteracy of most of the population.

KEY TAKEAWAYS

- The law codes are all structured using "if/then" sentences to explain consequences following a specific action. The laws cover issues related to farming, stealing, property damage, and divorce ("separate from a woman"). (Q1)

- Both the Sumerian and Babylonian law codes discuss monetary punishments. They both contain nearly identical punishments for cutting down another's tree. The focus on a tree suggests that agricultural matters have some importance in both societies. Also, the specific financial punishments indicate that both societies likely have an agreed-upon value of money. (Q2)

- Without written language, numerical systems, or ways to keep records, such as clay tablets, knowledge of and adherence to laws would depend on accurate memorization, which would make it unlikely that a large population would remember or follow them the same way. With written language, however, laws could be recorded, transmitted quickly and easily, and referenced for enforcement. (Q3)

- Students' sentences should emphasize the impact of writing, such as the creation of written law codes, and highlight a diverging idea, such as the fact that the included laws varied in focus and purpose. (Q4)

WHAT'S NEXT?

- World History Encyclopedia's article "**Cuneiform**" provides further insight into the laws of Hammurabi and Mesopotamian culture and elaborates on how cuneiform was used for record keeping as well as literature.

- Students often struggle to understand the degree to which the invention of mathematics impacted human civilization. Wichita State University's Department of Mathematics and Statistics project on the history of mathematics contains overviews of a variety of topics, including "**Babylonian Mathematics**" and "**Number Systems**."

- The British Museum's "**Everything You Ever Wanted to Know About the Rosetta Stone**" addresses the importance of the Rosetta Stone, the practice of transcription, and a bit about how Ancient Egyptians used writing to maintain authority.

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Assess 1.5: Reexamining State Formation in Ancient Afro-Eurasia

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 1.5.

ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

ANCIENT STATE FORMATION

Writing activity: causation claim (evaluating a starter claim)

Examine the starter claim below. Then follow the directions to provide relevant evidence and replace the starter claim by writing a thesis that more accurately reflects the evidence.

The main cause of early state formation was the emergence of urban elites.

   a. Which specific historical evidence could be used to **support** the claim? Explain how.

   b. Which specific historical evidence could be used to **challenge** the claim? Explain how.

   c. Using your thinking from (a) and (b), write a one- to three-sentence thesis that supports, refutes, or revises the claim.

Key Concept: Development of Ancient Afro-Eurasian Religions

Lesson Planning 1.6: Source Explorations

As in the present, many humans in the ancient period sought out religious faith to better understand life's uncertainties and address their spiritual needs. As sedentary societies emerged and expanded into urban states, the sources of uncertainty and nature of human needs changed dramatically. As a result, rituals designed to appease spiritual forces and stave off potential famines gave way to direct requests for divine blessings to be bestowed on the state and divine guidance for moral conduct. The development of writing systems also affected the emphasis of religions. In faiths such as Zoroastrianism and Judaism, adherents began treat texts they believed to be divinely inspired with the level of reverence that had previously been reserved for sacred locations or relics. The following sources, which include excerpts from ancient sacred texts, will help students discover the ways in which religions changed and stayed the same as well as the evolving relationship between political and historical authority.

> **Learning Objective 1.6**
> Examine the continuities and changes in the development of ancient Afro-Eurasian religions and their impact on the states in which they were created.

FRAMING THE INSTRUCTION

Keeping the following components in mind will help tie every lesson to the learning objective and promote connections across the course.

EXPLORING HISTORIC RELATIONSHIPS

Continuity and change over time

Given its emphasis on the breadth of human religious experience after the Neolithic Revolution, LO 1.6 challenges students to explore how human beings developed religions out of spiritual beliefs by pursuing questions of continuity and change. Identifying for students a key question or starter claim aligned to LO 1.6 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - To what extent did the aims and influence of religion change over the course of the ancient period?
  - To what extent did changes in religion reflect political and social changes of the ancient period?

- Sample starter claims:
  - ◆ The ancient period was a time of religious continuity. *
  - ◆ Ancient religions were primarily used for political power.

* This instructional frame is most closely aligned with the writing activity on page 226.

See the appendix for strategies to incorporate key questions and starter claims into instruction.

MAKING THEMATIC CONNECTIONS

Culture

The development of formalized religious beliefs, which more heavily relied upon sacred, written texts, is at the center of LO 1.6. To contextualize how these religions departed from prior social practices while building upon others, provide students with opportunities to review the following:

- cultural and social developments during the Paleolithic era (LO 1.1)
- the establishment of writing and legal codes in early Afro-Eurasian states (LO 1.5)

MAKING GEOGRAPHIC CONNECTIONS

Comparison of world regions

The monotheistic faiths that emerged during the late ancient period were the first to demonstrate the potential portability of a faith focused on sacred texts and an omnipotent God. Despite their portability, however, both Judaism and Zoroastrianism also planted deep roots in the places from which they originally emerged, and these roots still shape the Middle East and Central Asia today. Students can consult language maps and other modern-day information to gauge the shape of these ancient religions and their influence on the present.

1.6 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	**Sources and Activities**
SE 1.6-Intro: Development of Ancient Afro-Eurasian Religions	**Source 1** Adapted from Morris Jastrow, *The Religion of Babylonia and Assyria*, 1898 **Source 2** Excerpted from Craig Lockard, *Societies, Networks, and Transitions: A Global History*, 2015
SE 1.6-A: Declining Significance of Animism in Complex Urban Societies	**Source 3** Adapted from "Hymn to the Nile," c. 2100 BCE **Source 4** Adapted from Zend Avesta, Zoroastrian sacred text, c. 1500 BCE

SE 1.6-B: Use of Religion in Establishing Political Authority	**Source 5** The Great Sphinx and Pyramid of Giza (photograph) **Source 6** Adapted from the Code of Hammurabi, also known as the Babylonian Law Code, 18th century BCE
SE 1.6-C: Origins and Impacts of the First Monotheistic Religions	**Source 7** Excerpted from the Torah, the sacred texts of Judaism. Dated by some historians to c. seventh century BCE. **Source 8** Seven of the 101 names of Ahura Mazda, the "Wise Lord" deity, from a Zoroastrian oral tradition originating from the sixth century BCE
Assess 1.6: Reexamining the Development of Ancient Afro-Eurasian Religions	Writing activity: continuity-and-change-over-time claim (evaluating a starter claim)

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO 1.6: Examine the continuities and changes in the development of ancient Afro-Eurasian religions and their impact on the states in which they were created.	
Essential Knowledge Statements	**Planning Notes**
EK 1.6.A *Declining significance of animism in complex urban societies* With the formation of cities and states, polytheistic religions shifted focus from the control of nature to human concerns.	☑ Source 1 (SE 1.6-Intro) describes in detail the ways in which polytheistic religions were practiced as cities emerged, including a focus on how natural forces and features were sometimes treated as spiritual beings. ☑ The development of more formal religious structures is the key point in source 2 (SE 1.6-Intro), which describes the development of full-time religious specialists. The excerpts in SE 1.6-A discuss the ways in which religion helped interpret and organize human concerns. ☐ While implicitly discussed in several sources, neither the spatial transformation within cities to support areas set aside for religious purposes nor the characteristics of polytheistic faiths in Egypt and Mesopotamia are explicitly addressed in the texts provided.

ANCIENT PERIOD	**EK 1.6.B** *Use of religion in establishing political authority* Leaders of ancient Afro-Eurasian states increasingly used religion and connections to the divine to legitimize their authority.	☑ Source 6 (SE 1.6-B) demonstrates the ways in which a Mesopotamian ruler used a perceived connection to the divine to justify the development of a legal code.
		☑ Egyptian monumental architecture would often merge personal grandeur of the pharaoh with a direct connection to or symbol of religion, as in the photograph in SE 1.6-B.
		☐ The exact relationship between religious rule and the state varied among the major societies and could be studied in more detail through analysis of the Mandate of Heaven in China as well as a more detailed exploration of pharaohs.
	EK 1.6.C *Origins and impacts of the first monotheistic religions* Judaism and Zoroastrianism were the first monotheistic religions, and both promoted specific moral and ethical behaviors.	☑ The methods by which monotheistic faiths were introduced and enforced are a key characteristic of source 7 (SE 1.6-C).
		☑ Source 8 (SE 1.6-C) explicitly introduces the idea of God within the Zoroastrian faith and could serve as an explicit point of comparison with how sacred texts in Judaism describe God.
		☐ The actual moral and ethical behaviors that both Judaism and Zoroastrianism sought in their adherents (besides monotheism) are not explicitly discussed in any of the sources, nor are the origins and foundations of either religion.

DESIGNING INSTRUCTION

Source Exploration 1.6-Intro: Development of Ancient Afro-Eurasian Religions

SOURCES TO EXPLORE

Source 1 Adapted from Morris Jastrow, *The Religion of Babylonia and Assyria*, 1898

Source 2 Excerpted from Craig Lockard, *Societies, Networks, and Transitions: A Global History*, 2015

WHY THESE SOURCES?

These secondary sources give students a cohesive overview of the beginning of the transformation of spiritual practices from animism to more formalized religious practices overseen by an emerging social class of dedicated priests.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

MEETING LEARNERS' NEEDS

- To encourage students to think like historians, provide them with a graphic organizer and ask them to identify the main claim that each author makes and explain two to three pieces of evidence the author uses in support of this claim.
- To provide support for unfamiliar vocabulary, review strategies for using context clues to help determine word meanings.
- To increase student engagement and reinforce the relevance of this topic, ask students to describe the role that religion plays in their life and compare their own experience of religion with that of early Neolithic peoples.

Observe-and-Analyze Questions

1. How does source 1 describe Babylonian religious beliefs during the animism phase? According to source 2, how did religious beliefs change as agriculture and cities grew?

2. How might the development of religious beliefs and practices described in source 2 affect how society and space were organized?

3. Before the creation of larger communities, why would it have been difficult for a segment of the population to serve as full-time priests?

4. Complete the following sentences to create claims about religious developments during the ancient period.

   Before larger communities developed, _____ .

   After larger communities developed, _____ .

KEY TAKEAWAYS

- Babylonians had animist beliefs and assigned spiritual significance to natural phenomena—especially the sun, the moon, and water. As communities grew larger and cities developed, people depended on nature less, and therefore might have moved away from nature-based spiritual beliefs. (Q1)

- As societies became larger and more concentrated, religions became more organized and systematic, reflecting the greater structure and organization required in urban spaces. In addition to setting aside a group of people to be dedicated to religious practices full-time (priests), space within a city was likely dedicated for religious practices as well. (Q2)

- Full-time priests would not have been useful to smaller communities, which likely needed everyone to work in an egalitarian fashion in order to ensure the community had food and shelter. (Q3)

- Students' sentences should demonstrate an understanding of the changes to belief systems that occurred with the transition to larger communities. (Q4)

WHAT'S NEXT?

- The religious beliefs of ancient civilizations are often a high point of interest for students. World History Encyclopedia provides overviews of **Mesopotamian religion** and **Ancient Egyptian religion**. An additional resource could be TED-Ed's "**The Egyptian Book of the Dead: A Guidebook for the Underworld**."

- For students who are primarily visual learners, consider sharing *Architectural Digest*'s collection "**10 of the Most Ancient Temples in the World (and What They Look Like Now)**."

- While Ancient Mesopotamia and Egypt often get the most attention, the "Mandate of Heaven" concept that emerged in the early Shang and Zhou dynasties also had a substantial impact on later societies. Consider such resources as the Asia Society's "**Religion and World View in the Shang and Zhou Dynasties**," Asia for Educators' "**Oracle-Bone Inscriptions of the Late Shang Dynasty**," and World History Encyclopedia's "**Religion in Ancient China**."

DESIGNING INSTRUCTION

Source Exploration 1.6-A: Declining Significance of Animism in Complex Urban Societies

SOURCES TO EXPLORE

Source 3 Adapted from "Hymn to the Nile," c. 2100 BCE

Source 4 Adapted from Zend Avesta, Zoroastrian sacred text, c. 1500 BCE

WHY THESE SOURCES?

Both of these excerpts encourage students to explore how religious prayer and ideas were transformed to focus on human affairs or on how nature can be controlled for human needs. Additionally, both sources provide an opportunity for students to observe a snapshot of what each faith valued through the words of the practitioners themselves.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

Observe-and-Analyze Questions

1. According to source 3, why is the Nile River worth celebrating? What elements of the text suggest the author feels that the Nile is more than just a river?

2. How does source 4 compare to examples of ancient law codes previously examined? What does the Zend Avesta excerpt contain in addition to laws and punishment?

3. Examine how each source describes a deity as well as ways in which humans can benefit from a deity. Which of these sources seems more similar to examples of animism you examined previously? Why?

4. Write a sentence comparing the two sources. Use a word like *while*, *although*, or *but* to highlight similarities and/or differences.

MEETING LEARNERS' NEEDS

- To help students make meaning of these challenging sources, provide opportunities for them to jot down notes after each stanza or paragraph and/or check their understanding with another student.

- To help students build a deeper understanding of causation, facilitate a discussion about why ancient religions might have been shifting their focus and what situations might have led to the writing of the hymn or the Zoroastrian holy text.

KEY TAKEAWAYS

- The hymn celebrates how the water from the Nile makes life possible in the region by making food grow and providing water for raising animals. The fact that the Nile is called "he" and is praised and worshiped like a god suggests that the author saw it as more than just a river. (Q1)

- The Zend Avesta is different from the previous law codes because it prescribes corporal punishment rather than fines. It also claims that men should increase their knowledge in order to become more holy. (Q2)

- Source 3 celebrates the benefits of the Nile as a life-giving force central to agricultural needs. Source 4 recommends that followers pray to the gods to receive knowledge. Source 3 addresses a natural body of water as a god, so it has a more animist tone. In contrast, source 4 doesn't mention nature at all, instead focusing on humans and knowledge. (Q3)

- Students' responses should appropriately use conjunctions to illustrate similarities between the sources, such as the references to plural deities, as well as differences, such as the extreme focus on nature in source 3 versus the lack of references to nature in source 4. (Q4)

WHAT'S NEXT?

- Ancient Mesopotamia developed a rich collection of myths that sought to explain how a largely desert region was able to bring about life. See, for example, "**The Creation of the Pickax**" and "**How Grain Came to Sumer**" on the Gateways to Babylon website.

- While students often gravitate to temples and descriptions of various Egyptian gods, they may also benefit from a study of everyday Egyptian religious life through such sources as "**Religion in the Lives of the Ancient Egyptians**" from the University of Chicago's Fathom Archive.

- For more background on the concept of animism, share with students the overview "**What Is Animism?**" from Learn Religions or *Aeon*'s "**Breath of Life**," which explains the impact of animism on contemporary Japanese society.

DESIGNING INSTRUCTION

Source Exploration 1.6-B: Use of Religion in Establishing Political Authority

Source 5 The Great Sphinx and Pyramid of Giza

Givaga / Alamy Stock Photo

Source 6 Adapted from the Code of Hammurabi, also known as the Babylonian Law Code, 18th century BCE

WHY THESE SOURCES?

The sources are meant to provide some of the most concrete examples of the relationship between political authority and organized religion during this time. While these are single, illustrative examples, both introduce students to trends occurring throughout the world during this period. In addition to the pyramids in Egypt, archaeologists have found evidence of monumental architecture in other river valley states as well as early American civilizations. In addition to the Code of Hammurabi, other states began to implement law systems that combined themes of religious authority and civic responsibility.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

Observe-and-Analyze Questions

1. Examine the photograph of the Great Sphinx and consider the provided background information. In what ways did Pharaoh Khafre connect himself to religious beliefs?

2. What claims does Hammurabi make in the last three sentences of the law code excerpt? If Babylonians believed Hammurabi's claims, how would their belief inform their view of the law codes?

3. Given the information included in the sources, what level of political authority did the leaders mentioned likely achieve? How could the structures in source 5 and the laws in source 6 have helped these leaders achieve political power?

4. Complete the following sentences to create inferences and questions based on the sources.

   I think _____ because _____ .

   I see _____ , so I wonder _____ .

   While these sources _____ , I still don't know _____ .

ANCIENT PERIOD

MEETING LEARNERS' NEEDS

- To promote engagement, augment or replace the image of the Great Sphinx and the Great Pyramid with more experiential online tools (satellite images, 360 views, "street view" on mapping applications) that allow students to "tour" the area around these structures to better appreciate the scope and size of these monuments.

- To assist novice readers, preview difficult vocabulary so that students can focus on the meaning of the Code of Hammurabi rather than on syntax or complex language.

- To provide practice with inferential reasoning, have students debate why authority figures during this era would have used religion to promote their own power and how these actions would likely have impacted the people they ruled.

KEY TAKEAWAYS

- Pharaoh Khafre connected himself with religious beliefs by commissioning a religious monument with his likeness. (Q1)

- Hammurabi asserts his religious authority in the text and claims that he is a divine conduit. If Babylonians believed Hammurabi was supported by the gods, they would take his laws more seriously. (Q2)

- The fact that potentially hundreds of thousands of workers created the Great Sphinx and the Great Pyramid suggests that the pharaohs had the authority to force such a multitude of people to work and/or enough riches to pay them. In either case, they likely would have had significant political authority, especially once the massive, impressive structures were completed. The fact that Hammurabi was declared a god likely meant he had few rivals for power. If people did not contest his claims of being a deity, then they would likely obey his laws. (Q3)

- Students' responses should appropriately use the sentence frames to support inferences (they think something is true *because* it is supported by specific evidence), create questions (they observe something in evidence that makes them wonder, *so* they ask the question), and create a comparison (*while* one fact is clear, another is not). (Q4)

WHAT'S NEXT?

- The title of pharaoh in Ancient Egypt is one of the first in global history to denote both religious and governmental authority. The Cleveland Museum of Art's online Educator's Resource "**Pharaoh: King of Ancient Egypt**" examines this type of authority through artifacts and artworks that illustrate the pharaoh's role in society. To explore this relationship through a primary source, share with students the prayers from Ramses III, available on pages 177–178 of *Ancient Records of Egypt: The Twentieth to the Twenty-Sixth Dynasties*.

- Hatshepsut was one of the few female rulers of the ancient world. *Smithsonian Magazine*'s "**The Queen Who Would Be King**" describes her political and religious dimensions.

- Mesopotamian rulers often used the gods to justify their own rule. To explore this concept further, share with students Crash Course World Mythology's video "**The Epic of Gilgamesh**," the myth's prologue on the **AINA website**, and the "**Dedicatory Inscription on the Ishtar Gate, Babylon**."

- Ancient China had its own version of justifying political authority through religion, which students can read about in World History Encyclopedia's "**Mandate of Heaven**."

ANCIENT PERIOD

DESIGNING INSTRUCTION

Source Exploration 1.6-C: Origins and Impacts of the First Monotheistic Religions

SOURCES TO EXPLORE

Source 7 Excerpted from the Torah, the sacred texts of Judaism. Dated by some historians to c. seventh century BCE.

Source 8 Seven of the 101 names of Ahura Mazda, the "Wise Lord" deity, from a Zoroastrian oral tradition originating from the sixth century BCE

WHY THESE SOURCES?

These sources provide examples of how religious texts of two monotheistic faiths describe their God. In the case of Judaism, source 7 also provides examples of how worshiping a single creator-God was central to the faith.

THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

Observe-and-Analyze Questions

1. In the excerpt from the Book of Exodus, what does God declare? How do the questions God asks Job, according to the Book of Job, relate to these declarations?

2. Animism is associated with a belief that the world is filled with numerous spiritual beings that can influence nature or that *are* natural phenomena. How do the excerpts from the Torah demonstrate differences between Judaism and animism?

3. *Omniscient* is defined as "having complete or unlimited knowledge, awareness, or understanding; perceiving all things." Given this context, how does Zoroastrianism compare to Judaism as described in the sources?

4. Write a statement and a question about the two sources.

   Statement: _____ .

   Question: _____ ?

MEETING LEARNERS' NEEDS

- To help build reading stamina as well as to extend the learning, have students explore the full set of the Ten Commandments in order to see contextually how Judaism's monotheism was connected to other sets of moral and ethical demands.

- To provide practice creating claims of comparison, have students explain how these texts describe differences from polytheistic practices encountered in previous source explorations.

- To promote academic conversation, have students debate whether polytheistic or monotheistic faiths would be most useful for political leaders who want to maintain their own authority.

KEY TAKEAWAYS

- In the Book of Exodus, God declares that worship of anything other than God will be offensive. In the Book of Job, God reminds Job that it was God who created everything. (Q1)

- The excerpts from the Torah demonstrate a departure from animism. These texts center on a singular God who is all-powerful, with nature being merely God's creation. (Q2)

- Source 8 shows that "omnipotent" and "omnipresent" are qualities Zoroastrianism associated with God. Source 7 suggests that Judaism also involves belief in an unlimited God; for example, in the Book of Job excerpt, God reminds Job that He is creator of the entire universe and even controls the skies. (Q3)

- Students' responses will vary given the lack of structure or scaffold. (Q4)

WHAT'S NEXT?

- The *New York Times*' article "**Zoroastrians Keep the Faith, and Keep Dwindling**" interviews current adherents of the faith, reflecting on continuities in practice as well as how the number of followers of the religion has changed over time.

- The TED-Ed video "**The Five Major World Religions**" summarizes the basic tenets of Judaism in a few minutes.

- While students might be familiar with the wide diversity of Jewish practice in the modern era, they may not fully understand the rise of Judaism as a global faith. PBS Nova's "**The Rise of Judaism**" reviews this history in an interview format, and HarvardX's "**Judaism in Brief**" provides a short video overview.

- Students may not know much about Zoroastrianism and its relationship to modern society. The BBC's "**The Obscure Religion That Shaped the West**" explores the modern-day impact of the religion, and NPR's "**Zoroastrianism: An Ancient, Shrinking Religion**" interviews two current practitioners and explores how the faith survives in this era.

Assess 1.6: Reexamining the Development of Ancient Afro-Eurasian Religions

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 1.6.

ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

ANCIENT RELIGIONS

Writing activity: continuity-and-change-over-time claim (evaluating a starter claim)

Examine the starter claim below. Then follow the directions to provide relevant evidence and replace the starter claim by writing a thesis that more accurately reflects the evidence.

The ancient period was a time of religious continuity.

a. Which specific historical evidence could be used to **support** the claim? Explain how.

b. Which specific historical evidence could be used to **challenge** the claim? Explain how.

c. Using your thinking from (a) and (b), write a one- to three-sentence thesis that supports, refutes, or revises the claim.

Key Concept: Development of Ancient Afro-Eurasian Societies

Lesson Planning 1.7: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 1.7.

Learning Objective 1.7

Trace the changes in social and gender hierarchies in Afro-Eurasian societies from the Paleolithic to the classical period.

FRAMING THE INSTRUCTION

Keeping the following components in mind will help tie every lesson to the learning objective and promote connections across the course.

EXPLORING HISTORIC RELATIONSHIPS

Continuity and change over time

Given its emphasis on social changes, LO 1.7 challenges students to explore new social practices, hierarchies, and gender roles in agricultural societies by pursuing questions of continuity and change. Identifying for students a key question or starter claim aligned to LO 1.7 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
    - To what extent did the expansion of agriculture lead to social changes?
    - How did the goals of human societies shift under agricultural practices?
- Sample starter claims:
    - Agriculture permanently changed social relationships.
    - The desire for expansion and conquest continues regardless of the size of civilization.

MAKING THEMATIC CONNECTIONS

Society

The impact of agriculture on new forms of labor, hierarchy, and social roles forms the basis of LO 1.7. This focus provides opportunities to foster thematic connections to other topics involving how societies create and maintain social organization, including:

- the development of language and social organizations (LO 1.1)
- the emergence of political, religious, and economic elites (LO 1.5)

MAKING GEOGRAPHIC CONNECTIONS

Spatial reorganization

The growth of agriculture and of the civilizations that most took advantage of it dramatically transformed the space that those societies inhabited. With new forms of labor, hierarchy, and gender roles came a transformation of the urban environments, which included drastic changes in living patterns for those at the extreme ends of the social hierarchy and the creation of a social structure that would allow for the maintenance of inequality.

1.7 SOURCE OVERVIEW

Essential knowledge statements for LO 1.7:

- **EK 1.7.A** *Establishment of specialized labor*
  Successful agricultural practices led to surpluses and the development of skilled specialized labor.

- **EK 1.7.B** *Emergence of hierarchical social status*
  The emergence of coercive forms of labor contributed to an unequal distribution of wealth and the formation of social and political elites.

- **EK 1.7.C** *Development of gender roles*
  The use of plow-based agriculture and large-scale militaries contributed to the emergence of patriarchy.

The list below provides examples of primary and secondary sources that can support key questions for LO 1.7. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?
- What discussions related to the instructional frame could this source facilitate?
- What should students consider when interpreting this source?

Sample sources for LO 1.7:

- There are several primary sources that students can use to explore the development of inequality, the formation of new classes, and the distribution of wealth. In "**Papyrus Lansing: A Bureaucrat's View of Life**," the royal scribe of Egypt describes the power that scribes have in royal society. A source from Mesopotamia, "**The Advice of an Akkadian Father to His Son, c. 2200 BCE**," explains how one must navigate politics, avoid dishonor from inferiors, and respect superiors. Finally, a return to the **Code of Hammurabi**, particularly law codes 196–210, provides further information about social hierarchy.

- Students can trace the impact of specialization on hierarchy in Ancient Mesopotamia and Egypt in multiple ways. World History Encyclopedia's "**Jobs in Ancient Egypt**" details the social strata of Ancient Egypt, describing how agricultural development led to a specific hierarchy. In *Ancient World Magazine*, the article "**Evolution of Sumerian Kingship**" traces how developments in agriculture, religion, and imperial rivalry shaped the development of Mesopotamian politics and kingship.

- The devolution of women's rights that occurred with the rise of sedentary societies is well established, but its causes can often confuse students. Professor Hope Benne's "**Historical Development of Patriarchy at the End of the Neolithic Era and Beginning of Civilization**" (a summary of Margaret Ehrenberg's book *Women in Prehistory*) explains the development of new gender roles that led to the establishment of patriarchy.

ANCIENT PERIOD

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Performance Task

About the Performance Tasks

The performance-based assessments for the historical units of the Pre-AP World History and Geography course include two closely related parts:

PART 1: SOURCE ANALYSIS

Students examine a set of sources and complete three analysis tasks that will help them draft a full evidence-based essay. Sources have been edited for the purposes of this exercise. This is designed for a 45-minute class period.

PART 2: EVIDENCE-BASED ESSAY

Students build on the analysis work and outline they completed in Part 1 as they write an evidence-based essay. This is also designed for a 45-minute class period, and it assumes that students have already completed Part 1.

ADMINISTERING PERFORMANCE TASKS

Part 2 of the performance task is intended to be administered for the second two units of study (Classical Period and Postclassical Period in Pathway 1, and Modern Period and Contemporary Period in Pathway 2). This allows students to have two experiences of source analysis without having to produce a full essay. Later in the year, students will develop their source-analysis work into full essays for the third and fourth performance tasks.

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The Ancient Period, to c. 600 BCE

PART 1: SOURCE-ANALYSIS TASKS

Directions: Closely read and examine the sources provided in order to complete a series of source-analysis tasks that result in a thesis statement and multiparagraph outline. The sources and tasks relate to the following evidence-based prompt:

> *Explain how the development of ancient civilizations resulted in different types of social hierarchies.*

Task A: Analyze the prompt and sources

Focus: Break down the prompt, access prior knowledge, and examine the evidence

Task B: Build the thesis from evidence

Focus: Synthesize the evidence, generate initial claims, and draft and contextualize the thesis

Task C: Create an essay outline

Focus: Write an introductory paragraph and outline body paragraphs using topic sentences and supporting details

Note: The following sources have been edited for the purposes of this performance task.

Source 1

Contract for Marriage, Reign of Shamshu-ilu-na, c. 2200 BCE

RIMUM, son of Shamkhatum, has taken as a wife and spouse Bashtum, the daughter of Belizunu, the priestess of Shamash, daughter of Uzibitum. Her bridal present shall be a specified amount* of shekels of money. When she receives it it shall be free. If Bashtum shall say to Rimum her husband, "You are not my husband," they shall strangle her and cast her into the river. If Rimum to Bashtum, his wife, shall say, "You are not my wife," he shall pay ten shekels of money as her alimony. They swore by Shamash, Marduk, their king Shamshu-ilu-na, and Sippar.

[This marriage took place about 2200 B.C. The bride was a slave, and gained her freedom by marriage, and hence the penalty imposed upon her if she divorced her husband is greater than that imposed on him if he divorced her.]

*Translators cannot make out the exact monetary amount from the original text.

Source 2

Code of Hammurabi, also known as the Babylonian Law Code, 18th century BCE

141. If a man's wife, who lives in his house, wishes to leave it, plunges into debt, tries to ruin her house, neglects her husband, and is judicially convicted: if her husband offers her release, she may go on her way, and he gives her nothing as a gift of release. If her husband does not wish to release her, and if he takes another wife, she shall remain as servant in her husband's house.

200. If a man knocks out the teeth of his equal, his teeth shall be knocked out. [A tooth for a tooth]

201. If he knocks out the teeth of a freed man, he shall pay one-third of a gold mina.

Source 3

Wall decoration from the Tomb of Nakht, 18th Dynasty, Egypt, c. 1400 BCE. (Nakht was an ancient Egyptian scribe and priest.)

Cultural Archive / Alamy Stock Photo.

Source 4

Instructional manual created by an Egyptian royal scribe* for his apprentice, c. 13th century BCE

Let me also explain to you the situation of the peasant, that other tough occupation.

By day he cuts his farming tools; by night he twists rope. Even his midday hour he spends on farm labor. He equips himself to go to the field as if he were a warrior. The dried field lies before him.

The peasant spends time cultivating the field. He does not see a blade of green. He tries again with three sowings of borrowed corn. His belongings have gone to the traders, but they have brought nothing in exchange.

Now the scribe lands on the shore. He surveys the harvest. Attendants are behind him with rods and staffs. "Give corn," they say. The peasant replies, "There is none." He is beaten savagely. He is bound and thrown in the canal. His wife is tied up in his presence. His children are also bound.

If you have any sense, be a scribe. If you have learned about the peasant, you will not be able to be one. Take note of it!

*"Scribe" was a general term for anybody who kept records—in this case records of financial loans.

Source 5

***The Laws of Manu*, Indian Sanskrit text, 1000 BCE**

But in the beginning Brahma assigned their several names, actions, and conditions (created beings), even according to the words of the Veda.

But for the sake of the prosperity of the worlds, Brahma created the Brahman, the Kshatriya, the Vaishya, and the Shudra to proceed from his mouth, his arms, his thighs, and his feet.

To Brahmans he assigned teaching and studying (the Veda), sacrificing for their own benefit for others, and giving and excepting (of alms). The Kshatriya he commanded to protect the people, to bestow gifts, to offer sacrifices, to study (the Veda), to abstain from attaching themselves to sensual pleasures.

The Vaishya to tend cattle, to bestow gifts, to offer sacrifices, to study (the Veda), to trade, to lend money, and to cultivate land.

One occupation only the lord prescribed to the Shudra: to serve meekly these other three castes.

Source 6

Wall carving from the palace of Sennacherib, King of Assyria, c. 700 BCE

www.BibleLandPictures.com / Alamy Stock Photo

Source 7

Greek historian Herodotus, *The Persian Wars*, Book 2, c. fifth century BCE

Concerning Egypt itself I shall extend my remarks to a great length. …

In Egypt, a woman cannot serve the priestly office, either for god or goddess, but men are priests to both; sons need not support their parents unless they choose, but daughters must, whether they choose or no.

The Egyptian priests shave their whole body every other day, that no lice or other impure thing may adhere to them when they are engaged in the service of the gods. Their clothes are entirely of linen, and their shoes of the papyrus plant. It is illegal for them to wear either clothes or shoes of any other material. They bathe twice every day in cold water, and twice each night; besides which they observe, so to speak, thousands of ceremonies. They enjoy, however, many advantages. They consume none of their own property, and are at no expense for anything. Every day bread is baked for them of the sacred corn, and a plentiful supply of beef and of goose's flesh is assigned to each, and also a portion of wine made from the grape.

Instead of a single priest, each Egyptian god has a group of devoted priests, at the head of which is a chief priest. When one of these dies, his son is appointed in his place.

TASK A: ANALYZE THE PROMPT AND SOURCES

> *Explain how the development of ancient civilizations resulted in different types of social hierarchies.*

Analyze the prompt

1. Underline or circle key words in the prompt. What is the topic of this prompt? What are you being asked to write about?

_____

_____

_____

_____

2. What do you know about this topic? List examples of prior knowledge that are relevant to this prompt.

_____

_____

_____

_____

Analyze the documents

3. Use the table on the next page to record information that may be relevant to the prompt. Be sure to include information from each of the sources as well as additional details from outside the sources.

Source	Details relevant to the development of social hierarchies in ancient civilizations	Evidence from the source
1		
2		
3		
4		
5		
6		
7		
Related details from outside the sources		

TASK B: BUILD THE THESIS FROM EVIDENCE

Synthesize the evidence

1. Review the details and evidence notes you recorded in Task A. Choose the three types of social hierarchies that seem best supported by the evidence. Write those in at the top of each column in the table below. Then sort the evidence from the sources and relevant information from outside the sources into the appropriate columns, briefly noting why each piece of evidence fits in that category.

2. When you have completed the table, review the quantity and quality of evidence supporting each effect that you have identified. Rank the three effects from 1 to 3, with 1 representing the effect with the strongest evidence and 3 representing the effect with the weakest evidence.

Types of social hierarchies developed in ancient civilizations		
One type of social hierarchy that developed in ancient civilizations was _____	**Another type of social hierarchy that developed in ancient civilizations was** _____	**Another type of social hierarchy that developed in ancient civilizations was** _____
Rank #_____	Rank #_____	Rank #_____

3. Why did you rank the effects in the order you did? Write a sentence explaining the strength of the evidence for each effect. These sentences will help you form your thesis and the topic sentences for your three body paragraphs.

_____

_____

_____

_____

Plan your thesis

Plan your thesis in the space below. Consider the following questions as you draft and refine your sentence(s):

- Have you directly and completely addressed the prompt?
- Does your thesis reflect how and why you ranked the effects?
- Do you need to use multiple sentences or words like *while* or *although* to clearly express how the development of ancient civilizations led to multiple social hierarchies?

_____

_____

_____

_____

_____

Contextualize your thesis

What additional information would help set the stage for your overall argument? List one or two relevant trends or developments in the ancient world that will contextualize your thesis.

_____

_____

_____

_____

TASK C: CREATE AN OUTLINE

Organize and expand upon your work from tasks A and B using the following outline. On the solid lines, write in complete sentences. On the dotted lines, write brief notes in the form of words, phrases, or abbreviations.

PERFORMANCE TASK

Introduction (contextualize your position and state your thesis)

Context: _____

_____

_____

Thesis: _____

_____

_____

Body paragraph 1 (first claim that supports your position)

Topic sentence: _____

_____

_____

Supporting evidence: ....

....

....

....

....

....

Body paragraph 2 (second claim that supports your position)

Topic sentence: _____

_____

_____

Supporting evidence: _____

_____

_____

_____

_____

Body paragraph 3 (third claim that supports your position)

Topic sentence: _____

_____

_____

Supporting evidence: _____

_____

_____

_____

_____

Performance Task: Scoring Guidelines

PART 1

Evaluation Criteria	Available Score Points	Decision Rules
Task A: Analyze the prompt and sources (0–2 points)	**1 point.** Accurately explains the key topic of the prompt.	To earn this point, the response must provide a clear and accurate explanation of the key topic or topics related to the prompt. Students can also earn this point by accurately rephrasing the prompt in their own words.
	1 point. Analyzes a majority of the evidence.	To earn this point, the document chart must contain accurate statements connecting details from at least four documents to the prompt.
Task B: Build your thesis from evidence (0–2 points)	**1 point.** Organizes the evidence into categories relevant to the prompt.	To earn this point, the student must accurately sort at least four pieces of evidence into at least two categories. Evidence does not have to be explained in full sentences, but notes should indicate why the evidence fits the category.
	1 point. Provides at least two additional pieces of relevant evidence from outside of the documents in note form.	To earn this point, the student must cite at least two additional pieces of specific, relevant evidence that are not found in the documents. Note: Appropriate evidence cited in any response in Task A or B can be counted toward this point.
Task C: Create an outline (0–5 points)	**1 point.** Writes a historically defensible thesis that fully answers the prompt and establishes a line of reasoning.	To earn this point, the thesis must provide a defensible answer to the prompt that incorporates multiple relevant claims. The thesis can be more than one sentence.
	1 point. Writes one or more sentences that accurately describe a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, occur during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.
	1 point. Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.
	1 point. Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.
	1 point. Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.

Appendix

Expanding Essential Knowledge Resources

Contents

Expanding Essential Knowledge

Geography and World Regions

This resource is designed for expanding student understanding of essential content by building historical context for each key concept of the course framework. There are two main components: content summaries and a content exploration organizer.

CONTENT SUMMARIES

- Content summaries equip students with significant historical content related to the key concept and learning objective.

- The summaries can be used flexibly as standalone materials or as supplements for textbook chapters or primary and secondary sources.

- Each summary corresponds to one key concept and includes one paragraph for each essential knowledge statement.

- You might choose to have students or small groups examine each paragraph individually, or you might have them work with the full page to gain an overview of the key concept.

- **Note:** Throughout the course, content summaries are provided as paragraphs for students. The one exception occurs in G.5 (Comparison of World Regions)—for that key concept, a list of online resources has been provided that will help students compare the physical and human characteristics of world regions.

CONTENT EXPLORATION ORGANIZERS

- Content exploration organizers provide a series of tasks designed to help students comprehend challenging text, develop and retain an understanding of key ideas, practice incorporating evidence, and express advanced thinking by writing complex sentences.

- Organizers may be used with the content summaries provided or with other lessons.

- A blank organizer and examples of completed organizers can be found on pages A17, A19, and A20.

Using the Organizer with Content Summaries

Step 1   **Before reading the summary:** Students read a sentence that is intended to summarize the topic but is underdeveloped (Suggested underdeveloped sentences for this content period begin on page A15.) Students then consider what information the underdeveloped sentence fails to specify by drafting initial questions that need to be answered to improve the original sentence

Step 2   **While reading the summary:** Students use the questions they generated to guide their reading of the content summary paragraph. As they read, students record the answers and other relevant notes.

Step 3   **After reading the summary:** Students incorporate evidence captured in their notes by adding specific details to produce an improved version of the original underdeveloped sentence.

Step 4   **Before exploring new information:** Students practice inquiry by jotting down relevant questions that were not addressed in the summary. These questions should often start with "how" or "why" and emulate disciplinary questions related to comparison, causation, and continuity and change over time.

Extension   **After learning new information:** Students can be encouraged to revise the sentence they created (in step 3) to incorporate new information. Student-generated historical inquiries can be used to guide class discussion or research.

Using the Organizer with Other Assignments or Lessons

The content exploration organizers can be used to support a variety of assignments and lessons. Consider the following ideas for using the organizers with subject matter beyond the content summaries:

- **Teacher-created underdeveloped sentence:** Craft an underdeveloped sentence that will prompt students to ask questions related to the key points of the assignment or lesson. Students follow the same four steps: examining the underdeveloped sentence to produce questions before the assignment or lesson, recording answers and taking notes during it, and finally creating a more developed sentence and generating questions for future inquiry.

- **Student-created underdeveloped sentence:** In instances where students may have prior knowledge related to the assignment or lesson, ask them to write a one-sentence summary of the topic. Students can then use this as their underdeveloped sentence in the graphic organizer. During the course of the assignment or lesson, students follow the same sequence of steps to expand their knowledge, create a more developed sentence, and generate questions for future inquiry.

Content Summary G.1

PRINCIPLES OF GEOGRAPHY

G.1.A: How maps represent space

Maps convey representations of space, place, and location through symbols, keys, scale, and other manners of representation. A map's scale indicates the proportional relationship between measurements on the map and the actual distances they represent. Small-scale maps can show a large area but provide little detail; large-scale maps show a small area but allow for significant detail. Map symbols can communicate information and are explained on the map key, also called a legend. Every map should include a device (e.g., north arrow, compass rose) to orient the location shown to the cardinal directions of north, south, east, and west. There are many different types of maps, such as physical, political, and special-purpose maps, and each type can represent geographic information in different ways to best serve the intended purpose. Some maps use a grid system to allow the viewer to identify an absolute location. Grid systems may show coordinate lines defined by letters and numbers, such as those often found on highway maps, or they may use the latitude and longitude coordinate system. Lines of latitude, or parallels, circle the earth at specific distances from the Equator, while lines of longitude, or meridians, run from pole to pole and measure distances east or west of the Prime Meridian.

G.1.B: Purposes, approaches, and contexts of maps

Maps reflect political and cultural contexts and prioritize, exclude, or distort geographic data to serve a variety of purposes. Because maps are two-dimensional depictions of the curved surface of the earth, they present inherent challenges. Mapmakers must make careful choices in order to represent the earth's surface in a way that is accurate and serves the map's purpose. A map projection is a method cartographers use to represent the earth's three-dimensional surface on a two-dimensional plane. Different types of map projections lead to different distortions in the shapes, relative sizes, distances, or directions of the places being represented. A few commonly used map projections are Mercator (cylindrical), equal area, Robinson, Winkel tripel, and conic. The political and cultural contexts in which maps are created and intended to be used also influence their content and/or presentation. Much like when interpreting primary and secondary historical sources, it is important to consider the perspective or point of view of the cartographer and/or whoever commissioned the map, the purpose of the map, the intended audience, and the larger context in which the map was created.

G.1.C: What geographers examine

To examine human and environmental patterns across space and time, geographers synthesize empirical data from a variety of sources. Using graphs, charts, tables, diagrams, and maps in conjunction with one another makes it possible to identify spatial patterns and relationships. Primary sources and firsthand accounts can corroborate and contextualize information communicated by maps. For example, geographers might consult data tables depicting population change over time, birth rate, and life expectancy along with population pyramids and population density maps to draw conclusions about demographic change and settlement patterns within a region or around the world. Statistics and data can also be represented on maps and graphs to show relationships, reveal trends, and allow for comparison within and between regions. Geographers ask questions and seek answers by marshalling evidence from a range of data sources, maps, case studies, and primary and secondary historical resources. They can then connect events, human stories, and reactions to geographic patterns and processes evidenced by the data.

G.1.D: Tools geographers use

Geographers use geospatial data, satellite technologies, and other tools and systems to organize, represent, and reexamine human and environmental patterns across space and time. Remote-sensing satellites and aircraft can record images and collect a wide range of data about the atmosphere, the earth's surface, and the oceans. The Global Positioning System (GPS) employs a network of satellites in predetermined orbits to measure distances and pinpoint locations. The system provides this information to a number of location-based services, such as smartphone navigation, assignment of locations to data, and the emerging field of augmented reality. The data collected through remote sensing, GPS, and other such tools can be captured, stored, analyzed, and displayed through the use of computer-based mapping systems called geographic information systems (GIS). GIS organizes spatial data to produce dynamic maps and tables that allow users to spot new patterns and ask new geographic questions. Maps produced by GIS can show specific data sets such as population density, land use, and transportation networks. The data sets are stored in layers, and each layer can be displayed or hidden depending on what the geographer wishes to present or investigate to examine relationships and spatial associations.

Content Summary G.2

REGIONALIZATION

G.2.A: Purpose of regions

Regions are areas created to cohesively organize space based on the presence or absence of human or physical characteristics. In contrast, places are specific areas that have certain physical and human characteristics and significance. Geographers combine places with common physical or human characteristics into regions to aid analysis and to present a complex earth in simpler terms. Physical characteristics such as climate, networks of waterways, land topography, soil types, and vegetation may all play a role in defining a region. Human characteristics such as language, religion, customs and traditions, and political and economic features may also be used to define a region.

G.2.B: Types of regions

Geographers categorize regions as formal (uniform), functional (nodal), and perceptual (vernacular). Because humans define regions in an attempt to categorize and organize geographic space, regions naturally reflect the beliefs, perceptions, and attitudes of humans, either within or outside the region. Regions regularly change over time to reflect movements of people as well as shifting cultural, political, technological, and economic realities and relationships. Formal (uniform) regions have a shared trait or common characteristic, such as a common language or primary economic activity. Functional (nodal) regions are focused on a node or central point that influences or connects an area and radiates out from the center—for example, a newspaper distribution territory or centralized retail or medical services. Perceptual (vernacular) regions are defined by the beliefs, perceptions, and attitudes people have about a particular area. They are informal and may be tied to the "impressions" one has of an area. The "Midwest" and the "Deep South" are examples of perceptual regions within the United States. Regions often represent generalizations about a place and may not reflect the full complexity and diversity present within the region.

G.2.C: Properties of regions

Regions can vary in scale from local to global and can overlap other regions or be mutually exclusive with other regions. Geographic scale allows for the study of characteristics from a very localized region to expansive and broad characteristics on global levels. Depending on their level of specific knowledge and understanding, geographers may be able to identify a very small area as a region, such as the "Midtown" portion of Manhattan in New York City or the "West End" in London. Geographers may also employ very general criteria to define a large, global region, such as "sub-Saharan" Africa or the "Global North" and "Global South." Places within these regions may or may not fully embody the established characteristics for the regions, or there may be overlap between regions. For example, Australia is considered part of the Asia-Pacific region, but also may be seen as a "Western" nation due to its historical ties to the United Kingdom.

G.2.D: Temporary and subjective nature of regions

Geographers continually debate and revise the borders and structures of regions to establish coherent generalizations about space. Many characteristics that define regions change over time and require a constant reevaluation of regional boundaries. If a region is defined by rainfall, animal habitat, or agricultural use, the space attributed to that region may need to be adjusted if climate patterns or land uses change. Political support for parties, issues, and candidates may also change over time, leading political geographers to revise the boundaries and dimensions of political regions. Population growth and decline on local and regional levels may change the ways in which people are divided for the purposes of political representation or provision of cultural, government, and economic services. Migration into and out of a region may lead to changes in cultural characteristics, such as predominant language, prevailing religions, and types of food, either in places within the region or throughout the region as a whole. Geographers attempt to redefine regions as circumstances and characteristics evolve and transform.

Content Summary G.3

SPATIAL REORGANIZATION

G.3.A: Spatial reorganization and economic, cultural, and political development

Trade, cultural processes, and political developments influence and are shaped by spatial reorganization. Geographers believe that there is pattern, regularity, and reason to the locations of people, places, and environments on the earth and that they are the result of spatial processes. Changes in the ways geographic space is organized are both causes and consequences of economic, cultural, and political interactions. Changes in technologies, particularly transportation technologies, also influence the reorganization of space. The growth and decline of cities, for example, may be related to their proximity to important transportation routes, which grow and change over time. Two factors influence spatial organization: friction of distance and spatial association. The concept of friction of distance suggests that the frequency or volume of interaction declines as the distance between geographic spaces, places, or regions increases. This idea is related to the concept of spatial association: the closer things are to each other, the more interrelated they will be (and vice versa). However, advancements in communication and transportation have led geographers to discuss whether spatial association has less impact than it once did. For example, when people can use the internet to work for a company located thousands of miles away, distance has a very limited impact on this economic relationship. Trade relationships and economic processes, however, still have a dramatic impact on the reorganization of space. Developments in trade may lead to the growth of ports and distribution centers, or the increased consumption of a product may result in more intensive agricultural land use, mining, or expansion of production facilities. Changes in political support and structures may alter how political representation interacts with geographic space or, more dramatically, alter the borders and boundaries of political states.

G.3.B: Spatial reorganization and birth and mortality rates

Birth and mortality rates, which are influenced by cultural, economic, environmental, and political factors, shape spatial reorganization. Geographers attempt to explain the relationships between birth and mortality rates through the Demographic Transition Model (DTM). This model suggests that societies undergo stages during which the pace of population growth or decline changes. These stages are heavily influenced by culture, technology, economic development, and political policies. In addition, the population changes that occur as a society transitions from one stage to another can greatly impact the patterns of geographic space. Societies with rapid population growth may need additional land for residential spaces, commercial development, and food production. Societies with slowing growth or population decline may have to repurpose old structures or maintain buildings and infrastructures that are in less demand. The relationship between birth and mortality rates is heavily influenced by health challenges and technological advancements, but often cultural values and norms related to family structures also play a role in total fertility rates.

G.3.C: Push-and-pull factors of migration

Geographers attempt to explain the motivations for migration through a discussion of push-and-pull factors. Those who migrate by choice may be reacting to aspects of their local economy, government, or culture that are unfavorable enough to "push" them away from their current homes. Others leave because they are drawn by more favorable conditions in another region that "pull" them to relocate. Often, both "push" and "pull" factors contribute to migration. For example, the steady migration from rural to urban areas over the last two centuries has been tied to both the decline of available jobs in agriculture (push factor) and the expansion of economic opportunities in urban areas (pull factor). However, not all migration is voluntary. Refugees are migrants who have been forcibly displaced within their home country or forced to leave their home country altogether. Unlike migrants who may choose to leave conditions they find to be unfavorable, refugees are typically fleeing threats to basic survival (war, natural disasters, militias) or are compelled by local governments to leave against their will.

G.3.D: Effects of migration

Migration modifies patterns of rural and urban settlement on local-to-global scales, and those patterns impact everything from trade to culture. Emigration (out-migration) can dramatically change the demographics and labor pool of the sending society. Family left behind in sending societies sometimes receive remittances and financial support from family members who have emigrated to somewhere with more favorable economic conditions. Immigration (in-migration) changes the demographics and often expands the labor pool of the receiving society. However, an influx of people can also stretch the capacity of resources and services. As migrants assimilate to new local or national cultures to varying degrees, migration can also result in cultural diffusion and cultural syncretism. Urbanization has had similar effects on sending and receiving societies globally: rural areas typically see a decline in young adults and job opportunities, while urban areas experience an influx of young workers seeking employment. The pace and volume of these changes, as well as available resources and level of development, play major roles in the ability of rural and urban areas to accommodate these patterns of demographic change. Dramatic population changes alter the usage of infrastructure and services as well as tax revenue. As a result, swings in population lead to both challenges and opportunities for governments, from the local to the national scale.

Content Summary G.4

HUMAN ADAPTATIONS TO THE PHYSICAL ENVIRONMENT

G.4.A: Scarcity, surplus, trade, and transportation

A natural resource is a physical material that humans depend upon and value. The value of a resource is determined by people's needs and technologies. While water, air, and land are basic resources, over time other materials have changed in importance and value. The location of resources affects the distribution of people on Earth and the economic systems they develop. Some regions are rich with highly valued natural resources such as fertile soils and minerals while others are less well endowed. The uneven distribution of resources influences where people live and how they earn their livings. Sometimes humans migrate to or find employment near the location of resources. On a variety of scales, communities often initiate trade relationships and invest in transportation networks to address their resource needs. For example, a region with fertile soils and adequate fresh water may exchange surplus food for mineral resources extracted from an area not able to grow its own food. On an international scale, countries export products they produce successfully in exchange for goods and services they are not able to obtain locally. The profitability of these trade relationships has led humans to pursue transportation innovations from the wheel to the lateen sail to railroads to refrigerated ships. Patterns of exchange develop over time and are regularly disrupted by new technologies and shifting cultural norms. One such disruption was the development of the internal combustion engine, which significantly increased the demand for some resources (fossil fuels such as coal, oil, and natural gas) while reducing the demand for others.

G.4.B: Human adaptation and innovation

One essential way people have adapted to environments is through innovation—implementing new agricultural practices, devising new ways to manufacture products, and inventing and applying new technologies to reduce challenging conditions of physical environments. Innovations in agricultural practices, such as the use of irrigation in arid environments, the domestication of animals, and crop rotation, have increased food supplies and supported population growth. Industrialization emerged alongside the mechanization of agriculture, and scientific breeding of plants and animals has expanded the range of land farmers can use. These developments have increased the quality and quantity of food worldwide, supported the expansion of agriculture to new world regions, created increasingly complex regional and global trade networks, and allowed people to live in ever-expanding environments. Innovations in manufacturing, enabled by inventions that make the physical movement of people and goods easier, such as the steam engine and internal combustion engine, have increased the production of the resources needed to support humans in a range of environmental conditions. The invention of air conditioning has allowed the expansion of population across the world into regions once considered largely uninhabitable, such as the American South and the Gulf States.

G.4.C: Environmental modification and the diffusion of plants, animals, and pathogens

The current distribution of plants, animals, and diseases on Earth is largely the result of human actions. People have spread across the planet. They have regularly brought plants, animals, and diseases to new areas of the world as they have traveled, sometimes through accidental diffusion rather than purposeful choice. Contact between peoples over space and time and the consequent redistribution of living species have had intended and unintended consequences. The introduction of new species can affect the variety and balance of plants and animals in an environment. In some cases, local living things cannot compete with the introduction of non-native species (sometimes called "invasive species"), and biodiversity is reduced. However, newly introduced crops and animals can also form the basis of new economic activities and provide income and trade for both producers and consumers. Perhaps the most dramatic example of the movement of plants, animals, and pathogens is the Columbian Exchange, the interaction between Afro-Eurasia and the Americas. This two-way process introduced crops from the Americas (corn, potatoes, tobacco, cocoa, tomatoes, cotton) to Afro-Eurasia, and brought Afro-Eurasian species (wheat, sugarcane, horses, cattle, pigs, sheep) to the Americas. Diseases were also exchanged, with devastating effects in the New World particularly; the indigenous peoples of North and South America and the Caribbean had no immunity to diseases such as smallpox, plague, cholera, and malaria, and when exposed, many died. In the present, the global nature of transportation and economic exchanges increases the speed by which plants, animals, and diseases can diffuse. Governments and international agencies actively regulate commerce and travel to prevent the global spread of invasive species and deadly diseases.

G.4.D: Intended and unintended consequences of human interactions with the environment

Individuals and societies change the physical environments in which they live to better provide the things they need to survive and thrive, such as food, shelter, and clean water. People have built dams to control flooding and aqueducts to supply water to arid places. They have cleared forests and grasslands to grow single crops, raise livestock, or extract natural resources. Such modifications reduce the diversity of vegetation and wildlife of these regions. People have also cleared land, diverted waterways, and reshaped landscapes to build settlements, manufacturing centers, and commercial districts. Human modification of physical landscapes changes the balance of nature and has consequences—intended and unintended, positive and negative. Some consequences, such as air, water, and land pollution, diminish the capacity of regions to support life—both humans and other living things. Human activities have caused the extinction of innumerable species, which, in turn, leads to changes in the populations of other species. The consequences of such actions can be very local and small in scale, such as the loss of a bee colony, but even small changes can lead to greater consequences over time. Consequences can also be global and large in scale, such as the overall trend of a rise in average temperature Earth is experiencing as a result of carbon emissions. On both small and large scales, humans have changed the physical landscapes of Earth through pollution, land degradation, resource depletion, and industrialization. These all have had a significant impact on plant and animal species and the ecosystems in which they live.

Content Summary G.5

COMPARISON OF WORLD REGIONS

The following is a compilation of online resources that provide summaries and maps to be used to compare the physical and human characteristics of world regions.

Summary articles organized by world regions

- National Geographic Encyclopedia entries on the human geography of **Africa**, **Asia**, **Australia and Oceania**, **Europe**, **North America**, **South America**
- The Council on Foreign Relations' **World 101: Regions of the World** interactive modules

Maps and data for comparing world regions

- CIA: **World Factbook**
- Country comparison tools from **IfItWereMyHome.com**
- Library of Congress: **Geography and Map Reading Room**
- National Geographic: **MapMaker Interactive**
- NASA's **worldview.earthdata.nasa.gov**
- World Bank's **DataBank**
- World population data from **Population Reference Bureau**
- World population over time maps from **WorldPopulationHistory.org**
- Various websites that graph demographic data as "population pyramids," such as **United Nations Population Division** and **PopulationPyramid.net**

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UNDERDEVELOPED SENTENCES FOR CONTENT SUMMARIES

The table below provides a suggested underdeveloped sentence for each content summary paragraph.

EK	Paragraph Title	Underdeveloped Sentence
G.1.A	How maps represent space	They use many things to show it clearly.
G.1.B	Purposes, approaches, and contexts of maps	They use information for purposes.
G.1.C	What geographers examine	They find patterns.
G.1.D	Tools geographers use	They use tools.
G.2.A	Purpose of regions	They help us organize.
G.2.B	Types of regions	There are three types.
G.2.C	Properties of regions	They can exist in different sizes and places.
G.2.D	Temporary and subjective nature of regions	Boundaries can be different.
G.3.A	Spatial reorganization and economic, cultural, and political development	Activities affect space.
G.3.B	Spatial reorganization and birth and mortality rates	When it changes, many other things change.
G.3.C	Push-and-pull factors of migration	They move people.
G.3.D	Effects of migration	It impacts both places.
G.4.A	Scarcity, surplus, trade, and transportation	They trade.
G.4.B	Human adaptation and innovation	They adapt.
G.4.C	Environmental modification and the diffusion of plants, animals, and pathogens	They spread things.
G.4.D	Intended and unintended consequences of human interactions with the environment	It has results.

Note: Underdeveloped sentences are not included for G.5. You can create your own sentences and use the same technique to help students explore the concepts most closely related to local and state standards. (Additional online tools related to the comparison of world regions can be found in the G.5 lesson materials.)

Content Exploration Organizer

Directions: Use the following organizer to repair the underdeveloped sentence by following the steps below, including:

- Identifying which key details are missing in the underdeveloped sentence
- Recording relevant details that answer initial questions and increase understanding
- Creating an expanded sentence based on the new information you learned from the content summary paragraph (or other source)

> **Underdeveloped sentence:**

Step	Notes
1: Create initial questions to uncover important missing details.	
2: Record your notes from the content summary paragraph (or other source of new information).	
3: Expand the sentence by incorporating new, specific details.	
4: Create additional questions related to this concept.	

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Underdeveloped sentence: They use tools.

Step	Notes
1: Create initial questions to uncover important missing details.	Who uses tools? What tools? Why? What are the tools used for?
2: Record your notes from the content summary paragraph (or other source of new information).	Geographers use tools like geospatial data, satellite images, GIS They use these to create maps, charts, layers so that we can understand trends across land over time (land use by humans, changes in nature, patterns in human settlement)
3: Expand the sentence by incorporating new, specific details.	Geographers use geospatial data, satellite technologies, and geographic information systems (GIS) to show and examine human and environmental patterns across space and time.
4: Create additional questions related to this concept.	Which tools do they use the most? How has the use of tools changed over the last few years?

Content Summary Sample
This is an example of a completed content exploration organizer with exemplary student responses for content summary paragraph G.1.D: Tools geographers use.

Modeling Inquiry
Students with limited experience creating questions may not know how to start. For beginners, break the task down to finding the *who*, *what*, *when*, *where*, *why*, and *how* questions the underdeveloped sentence fails to address. Modeling the question creation can help build students' inquiry skills for disciplinary applications beyond this organizer.

Inquiry Mindset
The historical discipline is built on inquiry. In addition to general note-taking, make sure students are using the questions they generated to guide their exploration of the new content. Encouraging students to pursue the answers to inquiries they have generated promotes student ownership of learning and improves content retention.

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Underdeveloped sentence: They trade.

Step	Notes
1: Create initial questions to uncover important missing details.	Who trades? What do they trade? Why? What happens when they do?
2: Record your notes from the content summary paragraph (or other source of new information).	Humans trade when they need something another region has that they don't (usually they trade away items they have a surplus of) This helps humans have more food and get better goods As they trade, they build trade networks
3: Expand the sentence by incorporating new, specific details.	As humans trade natural resources, they often build or expand transportation networks.
4: Create additional questions related to this concept.	How is current trade affecting transportation networks that we plan on building? Do we need transportation networks less since we buy more things online instead of in stores?

Content Summary Sample
This is an example of a completed content exploration organizer after a lesson on EK G.4.A that would support the learning objective of the key concept Human Adaptations to the Physical Environment. Students would complete step 2 during the lesson instead of using a content summary.

Expanding Sentences
Have students use their notes to add specific details that expand the original sentence. Students may need to see this modeled several times before they become proficient, but they can eventually use the expanded sentences to create their own study guides.

Revision Mindset
Historical inquiry is never finished. Theses are regularly revised to reflect new evidence uncovered by new inquiries. Prompting students to regularly create new questions and refine statements to reflect new evidence will help them learn to think like historians.

Expanding Essential Knowledge

The Ancient Period

This resource is designed for expanding student understanding of essential content by building historical context for each key concept of the course framework. There are two main components: content summaries and a content exploration organizer.

CONTENT SUMMARIES

- Content summaries equip students with significant historical content related to the key concept and learning objective.

- The summaries can be used flexibly as standalone materials or as supplements for textbook chapters or primary and secondary sources.

- Each summary corresponds to one key concept and includes one paragraph for each essential knowledge statement.

- You might choose to have students or small groups examine each paragraph individually, or you might have them work with the full page to gain an overview of the key concept.

CONTENT EXPLORATION ORGANIZERS

- Content exploration organizers provide a series of tasks designed to help students comprehend challenging text, develop and retain an understanding of key ideas, practice incorporating evidence, and express advanced thinking by writing complex sentences.

- Organizers may be used with the content summaries provided or with other lessons.

- A blank organizer and examples of completed organizers can be found on pages A39, A41, and A42.

Using the Organizer with Content Summaries

Step 1   **Before reading the summary:** Students read a sentence that is intended to summarize the topic but is underdeveloped. (Suggested underdeveloped sentences for this content period begin on page A37.) Students then consider what information the underdeveloped sentence fails to specify by drafting initial questions that need to be answered to improve the original sentence.

Step 2   **While reading the summary:** Students use the questions they generated to guide their reading of the content summary paragraph. As they read, students record the answers and other relevant notes.

Step 3   **After reading the summary:** Students incorporate evidence captured in their notes by adding specific details to produce an improved version of the original underdeveloped sentence.

Step 4   **Before exploring new information:** Students practice inquiry by jotting down relevant questions that were not addressed in the summary. These questions should often start with "how" or "why" and emulate disciplinary questions related to comparison, causation, and continuity and change over time.

Extension   **After learning new information:** Students can be encouraged to revise the sentence they created (in step 3) to incorporate new information. Student-generated historical inquiries can be used to guide class discussion or research.

Using the Organizer with Other Assignments or Lessons

The content exploration organizers can be used to support a variety of assignments and lessons. Consider the following ideas for using the organizers with subject matter beyond the content summaries:

- **Teacher-created underdeveloped sentence:** Craft an underdeveloped sentence that will prompt students to ask questions related to the key points of the assignment or lesson. Students follow the same four steps: examining the underdeveloped sentence to produce questions before the assignment or lesson, recording answers and taking notes during it, and finally creating a more developed sentence and generating questions for future inquiry.

- **Student-created underdeveloped sentence:** In instances where students may have prior knowledge related to the assignment or lesson, ask them to write a one-sentence summary of the topic. Students can then use this as their underdeveloped sentence in the graphic organizer. During the course of the assignment or lesson, students follow the same sequence of steps to expand their knowledge, create a more developed sentence, and generate questions for future inquiry.

Content Summary 1.1

HUMAN ADAPTATION AND MIGRATION IN THE PALEOLITHIC WORLD

1.1.A: Technology and human adaptation to the environment during the Paleolithic period

The biological evolution of early hominids to human beings *(Homo sapiens)* was a four-million-year process. Two of the most notable physical changes were the development of bipedalism and the formation of a large and complex brain. This biological evolution around 200,000 BCE was a physical adaptation to changing environmental conditions across a number of ice ages. As the human brain developed, humans initiated their own adaptations and began to overcome environmental challenges through the creation of tools. Chipped and flaked stone tools—including hammers, scrapers, and axes—were developed to shape and manipulate the environment, assist in foraging and hunting, and enhance food security. The use of fire was another major step in human development. Fires were used to cook and preserve food, and fire enabled early humans to make more sophisticated tools, such as larger, more precisely flaked axes. Fires were deliberately set to drive animals out for hunting and to promote the growth of new vegetation that could be gathered for food and used to attract animals to hunt.

1.1.B: Cultural and social development in the Paleolithic world

Social interaction around fires contributed to the formation of social communities and to language development. Spoken and symbolic language made it possible to transmit knowledge within and between communities, and new knowledge promoted rapid innovations that improved hunting and gathering. As language further aided the sharing of knowledge from one generation to the next, social rules and cultural practices, including gender roles, became more defined. The demographic expansion and migration of early humans furthered the spread of common technologies and cultural practices. Regional networks for bartering food, tools, and exotic decorative items became increasingly complex.

1.1.C: Global spread of humans during the Paleolithic period

Through technology and communal effort, early humans successfully adapted to a variety of habitats. These adaptations allowed humans to spread from Africa to populate both hemispheres by the end of the Paleolithic period. During the last ice age, sea levels fell and new land routes emerged. The Bering land bridge connected Asia to North America; other land bridges connected Southeast Asia to Australia. The use and control of fire was crucial to human survival in cold climates, while new tools and social cooperation permitted survival in warmer and drier climates. Human migration was associated with population growth, which was both a consequence of food security and the cause of food insecurity. Human migration, in conjunction with new hunting technologies such as the spear and the bow and arrow, initiated a wave of extinctions among the mammal species in some areas. The mammoth, woolly rhinoceros, and elk disappeared in Eurasia, and the horse, elephant, and camel vanished in the Americas. The extensive use of fire for foraging and hunting impacted the physical and natural environment as well as the atmosphere.

Content Summary 1.2

CAUSES AND EFFECTS OF THE NEOLITHIC REVOLUTION

1.2.A: Causes of the Neolithic Revolution

Human food insecurity increased as populations grew, environments changed, and the climate fluctuated at the start of the Holocene epoch. As a reaction to food insecurity, humans increasingly cultivated plants and domesticated animals to survive. This transition from hunter-gatherer societies to farming communities is known as the Neolithic Revolution. Farming developed first in the Fertile Crescent of Mesopotamia, where gatherers of wild barley, rye, and wheat began to cultivate these cereals. The Fertile Crescent's thin, upland, well-watered soils could be manipulated with stone tools. Communities focused on shifting cultivation developed as soil exhaustion forced early farmers to move to new fertile lands. These communities increasingly discovered that "slashing and burning" the vegetation of exhausted fields rejuvenated those fields for future planting. The first farmers were likely women and girls since food production based on domesticating plants overlapped with their role in gathering plants. Humans in Mesopotamia also began to domesticate large animals for sources of food and clothing. Farms increasingly featured herds of tamable animals, such as pigs, sheep, goats, and cattle. Animal domestication also became the basis of pastoralism, especially in grasslands and areas not suitable for farming. Pastoralists were nomadic, and they exchanged animal products for the food and materials produced in farming communities.

1.2.B: Effects of the Neolithic Revolution

Animal domestication, shifting agriculture, and sedentism led to greater food security, which fueled population growth. By rotating the fields they cultivated, otherwise known as shifting or slash-and-burn agriculture, communities increased their food production. Sedentary lifestyles in villages and permanent houses expanded life expectancy, and populations grew in size and density. Food surpluses, especially from farming, led to divisions of labor, economic specialization, and more complex social organization. As groups became more sedentary, they also became less egalitarian and more hierarchical, and people responsible for the management and allocation of food resources had the greatest social importance. The Neolithic Revolution also led to extraordinary innovations. Grinders and buffers were invented to make more precise stone tools; pottery and baking methods were developed to aid in the creation, preservation, and exchange of food; and weaving methods and tools were developed. In the late Neolithic period, the transformation of the wheel increased efficiency for a variety of tasks. Technological innovations and human selection of specific seeds and animals impacted the environment through deforestation and the loss of biodiversity. The invention of metallurgy and bronze marked the end of the Neolithic period.

1.2.C: Development and diffusion of Neolithic communities

Seven Neolithic farming communities, all cultivating different crops, arose independently outside the Fertile Crescent: Sudanic Africa (sorghum), West Africa (yams), East Asia (millet and soybean), Southeast Asia (rice), Papua New Guinea (bananas), Mesoamerica (maize), and the Andes (potatoes). The outer frontiers of farming communities advanced at roughly 15 miles per generation. As farming spread from seven nodal points, populations inevitably expanded. By the end of the Neolithic period, circa 3500 BCE, the vast majority of people lived in agricultural communities. The total human population at that time is estimated to have been around 16 million people, up from five million at the end of the Paleolithic period.

Content Summary 1.3

ORIGINS OF COMPLEX URBAN SOCIETIES IN THE ANCIENT WORLD

1.3.A: Transition from shifting to sedentary agriculture

In a variety of locations in Afro-Eurasia, mixed-agricultural systems emerged that combined farming with animal domestication. Increasingly, farmers within these systems discovered that animal dung was effective for fertilizing fields. As the need to abandon exhausted soils diminished, sedentary farms and communities began to form. In the Americas, where animal domestication was limited, sedentism was achieved through the use of decomposed vegetation as fertilizer or through terracing techniques that reinvigorated the soil. Early Neolithic sedentary farming took place on hillsides or sandy soils where the topsoil was thin and easily manipulated to accommodate the reliance on simple stone tools; this soil was unfortunately also low in nutrients. Due to the absence of irrigation on hilly soils, dry farming techniques (such as constant raking and aerating of the soil) were used to maximize absorption of rainfall. Early Neolithic sedentary village communities were organized through kinship and clans, and they grew to support hundreds of inhabitants.

1.3.B: Formation of hydrologic systems in early ancient Eurasian civilizations

The use of bronze tools and weapons, along with the emergence of social elites, contributed to the rise of civilizations in the Mesopotamian, Nile, Indus, and Yellow river valleys. The development of bronze agricultural tools permitted the plowing of thicker and richer soils in river valleys. The higher nitrogen levels in these soils supported higher agricultural yields. River valleys also provided the opportunity to divert river water for irrigation. While periodic floods could damage settlements, they also revitalized soil with silt and deposition. The creation of complex hydrologic systems in these river valleys was initiated and organized by military elites skilled in the use of expensive bronze weapons. These military elites collected tribute in labor and kind in exchange for the provision of defense. This coercive use of tribute labor created the hydrologic infrastructures upon which civilizations were built. The significant expansion of agricultural productivity created sustained agricultural surpluses that supported economic specialization and the formation of complex social hierarchies.

1.3.C: Formation of American civilizations in the absence of hydrologic systems

Unlike in Afro-Eurasia, the ancient Olmec (1200–400 BCE) and Chavín (900–200 BCE) civilizations arose through sophisticated agricultural terracing and intercropping practices that produced higher yields without the support of animal dung, metal agricultural tools, or complex hydrologic systems. In the Olmec civilization, urban trading centers arose around monumental sacred sites. Long-distance trade in obsidian (a volcanic glass), pottery, and feathers ensured that Olmec cultural practices, such as ballgames and chocolate drinking, and religious practices, such as recording in glyphs, were broadly disseminated. These cultural practices informed later Mesoamerican civilizations such as the Maya. Similarly, large temple complexes that became urban sites and centers of craft production and trade characterized the Chavín civilization in the Andes.

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Content Summary 1.4

PASTORALISM IN ANCIENT AFRO-EURASIA

1.4.A: Animal domestication and the origin of pastoral lifestyles

By the first millennium BCE, approximately 90% of the human population was supported by sedentary agriculture. This population lived in concentrated core zones of civilizations and complex urban societies that were separated by significant distances. Nomadic peoples made up the remaining 10% of the global population. Despite their more limited numbers, nomadic peoples occupied a majority of the inhabited space on Earth. While the practice of shifting cultivation continued, many nomads adapted to climates that could not sustain agriculture by engaging in pastoral herding. Notable areas associated with pastoralism were the steppe grasslands of central Eurasia and the desert fringe and savannah areas in the Arabian Peninsula and Sudanic Africa. While the physical geographies of these regions were not good for agriculture, they were favorable to the domestication and herding of animals. As a result, pastoralists could maintain stable sources of meat, milk, and other animal products. When the conditions of an area no longer supported grazing, pastoral nomads required mobility to relocate. The domestication of the horse and the camel facilitated the movement of pastoral communities. Pastoral lifestyles were largely absent from the Americas, which did not have many native livestock species other than llamas. American pastoralism did not blossom until the introduction of the horse and Eurasian herding animals, such as cattle, sheep, and pigs, during the Columbian Exchange of the early modern period.

1.4.B: Expansion of pastoralism and human environmental interaction

The grazing and water needs of livestock altered the local landscape. In the winter and spring, large herds consumed plant cover across expansive areas, and communities set up temporary tent camps as they moved with their herd's need for fresh grassland. In the drier summer months, pastoral communities and their herds moved to riverine or hilly areas where water was more abundant. Overgrazing not only put pastoral communities at risk, it also led to a compaction and erosion of the soil that could contribute to desertification, and it had detrimental impacts on their environments. For example, compaction and erosion contributed to the decline of the Indus River Valley civilization when runoff made rivers impossible to control. Selection in the breeding of livestock also led to a decline in the biodiversity of domesticated animal species.

1.4.C: Pastoral interactions with sedentary communities

Pastoralists produced specialized products such as meat, milk products, wool, hides, and bone implements. They traded with sedentary communities in order to diversify their diets and to acquire other goods such as metal tools and weapons. Nomadic pastoralists served as important commercial and cultural intermediaries in the spaces between complex urban societies. They were important agents in the Afro-Eurasian diffusion of iron-based technologies, such as the chariot, bridle, and stirrup, as well as the Indo-European and Bantu languages. In the constant search for more grassland, pastoral nomads were often in military conflicts with sedentary complex urban societies as well as other pastoral groups. Pastoral nomads developed sophisticated military skills that were built upon the advantages of mobility. Pastoral warriors could fight on horseback or in wheeled chariots and made use of powerful bows.

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Content Summary 1.5

STATE FORMATION IN ANCIENT AFRO-EURASIA

1.5.A: Origins of the first states in Afro-Eurasia

Neolithic farms were typically limited to hillsides, since stone tools were only effective in cultivating light, thin soils. With the invention of bronze tools, humans began farming the thick, nutrient-rich lands of river valleys. Sedentary communities that settled in these valleys soon experienced increased agricultural surpluses, population growth, and economic specialization. Some of these communities developed sophisticated hydrologic infrastructures that allowed their settlements to spread. From these communities came the first civilizations in Mesopotamia, Egypt, China, and the Indus River Valley. These early states incorporated bronze into their weapons and armor, and eventually their chariots, to make them stronger and more durable. The superiority of bronze weapons contributed to the growth of states as well as the development of social hierarchies. Expensive bronze weapons were monopolized by elites with the leisure time to practice warfare. Over time, farmers and laborers increasingly entered into tributary agreements whereby they would provide labor and products to military elites in exchange for protection. Similarly, political and military elites succeeded in coercing urban labor to build the ditches and canals needed to improve irrigation and prevent flooding. The success of these efforts further reinforced the power and privileges of elites over farmers and urban laborers.

1.5.B: Expansion of tributary states

The first city-states emerged in Mesopotamia as warrior elites centralized systems of tribute. These early city-states, such as Uruk, expanded via military conquest or political alliances. Mesopotamian city-states contained elaborate temple complexes. Religious teachings encouraged farmers and other social groups to bring tribute to the temples in exchange for spiritual protections. The administration of early Mesopotamian states reflected social structures, with the elites relying on tribute from lower classes and generally supporting state expansion to obtain tribute from conquered peoples. As larger states such as Akkad and Babylon expanded, they developed into empires. These empires created the first political bureaucracies to delegate duties and coordinate administration over larger territories. The ancient kingdom of Egypt unified the Nile River Valley. In addition to collecting tribute, Egyptian pharaohs also claimed divine connections and ruled as religious authorities. The invention and diffusion of iron at the end of the second millennium BCE contributed to the expansion of states. Iron Age empires such as the Hittite Empire, the Assyrian Empire, and the Kingdom of Egypt were regularly in conflict but at times made strategic alliances.

1.5.C: Consolidation of ancient Afro-Eurasian states

Cuneiform, a sophisticated sound-based form of writing, was developed in Mesopotamia. Character-based writing systems emerged in East and South Asia. Historians can translate Old Chinese but have been unable to translate ancient writings from the Indus River Valley. Writing facilitated basic record keeping, and written language led to the creation and codification of laws. This helped the rulers of early states assert their authority and foster political unity. The Mesopotamians created a system of numeracy and arithmetic calculation with a place value of six. In addition to record keeping, numeracy supported higher volumes of trade over wider networks of exchange. These developments were crucial to the creation of political bureaucracies and state collection of taxes.

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Content Summary 1.6

DEVELOPMENT OF ANCIENT AFRO-EURASIAN RELIGIONS

1.6.A: Declining significance of animism in complex urban societies

Hunter-gatherers were polytheists and also animists who believed that animals, plants, and natural phenomena had spiritual properties. Many hunter-gatherer rituals and sacrifices were intended to influence or control these spirits. Pastoralists maintained many of these animist traditions, including beliefs in new gods who protected pastoralists in the same way pastoralists defended their herds. With the establishment of sedentary agriculture and the earliest formation of cities, religious practices became increasingly focused on farming concerns, many intended to create or protect favorable levels of rainfall and river flow. In early South Asia, the Vedas included gods associated with the sun (*Surya*) and lightning and rain (*Indra*). In ancient Egypt, priests venerated gods associated with the flooding of the Nile (*Hapi*) and the movement of the sun (*Ra*). Over time, sedentary communities gained a greater understanding of agriculture and achieved greater technical control over nature. As a result, the focus of polytheistic religions turned from natural to human concerns; for example, in later Mesopotamia, *Marduk* was venerated as the patron deity and protector of the city of Babylon.

1.6.B: Use of religion in establishing political authority

In the earliest cities, political and religious leaders quickly established themselves as social elites. As cities grew into states and empires, political leaders legitimized their expanding authority on religious grounds. In Vedic South Asia, early kings (*rajahs*) relied on the rituals of the brahman and the Vedas to support their legitimacy and authority. In Shang China, kings asserted that connecting to their dynastic ancestors through rituals granted them powers to control natural phenomena, as well as military and political powers. In Zhou China, the Mandate of Heaven justified the king's legitimacy, dictating that through his ancestors he was connected to the cosmic forces of heaven that brought political and natural order to Earth. From the ancient period to the 20th century, the Mandate of Heaven bolstered the authority of Chinese rulers in periods of stability but undermined political authorities in periods of natural and political disaster. In Babylon and Egypt, rulers often claimed that deities provided guidance and approved of their actions.

1.6.C: Origins and impacts of the first monotheistic religions

Toward the end of the ancient period, religious beliefs and practices became increasingly human centered and metaphysical. Judaism and Zoroastrianism, two of the earliest monotheistic religions, focused on morality more than on controlling nature. Judaism was the first of the three Abrahamic religions, with Christianity and Islam developing later. Judaism was a monotheistic religion whose god was omniscient. Sacred laws of Judaism, such as the Ten Commandments, were recorded in the Torah. According to the Torah, veneration of God was accomplished through moral and ethical behaviors as opposed to rituals. Zoroastrianism was founded in Persia. The Avesta, a Zoroastrian holy text, is a collection of teachings of Zoroaster and other early prophets. Similar to the Torah, the Avesta outlines a monotheistic faith and prescribes specific ethical and moral behavior. Unlike previous religions based on local deities or sacred locations, both Judaism and Zoroastrianism were portable. As text-based faiths devoted to a single, omnipresent deity, these religions could be practiced anywhere.

Content Summary 1.7

DEVELOPMENT OF ANCIENT AFRO-EURASIAN SOCIETIES

1.7.A: Establishment of specialized labor

In river valley civilizations, the Andean highlands, and Mexico, intensive agriculture practices led to the accumulation of sustained food surpluses and the emergence of specialized workers, such as artisans, merchants, and scribes, as well as political and religious elites. The development of long-distance trade also promoted economic specialization. Transportation improvements, such as animal-drawn wheeled vehicles and sailing boats for rivers and coastal waters, supported the expansions of markets and trade between markets. Trade also created connectivity between river valley civilizations. In addition to the movement of goods and materials between Egypt, Mesopotamia, and the Indus River Valley civilization, there was also a diffusion of cultural practices. In contrast, pastoral societies had low levels of economic specialization and consequently little social differentiation. Instead, distinctions were based on gender. Patriarchal societies developed as men monopolized animal husbandry, community security, and warfare. Women were responsible for more laborious tasks related to food processing and establishing and moving the camp.

1.7.B: Emergence of hierarchical social status

The emergence of coercive forms of labor contributed to an unequal distribution of wealth resulting in the formation of a class of social, religious, and political elites who received tribute in exchange for religious and military protection and access to land. The vast majority of the inhabitants of river valley civilizations were either enslaved people or agricultural laborers. In Egypt and the Indus River Valley, the tributary state was largely associated with religious authority and intervention. The Egyptian pharaoh was considered a god incarnate, and in the Indus River Valley, priests appear to have held the highest social authority. On the other hand, in Mesopotamia and Shang China, social and political authority was characteristically secular, and authority was highest among warrior elites and kings who defended the city-state or feudal kingdom from outside invaders. Where they existed, legal codes and processes of governance reinforced social hierarchies. For example, the law codes of Mesopotamia and Egypt recognized and differentiated the fines and punishments associated with a crime based on the relative social status of the victim or perpetrator. Social hierarchies were also reinforced by religious beliefs and practices. Even the warrior kings of Mesopotamia and China based their authority on ancestry that drew favor from the gods—most notably in the case of the Chinese Zhou kings and the Mandate of Heaven.

1.7.C: Development of gender roles

In sedentary agricultural communities and civilizations, the use of plow-based agriculture and large-scale militaries contributed to the emergence of patriarchal societies in which men had more social, economic, and political privileges than women. Men monopolized the tools of agriculture and defense. While the labor of women was still vital, their status declined relative to that of men. Patriarchal social and political authority and increasingly patrilineal forms of inheritance were all supported by religious beliefs and practices, as well as legal codes and laws that limited or prohibited women's ownership of property or agency in marriage or public life.

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UNDERDEVELOPED SENTENCES FOR CONTENT SUMMARIES

The table below provides a suggested underdeveloped sentence for each content summary paragraph.

EK	Paragraph Title	Underdeveloped Sentence
1.1.A	Technology and human adaptation to the environment during the Paleolithic period	Back then, they made different and better ones and used fire to adapt.
1.1.B	Cultural and social development in the Paleolithic world	Once they developed it, things became more organized and ideas spread.
1.1.C	Global spread of humans during the Paleolithic period	During that time, they adapted to surroundings and left to go to other places.
1.2.A	Causes of the Neolithic Revolution	In response to changes, they tamed things.
1.2.B	Effects of the Neolithic Revolution	They grew as they made new ways of doing things, which changed lands.
1.2.C	Development and diffusion of Neolithic communities	A new type of community started in a few places and spread to other places.
1.3.A	Transition from shifting to sedentary agriculture	By using these, farms stayed in one place and grew to have more people.
1.3.B	Formation of hydrologic systems in early ancient Eurasian civilizations	New tools and new ways of using rivers led to the first ones.
1.3.C	Formation of American civilizations in the absence of hydrologic systems	The first American civilizations used practices to make farms and start trades.
1.4.A	Animal domestication and the origin of pastoral lifestyles	Unlike farmers, they got food and products by training them, but they needed to move around to do it.
1.4.B	Expansion of pastoralism and human environmental interaction	The food needs of their animals altered the land in many ways that affected people and animals.
1.4.C	Pastoral interactions with sedentary communities	They both helped and fought farmers to get stuff, which spread stuff.

1.5.A	Origins of the first states in Afro-Eurasia	People got higher status and got other people to produce stuff to help create and keep it.
1.5.B	Expansion of tributary states	They relied on getting stuff, which encouraged them to use ways to expand it.
1.5.C	Consolidation of ancient Afro-Eurasian states	Developing it made it easier to create different types of documents, which helped states.
1.6.A	Declining significance of animism in complex urban societies	As they got larger, the focus of religion changed.
1.6.B	Use of religion in establishing political authority	They used it more in different ways to help them keep their power.
1.6.C	Origins and impacts of the first monotheistic religions	At the end of this period, a few religions taught value systems and a belief in only one.
1.7.A	Establishment of specialized labor	Better techniques led to extra stuff, different jobs for people, and trading of many things.
1.7.B	Emergence of hierarchical social status	Forced labor and beliefs about things affected the spread of money and the order of things.
1.7.C	Development of gender roles	Types of farming, state armies, and beliefs affected the spread of many privileges.

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> **Underdeveloped sentence:**

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1: Create initial questions to uncover important missing details.	
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- Recording relevant details that answer initial questions and increase understanding
- Creating an expanded sentence based on the new information you learned from the content summary paragraph (or other source)

Underdeveloped sentence: Back then, they made different and better ones and used fire to adapt.

Step	Notes
1: Create initial questions to uncover important missing details.	When exactly was back then? Who adapted to what? What did they make different and better? How? How did they use fire?
2: Record your notes from the content summary paragraph (or other source of new information).	Over 4 million years – Paleolithic period Humans adapted to environment Began to create increasingly diverse and sophisticated stone tools Used fire to hunt, cook and preserve food, and renew plant life
3: Expand the sentence by incorporating new, specific details.	In the Paleolithic period, humans adapted to the environment by making increasingly diverse and sophisticated tools and by using fire to hunt, cook, and preserve food, and to renew plant life.
4: Create additional questions related to this concept.	What evidence do we have for when/how these tools were made? What evidence do we have for the earliest uses of fire? What are chipped and flaked stones? Where did humans make the first tools?

Content Summary Sample

This is an example of a completed content exploration organizer with exemplary student responses for content summary paragraph 1.1A: Technology and human adaption to the environment during the Paleolithic period.

Modeling Inquiry

Students with limited experience creating questions may not know how to start. For beginners, break the task down to finding the *who, what, when, where, why,* and *how* questions the underdeveloped sentence fails to address. Modeling the question creation can help build students' inquiry skills for disciplinary applications beyond this organizer.

Inquiry Mindset

The historical discipline is built on inquiry. In addition to general note-taking, make sure students are using the questions they generated to guide their exploration of the new content. Encouraging students to pursue the answers to inquiries they have generated promotes student ownership of learning and improves content retention.

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Directions: Use the following organizer to repair the underdeveloped sentence by following the steps below, including:

- Identifying which key details are missing in the underdeveloped sentence
- Recording relevant details that answer initial questions and increase understanding
- Creating an expanded sentence based on the new information you learned from the content summary paragraph (or other source)

Underdeveloped sentence: The document makes things clearer for people and supports his claims and position.

Step	Notes
1: Create initial questions to uncover important missing details.	What document? Where and when was it produced and by whom? What people are having what things made clearer by the document? How does the document accomplish this? Whose claims are supported by the document? How? What were these claims? What was his position? How does this document support it?
2: Record your notes from the content summary paragraph (or other source of new information).	Babylonian Law Code created - 1754 BCE Sometimes called the Code of Hammurabi (the king who proclaimed them to be law) Law codes made clear to Babylonians: what punishments would result from what crimes Hammurabi - claimed approval of deities - come from great kings - suggests laws made with their guidance
3: Expand the sentence by incorporating new, specific details.	Created in Babylon around 1754 BCE, the Code of Hammurabi clarified crimes and punishments for Babylonians and strengthened Hammurabi's authority and power based on his claims of having descended from kings and having the approval of deities.
4: Create additional questions related to this concept.	How do historians know that the text we have is actually what Hammurabi wrote thousands of years ago? Did Babylonians really believe Hammurabi's claims? Did Hammurabi reign for a long time? What role did these law codes play in his success? How did this document differ from other laws of the time?

Content Summary Sample
This is an example of a completed content exploration organizer after completing Source Exploration 1.5-C and further exploring the Code of Hammurabi. Students would complete step 2 during the lesson instead of using a content summary.

Expanding Sentences
Have students use their notes to add specific details that expand the original sentence. Students may need to see this modeled several times before they become proficient, but they can eventually use the expanded sentences to create their own study guides.

Revision Mindset
Historical inquiry is never finished. Theses are regularly revised to reflect new evidence uncovered by new inquiries. Prompting students to regularly create new questions and refine statements to reflect new evidence will help them learn to think like historians.

APPENDIX B

Pathway 1
Course Toolkit: Supports
for Instructional Design

Contents

Starter Claims: A Tool for Instruction and Assessment

This section describes the key features and purpose of a starter claim and explains how a starter claim can be used in instruction and assessment.

STARTER CLAIMS AND KEY QUESTIONS

Many social studies teachers frame short stretches of instruction (approximately 1 to 2 weeks) around a question. They may call this instructional focus a key question (as this course does) or a guiding question, or they may use another term. The starter claims included in each Framing the Instruction section share the same goal as key questions—to structure class time around a disciplinary investigation with students in an active role.

Each instructional frame signals a different expectation for students. Key questions suggest that over the course of instruction students will learn what they need to know to develop a substantive answer to the question. In contrast, starter claims task students with investigating the degree to which available evidence supports or challenges the claim so that they can take a clear position on whether the claim should be supported, modified, or refuted. The starter claim places the responsibility for crafting questions on students, requiring them to set clear goals for what they need to learn to accurately evaluate the claim.

Note: In each Framing the Instruction section, the key question(s) or starter claim(s) used in the culminating writing activity are marked with an asterisk.

PURPOSE OF STARTER CLAIMS

With regular practice evaluating starter claims, students will become more proficient in using evidence to challenge or support claims they encounter in their personal, professional, and civic lives. They can develop habits of mind to determine when to respond to oversimplified claims with skepticism and how to appreciate the nuance and evidence used in defensible claims.

COMPONENTS OF A STARTER CLAIM

Starter claims are most effective when they (1) directly connect to the learning objective and (2) address the topic in an incomplete or oversimplified manner. For example:

- Starter claims for causation topics would cite only a single development as the cause or effect of another development (e.g., LO 5.1: The Enlightenment caused the Atlantic Revolutions.)
- Starter claims for continuity-and-change-over-time topics would only cite continuity **or** change (e.g., LO 1.6: The ancient period was a period of religious continuity.)
- Starter claims for comparison topics would only cite similarity **or** difference (e.g., LO 4.4: The "Gunpowder Empires" of the early modern period were very similar.)

Students might not see anything wrong with claims like those above in the early weeks of the course. Over time, however, students will increasingly recognize statements that cite only a single cause or effect, only continuity or change, or only similarity or difference as underdeveloped, whether they encounter such statements in the headlines or in their own writing.

USING STARTER CLAIMS TO INTRODUCE A KEY CONCEPT

Step 1

At some point relatively early in the study of a key concept (for many key concepts this could be the very first part of the first lesson), expose the students to a "starter claim."

This example will use the following claim:

The Atlantic Revolutions were caused by political leaders raising taxes. (LO 5.1)

Step 2

Display or share the following three questions to structure discussion of the initial claim. The questions can be addressed one at a time or all at once, in groups or as a class.

1. What terms or details do you need to learn more about to understand this claim?
2. What questions do you need to answer to evaluate this claim?
3. What sources or evidence would be most useful in answering these questions?

For this LO 5.1 example, students might respond to the above questions as follows:

1. We need to find out the who, what, when, where, and why of "the Atlantic Revolutions."
2. What political leaders raised taxes? Whose taxes? Why? By how much? How did the taxes lead to the "Atlantic Revolutions"? Besides political policies, were there other factors (economic, social, environmental) that made people want to start a revolution?
3. We could use primary sources from the people who started/led the Atlantic Revolutions to learn their reasons. We should also consult secondary sources by historians stating what they think was the main cause.

Step 3

Facilitate a discussion of the responses to the Step 2 questions. End the discussion when students reach a consensus on one or more key questions that seem most useful in equipping them to evaluate the claim. The types of sources or evidence that students identify as being ideal for answering the questions could also be used to guide student research or influence your selection of sources to explore in class.

For this LO 5.1 example, the class consensus might produce the following:

- Biggest questions we need answered:
    - How did the decision by political leaders to raise taxes (who, why, and where?) lead to the Atlantic Revolutions?
    - To what degree did economic, social, and cultural factors lead to the Atlantic Revolutions?
- Ideal sources or evidence:
    - Primary sources from one or more revolutionary leaders that provide clear evidence regarding whether the taxes and/or another factor led to their decision for revolution
    - Secondary sources that put forth arguments that either the increased taxation or some other factor was the most direct cause of the Atlantic Revolutions

CREATING DIVERSE STARTER-CLAIM ACTIVITIES

The steps above are **not** a rigid structure to be adhered to throughout the year. Before student answers become too formulaic or student focus begins to decline, consider variations like the following to maximize engagement and target areas where students need to grow:

- Vary the types of products or processes requested in the Step 2 questions (e.g., ask students to rank questions with rationales or to create a flowchart or checklist).
- Vary the ways in which students pursue their investigation of the starter claim. For example, you might use elements of debate simulations (e.g., half of the class is the starter claim's "defense team" while the other half is the "prosecution"), independent or collaborative research projects, etc.
- Use elements from Part 1 of the performance task (e.g., scaffolded questions to spur disciplinary reasoning, graphic organizers) to structure investigation and note-taking in a low-stakes class discussion or group project.

USING STARTER CLAIMS IN CULMINATING WRITING ACTIVITIES

For assessment, students can revisit the position they initially examined. The following assessment types are utilized multiple times in the instructional materials, and you can use the same approach during lesson planning to create additional opportunities for students to evaluate starter claims in instructional settings ranging from low-stakes group discussions to independent writing assignments.

Using the example from the previous page, students could revisit the starter claim below:

The Atlantic Revolutions were caused by political leaders raising taxes.

Assessment Type 1: Outline relevant evidence to produce a revised claim

Examine the starter claim, and then respond to the following:

a. Which specific historical evidence could be used to **support** the claim? Explain how.

b. Which specific historical evidence could be used to **challenge** the claim? Explain how.

c. Using your thinking from (a) and (b), write a thesis that supports, refutes, or revises the position.

Assessment Type 2: Organize evidence to prewrite and write multiple paragraphs supporting a revised claim.

Examine the starter claim, and then follow the directions below.

Prewriting

a. List specific evidence from the sources you've examined that **supports** the claim.

b. List specific evidence from the sources you've examined that **challenges** the claim.

Writing

c. Revise the claim to more accurately reflect the evidence.

d. Using the information listed in (a) and (b), create body paragraphs that support your revised claim.

Key Questions, Performance Tasks, and Instruction

In this course, the highly scaffolded performance task includes components that can be used to integrate key questions into instruction. The following pages present examples of performance task sections from the Geography and World Regions, Contemporary Period, and Postclassical Period instructional materials with suggestions for how to adapt the examples for use with other prompts.

Task A of the performance task can be used with all types of questions. The format of Task B differs depending on the type of prompt (causation, comparison, or continuity and change over time) in order to scaffold the steps associated with each skill. The included examples provide a model of Task B for use with each of the three types of prompts.

Note: In Part 1, the "contextualize your thesis" portion of Task B and all of Task C require only minor changes to reflect the prompt. Similarly, Part 2 of any performance task can be adapted by simply changing the prompt in the prompt box.

Here are some additional ways to adapt various components of the performance task for instruction:

- Any time a discussion of the key question is used to introduce the key concept, provide students with the Task A prompts as a guide for how to approach the question.
- Whether the instruction is framed around a starter claim or key question, something like the Task B table can be provided to students to help them organize notes across source discussions, readings, and direct-instruction lessons.
- For key concepts for which model lessons are not provided, the performance task format could be used to structure a multiday classroom activity.
- For all key concepts, the writing activity can be set aside in favor of the performance task format by applying the edits specified in the examples that follow.

Task A Sample for All Skill Types

from the Geography and World Regions unit

The Task A format can be used for all types of questions (causation, comparison, continuity and change over time).

TASK A: ANALYZE THE PROMPT AND SOURCES

> *To what extent do North Africa and sub-Saharan Africa have different regional characteristics?*

Using in Assessment
Replace this text with another starter claim or key question. Other sections of Task A are general scaffolds that can support all prompt types.

Analyze the prompt

1. Underline or circle key words in the prompt. What is the topic of this prompt? What are you being asked to write about?

_____

_____

_____

_____

2. What do you know about this topic? List examples of prior knowledge that are relevant to this prompt.

_____

_____

_____

_____

Using in Instruction
The "Analyze the prompt" questions can be used to facilitate a discussion about a key question when introducing a new topic and setting instructional goals.

Analyze the documents

3. Use the table on the next page to record information that may be relevant to the prompt. Be sure to include information from each of the sources as well as additional details from outside the sources.

Task A Sample for All Skill Types, *continued*

from the Geography and World Regions unit

Source	Details relevant to the regional characteristics of North Africa and sub-Saharan Africa	Evidence from the source
1		
2		
3		
4		
5		
6		
7		
Related details from outside the sources		

Using in Assessment
Replace the middle column head with something more specific to the prompt you have chosen (e.g., "Details relevant to Islamic states during the early modern period").

Using in Instruction
Students could use a version of this table to organize notes on the sources explored in class (e.g., details from discussions of Reflect and Connect questions).

Task B Sample for Causation Prompts

from the Contemporary Period unit

This Task B format can be adapted for all causation prompts.

TASK B: BUILD THE THESIS FROM EVIDENCE

Synthesize the evidence

1. Review the details and evidence notes you recorded in Task A. Choose the three effects of 20th-century nationalism that seem best supported by the evidence. Write those in at the top of each column in the table below. Then sort the evidence from the sources and relevant information from outside the sources into the appropriate columns, briefly noting why each piece of evidence fits in that category.

2. When you have completed the table, review the quantity and quality of evidence supporting each effect that you have identified. Rank the three effects from 1 to 3, with 1 representing the effect with the strongest evidence and 3 representing the effect with the weakest evidence.

Effects of nationalism in the 20th century

One effect of nationalism was _____ .	Another effect of nationalism was _____ .	Another effect of nationalism was _____ .
Rank #_____	Rank #_____	Rank #_____

3. Why did you rank the effects in the order you did? Write a sentence explaining the strength of the evidence for each effect. These sentences will help you form your thesis and the topic sentences for your three body paragraphs.

Plan your thesis

Plan your thesis in the space below. Consider the following questions as you draft and refine your sentence(s):

- Have you directly and completely addressed the prompt?
- Does your thesis reflect how and why you ranked the effects?
- Do you need to use multiple sentences or words like *while* or *although* to clearly express how nationalism had multiple effects?

Using in Assessment
Adjust the wording of #1, #2, and the column headings as needed to reflect the causes or effects addressed in the prompt you have chosen.

Using in Instruction
Facilitate a class debate around the ranking of causes or effects after students have completed the table. Such discussions can help students articulate their reasoning and practice creating specific criteria to define historical significance.

Task B Sample for Comparison Prompts

from the Geography and World Regions unit

This Task B format can be adapted for all comparison prompts.

TASK B: BUILD THE THESIS FROM EVIDENCE

Synthesize the evidence

1. Review the details and evidence notes you recorded in Task A. Reorganize this information to illustrate the most significant characteristics that are unique to North Africa or sub-Saharan Africa as well as characteristics that are common to both areas.

Regional characteristics of North Africa and sub-Saharan Africa		
Unique characteristics of North Africa	Unique characteristics of sub-Saharan Africa	Characteristics both regions have in common

Plan your thesis

Underline the position below that you believe has the strongest evidence to support it.

   i. The regional characteristics of North Africa and sub-Saharan Africa are very similar.

   ii. The regional characteristics of North Africa and sub-Saharan Africa are very different.

2. Write two strong claims that support your choice above. Include these claims when you write your thesis. They will also serve as topic sentences for your first two body paragraphs.

3. Revisit your notes on the sources. What is the most compelling counterclaim to your position? What will your thesis need to acknowledge regarding this counterclaim? Your answers to these questions will shape your topic sentence for your final body paragraph.

Plan your thesis in the space below. Consider the following questions as you draft and refine your sentence(s):

- Have you directly and completely addressed the prompt?
- Does your thesis go beyond the simple position chosen above to reflect the claims and counterclaim you developed?
- Do you need to use multiple sentences or words like *while* or *although* to clearly express both similarities and differences while maintaining a clear position?

Using in Assessment

Adjust wording as needed for #1 (including the table heads) and the two "Plan your thesis" positions to reflect the prompt you have chosen.

Using in Instruction

When introducing a key question, present a table like the one here to facilitate discussion. Ask students what column heads would best help them organize their thoughts to effectively answer the question. The two simple positions could be used to structure the exploration of a key concept as an ongoing debate, with each student group assigned to represent one of the two positions.

Task B Sample for Continuity-and-Change-over-Time Prompts
from the Postclassical Period unit

This Task B format can be adapted for all continuity-and-change-over-time prompts.

TASK B: BUILD THE THESIS FROM EVIDENCE

Synthesize the evidence

1. Review the details and evidence notes you recorded in Task A. Use the table below to reorganize this information to illustrate the most relevant political continuities and changes that developed over the course of the postclassical period.

Political characteristics of Islamic states in the postclassical period		
Relevant political characteristics of Islamic states early in the postclassical period	Relevant political characteristics of Islamic states later in the postclassical period	Explanation of whether characteristic continued or changed

Using in Assessment
Adjust wording as needed to #1 (including the table heads) and the two "Plan your thesis" positions to reflect the prompt you have chosen.

Plan your thesis

Underline the simple position below that you believe has the strongest evidence to support it.

   i. The postclassical period was primarily a period of political continuity in Islamic states.

   ii. The postclassical period was primarily a period of political change in Islamic states.

2. Write two strong claims that support your choice above. Include these claims when you write your thesis. They will also serve as topic sentences for your first two body paragraphs.

3. Revisit your notes on the sources. What is the most compelling counterclaim to your position? What will your thesis need to acknowledge regarding this counterclaim? This will shape your topic sentence for your final body paragraph.

Plan your thesis in the space below. Consider the following questions as you draft and refine your sentence(s):

   ▪ Have you directly and completely addressed the prompt?
   ▪ Does your thesis go beyond the simple position chosen above to reflect the claims and counterclaims you developed?
   ▪ Do you need to use multiple sentences or words like *while* or *although* to clearly express both changes and continuities while maintaining a clear position?

Using in Instruction
When introducing a key question, present a table like the one here to facilitate discussion. Ask students what column heads would best help them organize their thoughts to effectively answer the question. The two simple positions could be used to structure the exploration of a key concept as an ongoing debate, with each student assigned to represent one of the two positions.

Differentiating Writing Activities

The structured writing opportunities included with source explorations and performance tasks can be adapted and/or differentiated to provide additional practice for students and to meet the needs of all learners.

If students need more support:	As students gain proficiency:
Limit the prompt to a single concept.	Expand the prompt to address multiple key concepts and/or key concepts from multiple units.
Limit the product to a defensible claim or an outline.	Expand the product to a well-organized paragraph or essay.
Limit the number of stimuli and/or use familiar stimuli.	Increase the number of stimuli and/or use unfamiliar stimuli.
Limit the level of text complexity.	Increase the level of text complexity.
Ensure that visual prompts and data include explicit, easy-to-identify details.	Include visual prompts and data that require analysis and interpretation.
Model the writing task and/or complete it as a whole-class activity.	Assign the writing to be completed in collaborative groups or independently.
Provide sentence frames, stems, and starter claims.	Allow students to approach the task with fewer frames and scaffolds.

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Explaining Historic and Geographic Relationships: Resources for Instruction and Assessment

The following guidelines may be helpful when creating lessons or assessments aligned to the skills of causation, comparison, and continuity and change over time.

CHOOSING TOPICS

The table below presents guidelines for choosing topics that will result in clear, effective instructional frames or written prompts for each skill.

For this skill:	Choose topics that:
Causation	▪ Focus on clear events, dynamic processes, and/or developments ▪ Address short-term and long-term causes and effects
Comparison	▪ Bring together multiple dynamic processes or multiple enduring structures from the same time period ▪ Address historical and geographic developments that contain both similar and different elements
Continuity and Change over Time	▪ Overlap geographically but are from different time periods (otherwise comparison may be a more appropriate disciplinary lens) ▪ Require students to acknowledge how periods of continuity also include changes of varying degrees ▪ Help students to see how various groups, themes, subregions, etc. within a given time period may differ significantly in the continuity or change they experienced

SAMPLE PROMPT STRUCTURES

The table below presents examples of appropriate structures for key questions or writing prompts that frame and assess causation, comparison, and continuity and change over time.

Causation	▪ Explain the causes and/or effects of one or more processes or developments. ▪ To what extent did a dynamic process affect structures in the short and long term? ▪ What factors hastened/slowed the rate of geographic, political, economic, and/or social change? ▪ Rank the causes/effects of a development or process in order of relative importance.

Comparison	▪ To what extent are two dynamic processes similar (or different)?
	▪ To what extent are two enduring structures similar (or different)?
	▪ In making a comparison between X and Y, explain how political structures developed in similar or different ways.
	▪ Explain how and why X and Y developed similar or different social/spatial/political/economic structures.
Continuity and Change over Time	▪ To what degree was a specific process or event a political/social/economic* turning point?
	▪ To what extent was a specified period of time an era of political/social/economic* continuity?
	*Prompts can include more than one theme, especially if a turning point in one theme does not disrupt a continuity in another.

LANGUAGE TO HELP STUDENTS DEMONSTRATE SKILLS

The table below presents examples of sentence stems and specific words and phrases you may wish to share with students to help them create successful claims of causation, comparison, and continuity and change over time.

Causation	Claims of causation that reference only a single cause or effect often oversimplify historical and geographic developments by discounting other relevant factors. Where possible, students should explain multiple causes or effects and/or use phrases that leave open the possibility of other possible causes or effects.
	Sentence stems to help students explain causes:
	▪ The underlying causes were _____ .
	▪ A contributing factor was _____ .
	▪ The problems were exacerbated by _____ .
	▪ Ultimately, the trigger was _____ .
	Sentence stems to help students explain effects:
	▪ An immediate result was _____ .
	▪ A long-term effect was _____ .
	▪ An unintended consequence was _____ .
	▪ Although X had planned for Y, the end result was _____ .

Comparison	Comparisons are limited when students lean on the repeated use of the words *same* and *different*. When writing claims of comparison, students can use other phrases to express more diverse insights with greater depth.
	▪ Words and phrases to express similarities: *like, same, both, similar, equally, also, in common, as well as*
	▪ Words and phrases to express differences: *different, differ, as opposed to, although, while, instead of, on the other hand, however, even though, in contrast, more*
Continuity and Change over Time	Students who use simplistic sentences may have trouble communicating the degree of change that has happened over a specific amount of time. Words and phrases like those below can help students clarify the period of time and clearly convey the nature of continuity and change.
	▪ Chronological framing: *decade, century*
	▪ Describing duration of continuity/change: *short term, long term*
	▪ Contextualizing changes: *previously, before, until that time, evolved*
	▪ Describing pace and pattern of change: *turning point, abrupt, explosive, gradual, gentle, drawn-out, sluggish*
	▪ Describing continuity: *persistent, continued, enduring, ongoing, lasting, maintained, sustained*

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Observation and Historical Sourcing

One of the overarching aims of this course is to help students become more proficient in exploring and interpreting disciplinary sources. While the observe-and-analyze questions support this goal by scaffolding many of the disciplinary skills in the course, the strategies below are designed to help students internalize skills related to observation and historical sourcing.

OBSERVATION BEFORE QUESTIONS

- Designate time that is exclusively focused on reading and annotating sources prior to viewing the observe-and-analyze questions to help students see the reading time as equally important. Instead of reading simply to scan sources for answers, students are more likely to invest the time to notice details and formulate inferences when the questions are initially withheld.

- To communicate that note-taking is expected and to provide students with a focal point, designate a specific space for students to record notes (e.g., a margin of the printed handouts, a box drawn in their notebooks).

GENERAL OBSERVATION PROTOCOLS

- Students who have limited exposure to sources beyond their history textbook may have difficulty knowing what to do or write during an initial reading period. Explicit observation protocols may help such students acclimate to regular engagement with authentic sources.

- Many institutions offer protocols that prompt a similar progression of students' thinking from initial observations to the creation of questions. The table below provides two well-known protocols with examples of accessible questions and sentence frames that can help students convey this thought process in writing.

Table 1.1: Comparing Observation Protocols

	Focused Observations	Creating Inferences	Creating Questions
Harvard University's Project Zero **Thinking Routine**	See	Think	Wonder
Library of Congress's **Source Analysis Tool**	Observe	Reflect	Question
Questions to prompt this thinking	What do you notice? What details grab your attention? Why?	What is going on in this source? What does it mean?	What questions come to mind as you consider this source?
Sentence frames that structure observation	I see _____ .	… which makes me think that _____ .	… which makes me wonder _____ .

TEMPORARY SCAFFOLDS, NOT RIGID FORMULAS

Providing guidance like the suggestions on the previous page can help students begin to develop observation techniques as habits of mind. However, it's important to diversify and steadily minimize these scaffolds over time so that students can take full ownership of these habits.

CHALLENGES OF PRIMARY SOURCES AND HISTORICAL SOURCING

- The observation protocols on the previous page can be applied to virtually any source, including an initial reading of a primary source. However, additional strategies are required to fully investigate primary sources due to the unique challenges that historical documents pose.

- Unlike newspaper articles, works of literature, and other writing typically intended for a wide audience, many primary sources, such as personal letters or diplomatic correspondence, were tailored for a very specific audience and use contemporary references with few contextual clues. In order to assess the usefulness of a historical document for a specific inquiry, historians must move beyond observation protocols by applying relevant historic and geographic contexts to the source. This process is sometimes referred to as "historical sourcing."

SOURCING RESOURCES AND THEIR LIMITATIONS

- Many schools of education that focus on social studies instruction have created charts and questions to illustrate how to interpret primary sources. Examples include Stanford History Education Group's "**Historical Thinking Chart**" and "**Sourcing Classroom Poster**" and the University of Maryland, Baltimore County's "**History Labs**."

- Resources like the links above and the tables on the pages that follow can be useful for providing teachers with many potential scaffolds for historical sourcing. However, strategically using only the specific elements of these resources that best serve the source and the instructional situation will ensure students are not overwhelmed. Make judicious decisions on how and when sample questions are used to help students focus on developing habits of mind and not on memorizing specific questions.

EXAMINING THE COMPONENTS OF A PRIMARY SOURCE: TITLE, CONTENTS, CONTEXTS

One simplified way for students to envision sourcing is to apply the type of thinking associated with observation protocol to three components of primary sources: the source title (including all the information within the attribution), the contents of the source, and the historic and geographic contexts surrounding the source. Continually reflecting on each of these components individually as well as considering how they influence each other is the heart of historical sourcing. Tables like Table 1.2 on the next page can help prompt students to jot down observations, inferences, and questions after examining each of these components.

Table 1.2: Student Organizer for Examining Source Components/Historical Sourcing

Source Component	Source Attribution	Source Contents	Source Contexts
Conceptual question*	What IS the source?	What is IN the source?	What is happening AROUND the source?
What do you see, think, and wonder† about the time, place, author, purpose, and audience of the source?			

*The questions in this row can be introduced separately and removed from the table as students become more familiar with the components. For example, some teachers may choose to display all three questions in this row as a visual reminder but include only the bottom row in the student organizer.

†Any observation protocol can be used in place of "see, think, wonder" to serve teacher preference. The wording can also be changed regularly to expose students to different types of conceptual framing.

TRIANGULATION OF ANALYSES

While tables 1.2 above and 1.3 on the next page may help provide students with accessible entry points, historical sourcing is often messier and less linear than either table would indicate. Instructional experiences like the following will prompt students to move back and forth between analyses of attribution, contents, and contexts and triangulate collective insights.

- Students learn most of the relevant contexts prior to reading the source and must identify what elements of prior lessons provide insights into the source as they read and reread the source.
- Students learn some of the relevant contexts prior to reading the source and some other relevant details after reading it. Then, they debate the degree to which new details change prior observations, inferences, and questions they produced in response to the source.
- Students use the questions they generated while examining the source attribution to guide student-led investigations of historical and geographic context.

CONCRETE QUESTIONS TO SCAFFOLD HISTORICAL SOURCING

Until students master the skills of seamlessly moving back and forth between components to create and revise sophisticated observations, inferences, and questions, they may need concrete examples of the types of questions they should be pursuing. Table 1.3 illustrates questions that can help students examine a source component (columns) or more deeply examine a specific characteristic of a source (the last five rows).

Notes about using Table 1.3:

- Table 1.3 is a resource for teachers, who are in the best position to limit the questions to those that will best serve the source and the instructional situation.
- Questions may have more resonance if student groups first spend some time discussing their approach to more general questions like those in Table 1.2, with more specific questions being presented when students feel "stuck."

- Preparing for questions to be displayed or shared verbally allows teachers to better control the timing of questions and withhold the questions altogether if students experience moments of "productive struggle" during their academic conversations.

Table 1.3: Sample Questions to Scaffold Historical Sourcing

Purpose of Question	Source Attribution	Source Contents	Source Contexts
General Observation	What information does the source attribution provide regarding the time, place, author, audience, and/or purpose of the source?	What information do the contents of the source provide regarding the time, place, author, audience, and/or purpose of the source?	What outside historic and geographic information do you see as relevant context for this source?
General Inference and Inquiry	How does this information affect what you think/wonder about the contents you will read?	Considering the information in the attribution, what do you think/wonder about the contents of the source?	How do historic and geographic contexts influence what you think/wonder about the source?
Time Details	What is the date of the source?	What new details about this time can be learned from this source?	What historic events likely impacted the author and/or shaped the source? To what degree does the source provide evidence of broader historic trends?
Place Details	Where was this source produced or published? What other locations are referenced?	What new details about this place can be learned from this source?	What were the physical and human characteristics of this region of the world? How might these have shaped the source?
Author Details	Is the author identified as belonging to a nation, religion, organization, social class, etc.?	What was the author's role or status within their society or government?	When viewing the author's background in historical context, what can you conclude about the author's goals, beliefs, and point of view? How does the author's background shape the source?

Purpose of Question	Source Attribution	Source Contents	Source Contexts
Audience Details	How was this work published or shared?	Who was the author's intended audience? How does the intended audience shape the source?	Is there anything about the author's audience that could affect the reliability of the description of events or the validity of the author's claims?
Purpose Details	Does anything in the source attribution provide clues regarding the author's purpose?	Why did the author(s) write this source? How does the purpose shape the source?	Is there anything about the author's purpose that could affect the reliability of the description of events or the validity of the author's claims?

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Using Course Materials in Instruction

INSTRUCTIONAL COMPONENTS OVERVIEW

The following quick guide gives the locations and purposes of the course resources referenced in the situations on the following three pages.

Component Referenced	Location of Component	Component Purpose
Framing the Instruction	Section at the start of every key concept in the teacher resources	Provides strategies for integrating disciplinary thinking into instructional design
Starter Claim and Key Question	Within the Framing the Instruction section	Provides a specific frame for instruction and assessment (strategies for using each are available on pages B3–B12 of this appendix)
Source Exploration	Included for four key concepts in every unit	Provides students with regular practice engaging with primary and secondary sources and discussion questions that scaffold disciplinary thinking
Meeting Learners' Needs	At the beginning of each source exploration in the teacher resources	Provides suggestions and strategies to adapt or differentiate instruction to address the readiness and/or interest of students
What's Next?	At the end of each source exploration in the teacher resources	Provides ideas for designing instructional activities that follow the source exploration
Content Summaries	In the Expanding Essential Knowledge Resources in the appendix of this book	Provides essential content to use in instruction or homework to supplement or replace available tertiary sources (e.g., textbooks)
Sample Learning Checkpoint Items	Pre-AP Classroom	Provides students with feedback on their ability to apply disciplinary content to primary and secondary sources
Writing Activities	At the end of each set of source explorations	Provides teachers with information on students' mastery of a learning objective and their proficiency in disciplinary writing
Performance Task	At the end of each unit in the teacher resources	Provides students with feedback on their ability to use and contextualize evidence to create disciplinary arguments (strategies for using this format are available beginning on page B7 of this appendix)

To demonstrate the flexibility of these resources, the tables on the following pages illustrate how they can be used to address lesson-planning challenges.

USING SOURCE EXPLORATIONS IN INSTRUCTIONAL SITUATIONS

Instructional Situation	Use of Source Exploration in Instruction
Students have difficulty observing or writing about visual sources and data charts.	The teacher utilizes an observation protocol (see pages B19–B23) to structure an extended reading period prior to students seeing the observe-and-analyze questions.
Students seem to find the material easier and become more engaged when they have a lively discussion or class debate.	Instead of following the source exploration with another activity, the teacher turns the third observe-and-analyze question into an extended debate and structures a group writing competition around question 4.
Students have very little background knowledge or exposure to fundamental disciplinary concepts (economics, politics, etc.) that will help them understand the key concept.	The teacher conducts a brief activity (5–10 minutes) prior to each of the first two source explorations to prime students for potential discoveries. Before the first source exploration, the teacher explores a disciplinary concept relevant to the sources that students will explore. Before the second source exploration, the teacher explores a modern-day issue that is related to the source exploration.
A recent writing activity indicated that many students struggled with writing a claim.	The teacher begins class with the source exploration, discussing questions 1–3 after a brief reading period. The teacher then instructs students to individually complete question 4, which asks them to create a claim. While students complete a content exploration organizer using a content summary paragraph, the teacher calls up students individually to share their answers to question 4 and provides them with specific writing feedback.
The key concept is related to a state standard that requires the teaching of many specific details. The teacher wants students to practice academic conversation during the observe-and-analyze questions but still needs enough time to cover some additional content.	After a brief reading period in which students annotate the sources, the teacher asks students to complete questions 1 and 2 independently. After a few minutes, the teacher then instructs students to pair up to share their answers for questions 1 and 2 and then work together to answer question 3. A timer is set on screen to keep students on task. Once the timer goes off, the teacher asks pairs to work with other pairs to share their answers for question 3 and create a claim for question 4 as a group. The teacher sets another timer to keep students on task. When the timer goes off, the teacher informs students that they have two minutes to ask the teacher any questions or discuss any aspects of the sources or questions that they are most uncertain about.

USING COURSE COMPONENTS TO ADDRESS LESSON-PLANNING SITUATIONS

Scenario 1: Course key concept or learning objective explores the topic in greater depth than state/local standards.

Lesson Component	Situation for This Key Concept	Planning Decisions
Curriculum Requirements	The current key concept is briefly referenced in state/local standards, while some topics later in the unit are heavily emphasized by state/local standards.	Instruction of the key concept is limited to four or five class periods so that more instructional time is available for other key concepts that state standards emphasize more heavily (see Scenario 2). The key question or starter claim asterisked in the Framing the Instruction section is introduced on the first day using the discussion protocols and revisited on the last day through the writing assignment.
Available Lessons	Few lessons have been previously developed for this key concept.	Many of the Meeting Learners' Needs suggestions are implemented to stretch the source explorations into longer, more engaging lessons.
Primary and Secondary Resources	Teachers in this district/state know few compelling sources linked to this key concept.	Sources from the What's Next? suggestions in the course materials are utilized to flesh out lessons.
Tertiary Resources	Few sections of the class textbook are relevant to the key concept.	For the functions normally served by the textbook (homework, etc.) the content summary paragraphs are used instead.
Assessments	No assessments have been developed for this key concept.	The starter-claim writing activity included in the course materials is used as the assessment for the week.

Scenario 2: State/local standards explore a topic in more detail than the most relevant key concept or learning objective does.		
Lesson Component	**Situation for This Key Concept**	**Planning Decisions**
Curriculum Requirements	The state/local standards include many required topics that are not explicitly referenced in the course framework or source explorations.	Instruction of the key concept is expanded to 9 or 10 class periods so that each of the required topics can be integrated into instruction. Instead of the asterisked option, another key question or starter claim in the Framing the Instruction section is chosen to better incorporate content from local standards.
Available Lessons	Many engaging lessons are available that can support course objectives with minimal tweaks.	Lesson planning integrates source explorations and the most effective elements of previously developed lessons. What's Next? suggestions are reviewed to inspire tweaks of or additions to existing lessons.
Primary and Secondary Resources	A handful of quality primary and secondary sources have been used in previous years.	Lesson planning places source exploration sources in "conversation" with other sources, often during the reflect-and-connect questions. The document organizer from the performance task is also used throughout the two weeks so that students can organize their notes as they learn.
Tertiary Resources	The class textbook devotes a lengthy chapter to the topic in the key concept.	Portions of the textbook chapter are used for some lessons and/or homework. In addition, two of the Expanding Essential Knowledge paragraphs are used to more concisely summarize background information so that there is enough time for source explorations in class.
Assessments	A multiple-choice quiz that assesses some of the topics referenced in the key concept was created the previous year. None of the items are stimulus based.	Two relevant sets of sample items from AP Classroom are printed out with the correct answers already circled. Groups are asked to discuss and write rationales for why the circled answer choices are correct and the distractors are wrong. The previously created quiz is administered the same period. For the second day of assessment, students use some of the scaffolds from the performance task to create a thesis and outline supporting paragraphs that answer the key question.

Pre-AP World History and Geography Themes

The five course themes (humans and the environment, governance, economic systems, culture, and society) provide regular opportunities for students to make deep, conceptual connections within and between units in their class discussions, lessons, and assessments.

THEMES, PROCESSES, AND STRUCTURES

It is not uncommon for geography students to examine the processes that change landscapes or the way in which space is structured. Examining the processes and structures central to the political, economic, and social history of the world is no less important.

To help students conceptualize the themes, it may be helpful to discuss how specific topics involve **dynamic processes** (developments, events, or actions that were agents of change) or **enduring structures** (aspects that remained relatively stable over a significant period of time). For example, state creation might be viewed as a dynamic process, while state sponsorship of religion over several decades could be viewed as an enduring structure. While there are inherent overlaps between categories, discussion of these categories can help students examine questions of causation, comparison, and continuity and change over time. Possible discussion questions may include:

- What were the causes and/or effects of one or more dynamic processes?
- What are the conditions that make it possible for a particular structure to endure?
- What are the similarities or differences between two dynamic processes or enduring structures from the same period?
- How did a dynamic process spark the creation or decline of an enduring structure? (For example, the dynamic forces unleashed by Genghis Khan rapidly changed political structures in multiple regions while simultaneously establishing new political structures that would endure for centuries.)

THEMES IN THE COURSE FRAMEWORK

The following pages illustrate how the five course themes have been interwoven throughout the course framework for Geography and World Regions, Ancient Period, Classical Period, and Postclassical Period.

THEME: HUMANS AND THE ENVIRONMENT

Dynamic processes

Adapting to the environment

- 1.1.A: Technology for adaptation to the environment
- 1.1.C: Adaptation through migration
- 1.3.B: Hydrologic technology and the development of civilization
- 2.6.C: Knowledge of monsoons stimulated trade

- 3.5.A: Camels to adapt to the Sahara for trade
- 3.6.B: Improved maritime technology increased trade on Indian Ocean

The impacts of agriculture

- 1.2.A: Domestication of plants and animals
- 1.2.B: Population growth and environmental degradation
- 1.3.A: Fertilization and terracing led to sedentary living
- 1.3.C: Terrace farming and rise of Amerindian civilizations
- 1.7.A: Agriculture led to specialized labor
- 1.7.C: Plow-based agriculture and patriarchy

Pastoralism and its impacts

- 1.4.A: Herding requires mobility but provides stable sources of food
- 1.4.B: Grazing reduces biodiversity
- 1.4.C: Pastoralists raid and trade to diversify their diets
- 3.4.C: Expansion of nomadic activity leads to spread of communicable disease

THEME: GOVERNANCE

Dynamic processes

State creation

- 1.5.A: Formation of river valley tributary states
- 2.1.A: Formation of Qin Dynasty
- 2.1.B: Formation of Han Dynasty
- 2.2.A: Formation of classical South Asian states
- 2.3.B: Alexander's imperial expansion
- 2.4.A: Roman imperial expansion
- 3.1.B: Formation of Umayyad Caliphate
- 3.1.C: Formation of Abbasid Caliphate
- 3.2.A: Formation of Byzantine Empire
- 3.3.A: Formation of Tang Dynasty
- 3.3.C: Formation of Song Dynasty
- 3.4.A: Formation of Mongol Empire
- 3.4.B: Formation of Yuan Dynasty
- 3.5.B: Formation of West African states
- 3.7.A: Formation of postclassical American empires

State decline

- 2.7.A: Collapse of Han Dynasty
- 2.7.B: Collapse of Roman Empire
- 3.2.C: Byzantine decline
- 3.3.C: Collapse of Tang Dynasty

War

- 1.5.B: Expansion of ancient tributary states through conquest
- 2.1.A: Qin conquest of Chinese feudal states
- 2.3.B: Alexander of Macedon's conquest of Greek city-states, Mediterranean
- 2.4.A: Roman imperial expansion
- 3.2.C: The Crusades
- 3.4.A: Conquests of Genghis Khan, descendants

Diffusion/influence of political ideas

- 2.3.A: Role of Greek philosophy in shaping city-state governance
- 2.3.C: Diffusion of Greek philosophy, political structures through Hellenistic empires
- 2.4.B: Influence of Greek/Hellenistic political ideal on Roman institutions
- 3.1.A: Founding, diffusion of Islam
- 3.5.C: Role of Islam in postclassical African state creation

Enduring structures

Political leaders' use/control of religion

- 1.6.B: River valley state rulers' use of religion to derive legitimacy/authority
- 3.1.B: Role of Islam in creation of postclassical caliphates
- 3.2.A: Byzantine emperor's direct control over Eastern Orthodox Church
- 3.7.C: Maya, Inca, and Aztec rulers' use of religion to derive legitimacy/authority

State sponsorship of religion and/or religious minorities

- 2.1.C: Han sponsorship of Confucianism and Daoism
- 2.2.B: Mauryan sponsorship of Buddhism
- 2.2.C: Gupta sponsorship of Hinduism
- 3.1.C: Cosmopolitan Abbasid policies
- 3.3.A: Tang sponsorship of neoconfucianism
- 3.4.B: Mongol policies of noninterference in local religious traditions

Role of codifying/creating laws

- 1.5.C: Role of record keeping and laws in the political consolidation of ancient states
- 2.3.A: Development of republican and democratic forms of governance in classical Greek city-states
- 3.5.C: Role of record keeping in the creation of postclassical sub-Saharan states

Economic policies

- 2.4.C: Sophistication of Roman infrastructure
- 2.6.A: Han/Roman support in securing Silk Road trade routes
- 3.3.B: Tang/Song investment in infrastructure

Levels of centralization/bureaucratic control

- 1.5.B: Reliance of ancient states on tribute and political alliances
- 2.1.B: Han bureaucratic structures and exam system
- 2.3.B: Importance of bureaucratic structures in Hellenistic successor empires
- 3.1.C: Influence of Persian bureaucratic traditions on Abbasid Caliphate
- 3.2.A: Centralized Byzantine political authority versus division of power within feudal European states
- 3.3.A: Song and Tang's re-establishment of strong bureaucratic structures/centralized governance
- 3.4.A: Organized structure of nomadic Mongol Empire
- 3.4.B: Yuan Dynasty use of traditional Chinese political structures
- 3.7.A: Centralized Inca political administration versus the Mayan confederation and the Aztec tributary state

THEME: ECONOMIC SYSTEMS

Dynamic processes

Labor systems

- 1.7.A: Agricultural economy leads to specialized labor
- 1.7.B: Coercive labor systems emerge
- 2.4.A: Roman reliance on slavery
- 2.5.A: Diversity of labor systems in the classical era
- 2.5.B: Economic inequality leads to social inequality
- 3.5.A: Slave trade across the Sahara
- 3.7.B: Long-distance trade and labor systems in the Amerindian empires

Establishment/expansion of trade networks

- 1.4.C: Trade between pastoral and agricultural economies
- 2.1.C: Expansion of long-distance trade
- 2.6.A: Transportation technology and the expansion of Silk Road trade
- 2.6.C: Expansion of the Indian Ocean trade
- 3.2.C: Crusades stimulate Mediterranean trade
- 3.5.A: Expansion of trans-Saharan gold/salt trade
- 3.6.B: Luxury goods and the expansion of Indian Ocean trade

State involvement

- 1.5.A: Rise of economic elites
- 2.4.C: Roman infrastructure, standardized weights and currency
- 2.7.A: Exploitation of resources by the Han
- 3.2.B: Rural and urban economies in the postclassical era

- 3.3.B: Tang land reform and promotion of agriculture and artisanship
- 3.6.A: Indian Ocean trade and the Swahili city-states

Effects of trade

- 2.6.B: Trade and the expansion of Buddhism
- 2.7.C: Trade and the spread of missionary religions
- 3.4.C: Silk Route trade leads to spread of bubonic plague
- 3.5.C: Expansion of trans-Saharan trade and spread of Islam
- 3.6.C: Indian Ocean trade and spread of missionary religions

Economic shifts

- 1.2.A: Shift to agricultural economy
- 1.4.A: From agricultural to pastoral economy

Enduring structures
Silk Roads

- 2.1.C: Han China supporting Silk Road trade
- 2.6.A: Transportation technology and the expansion of Silk Road trade
- 3.4.C: Revitalization of Silk Road trade

Mediterranean trade

- 2.4.C: Roman imperial trade
- 3.2.C: Crusades stimulate Mediterranean trade

Indian Ocean trade

- 2.6.C: Expansion of Indian Ocean trade
- 3.6.B: Luxury goods and the expansion of Indian Ocean trade

Trans-Saharan trade

- 3.5.A: Expansion of trans-Saharan gold/salt trade

THEME: CULTURE

Dynamic processes
Rise of religious traditions

- 1.5.A: Emerging religious ideas in sedentary states
- 1.6.A: Decline of animism and rise of polytheistic religions
- 1.6.C: Monotheism in Zoroastrianism and Judaism
- 2.1.B: Confucianism and the rise of meritocracy
- 2.1.C: Daoism and Confucianism in private and public life
- 2.2.A: Rise of Buddhism and the Upanishad movement
- 3.1.A: Origin and flowering of Islamic and Arab culture
- 3.7.C: Amerindian religion and culture

Origin of cultural traditions

- 1.5.A: Emerging religious ideas in sedentary states
- 1.5.C: Emergence of record keeping and numeric calculation
- 1.6.A: Decline of animism and rise of polytheistic religions
- 1.6.C: Monotheism in Zoroastrianism and Judaism
- 2.1.C: Daoism and Confucianism in private and public life
- 2.2.A: Rise of Buddhism and the Upanishad movement
- 2.3.A: Rise of Greek philosophical traditions
- 3.1.A: Origin and flowering of Islamic and Arab culture
- 3.7.C: Amerindian religion and culture

Enduring structures

Diffusion through state sponsorship

- 1.6.B: Religion to legitimize the state
- 2.1.B: Confucianism and the rise of meritocracy
- 2.2.B: State-sponsored spread of Buddhism
- 2.2.C: Gupta science, mathematics and Hinduism
- 2.3.B: Alexander and cultural syncretism
- 2.3.C: Greek culture forms the basis for Hellenistic and Roman empires
- 2.4.B: Greek and Hellenistic thought influence both the Roman Republic and Empire
- 2.7.C: Collapse of empire promotes adoption of Christianity and Mahayana Buddhism
- 3.1.C: Abbasid culture and scholarship
- 3.2.A: Orthodox Christianity and the Byzantine state
- 3.2.C: The Crusades and cultural exchanges
- 3.4.B: The multiculturalism of the Mongol Empire
- 3.7.C: Amerindian religion and culture

Diffusion through trade

- 1.1.B: Language and the spread of ideas and technology
- 1.4.C: Interaction between sedentary and pastoral cultures
- 2.6.B: Silk Roads and the spread of Mahayana Buddhism
- 2.6.C: Diffusion of Indic culture and religion in the Indian Ocean basin
- 3.5.C: Trans-Saharan trade and the spread of Islam and Arabic script
- 3.6.A: The merging of Bantu and Arab cultures on the Swahili coast
- 3.6.C: Spread of Indic religion and Islam to Southeast Asia

Crisis and conflict

- 1.6.A: Decline of animism and rise of polytheistic religions
- 2.7.C: Collapse of empire promotes the adoption of Christianity and Mahayana Buddhism
- 3.2.C: The Crusades and cultural exchanges

THEME: SOCIETY

Dynamic processes

Economics and hierarchy

- 1.1.B: Development of language and early societies
- 1.6.B: Religion to legitimize the authority of elites
- 1.6.C: Religious codes to enforce moral behavior
- 1.7.A: Agriculture and specialization of labor
- 1.7.C: Agriculture and the emergence of patriarchy
- 2.2.A: Buddhist protest of the caste system in Brahminism
- 2.2.B: The attraction of Buddhism to lower classes and merchants
- 2.5.A: Classical economies led to free peasants and artisans as well as to slavery
- 2.5.B: Social hierarchy built on division of labor and access to land and wealth and enforced by legal codes and belief systems
- 2.6.A: Elite demand for luxury and status items stimulates the Silk Roads
- 3.3.B: Tang redistribution of land and free peasants
- 3.4.C: Social change in Europe from the plague

Hierarchy and the state

- 1.5.A: Emergence of political, religious, and economic elites
- 1.5.C: Law codes and the codification of social stratification
- 1.7.B: Wealth inequalities lead to social and political elites
- 2.1.B: Bureaucratic elites in the Han Dynasty
- 2.4.A: Senatorial elites and free peasantry in the Roman Republic
- 3.7.C: Military and religious elites in the Amerindian empires

Enduring structures

Religion and hierarchy

- 1.5.A: Emergence of political, religious, and economic elites
- 1.6.B: Religion to legitimize the authority of elites
- 1.6.C: Religious codes to enforce moral behavior
- 2.1.B: Confucianism and meritocracy
- 2.2.A: Buddhist protest of the caste system in Brahminism
- 2.2.B: The attraction of Buddhism to lower classes and merchants
- 2.5.B: Social hierarchy built on division of labor and access to land and wealth and enforced by legal codes and belief systems
- 2.5.C: Forms of patriarchy reinforced and challenged by belief systems
- 2.7.C: Buddhist and Christian messages of equality and salvation
- 3.7.C: Military and religious elites in the Amerindian empires

Resistance movements

- 2.2.A: Buddhist protest of the caste system in Brahminism

- 2.2.B: The attraction of Buddhism to lower classes and merchants

- 2.5.C: Forms of patriarchy reinforced and challenged by belief systems

- 2.7.C: The Buddhist and Christian messages of equality and salvation