

Pre-AP[®] World History and Geography

TEACHER RESOURCES

Geography and World Regions and the Early Modern 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.

ISBN: 978-1-4573-1454-4

© 2021 College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation.

The sentence-writing strategies used in Pre-AP lessons are based upon The Writing Revolution, Inc., a national nonprofit organization that trains educators to implement The Hochman Method, an evidence-based approach to teaching writing. The strategies included in Pre-AP materials are meant to support students' writing, critical thinking, and content understanding, but they do not represent The Writing Revolution's full, comprehensive approach to teaching writing. More information can be found at www.thewritingrevolution.org.

Image credit page 71: Marek Poplawski / 500px / Getty Images; image credit page 167: The Picture Art Collection / Alamy Stock Photo

Contents

vii Acknowledgments

INTRODUCTION TO PRE-AP WORLD HISTORY AND GEOGRAPHY

- 3 About Pre-AP**
 - 5 Introduction to Pre-AP
 - 7 Pre-AP Approach to Teaching and Learning
 - 10 Pre-AP Professional Learning
 - 11 About the Course**
 - 13 Introduction to Pre-AP World History and Geography
 - 20 Course Map: Pathway 2
 - 22 Pre-AP World History and Geography Course Framework
 - 47 Pre-AP World History and Geography Model Lessons
 - 49 Pre-AP World History and Geography Assessments for Learning
 - 59 Pre-AP World History and Geography Course Designation
 - 61 Accessing the Digital Materials
 - 63 How to Use the Materials**
 - 65 Building Your Pre-AP World History and Geography Course
-

GEOGRAPHY AND WORLD REGIONS

- 71 Overview**
- 74 Key Concept: Principles of Geography**
 - 74 Lesson Planning G.1: Source Explorations
 - 78 Source Exploration G.1-Intro: Principles of Geography
 - 82 Source Exploration G.1-A: The Purpose of Scale in Maps
 - 86 Source Exploration G.1-B: How Maps Represent Information
 - 89 Source Exploration G.1-C: Synthesizing Data to See Patterns in Maps
 - 92 Assess G.1: Reexamining Principles of Geography
- 93 Key Concept: Regionalization**
 - 93 Lesson Planning G.2: Source Explorations
 - 97 Source Exploration G.2-Intro: Regionalization
 - 100 Source Exploration G.2-A: Human and Physical Regions
 - 103 Source Exploration G.2-B: Perceptual and Functional Regions
 - 106 Source Exploration G.2-C: The Limits of Formal Regions
 - 108 Assess G.2: Reexamining Regionalization
- 109 Key Concept: Spatial Reorganization**
 - 109 Lesson Planning G.3: Source Explorations
 - 113 Source Exploration G.3-Intro: Spatial Reorganization

- 116 Source Exploration G.3-A: Demographics and Spatial Reorganization
- 119 Source Exploration G.3-B: Push-and-Pull Factors of Migration
- 121 Source Exploration G.3-C: Migration and Spatial Reorganization
- 123 Assess G.3: Reexamining Spatial Reorganization
- 124 Key Concept: Human Adaptations to the Physical Environment**
- 124 Lesson Planning G.4: Resources
- 126 Key Concept: Comparison of World Regions**
- 126 Lesson Planning G.5: Source Explorations
- 131 Source Exploration G.5-Intro: Comparison of World Regions
- 134 Source Exploration G.5-A: Global Cultural Patterns
- 137 Source Exploration G.5-B: Global Demographic and Development Patterns
- 140 Source Exploration G.5-C: Global Economic and Political Patterns
- 143 Assess G.5: Reexamining Comparison of World Regions
- 145 Performance Task**

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

- 167 Overview**
- 170 Key Concept: Causes and Consequences of Iberian Maritime Exploration and Colonialism**
- 170 Lesson Planning 4.1: Source Explorations
- 174 Source Exploration 4.1-Intro: Causes and Consequences of Iberian Maritime Exploration and Colonialism
- 178 Source Exploration 4.1-A: The Search for Direct Access to African and Asian Markets
- 180 Source Exploration 4.1-B: Diffusion of Asian Maritime Technology
- 182 Source Exploration 4.1-C: Iberian Maritime Colonization
- 185 Assess 4.1: Reexamining the Causes and Consequences of Iberian Maritime Exploration and Colonialism
- 186 Key Concept: Columbian Exchange and Atlantic Slavery**
- 186 Lesson Planning 4.2: Resources
- 189 Key Concept: Origins and Impact of the Western European Empires in the North Atlantic**
- 189 Lesson Planning 4.3: Source Explorations
- 193 Source Exploration 4.3-Intro: Origins and Impact of the Western European Empires in the North Atlantic
- 195 Source Exploration 4.3-A: State Building in Northwestern Europe
- 198 Source Exploration 4.3-B: Competition Among Western European Empires

- 200 Source Exploration 4.3-C: Global Consequences of the Atlantic Economy
- 202 Assess 4.3: Reexamining the Origins and Impact of the Western European Empires in the North Atlantic
- 203 Key Concept: Early Modern Islamic Empires**
- 203 Lesson Planning 4.4: Source Explorations
- 207 Source Exploration 4.4-Intro: Early Modern Islamic Empires
- 209 Source Exploration 4.4-A: Territorial Expansion and Military Innovation
- 211 Source Exploration 4.4-B: Cosmopolitanism in the Early Modern Islamic Empires
- 214 Source Exploration 4.4-C: Varieties of Religious Policies in Early Modern Islamic Empires
- 216 Assess 4.4: Reexamining Early Modern Islamic Empires
- 217 Key Concept: Land-Based Empires: Early Modern China and Russia**
- 217 Lesson Planning 4.5: Source Explorations
- 221 Source Exploration 4.5-Intro: Land-Based Empires – Early Modern China and Russia
- 223 Source Exploration 4.5-A: Ming and Qing Imperial Expansion
- 226 Source Exploration 4.5-B: Russian Imperial Expansion
- 228 Source Exploration 4.5-C: Russian and Chinese Engagement with the West
- 230 Assess 4.5: Reexamining Land-Based Empires
- 231 Key Concept: Early Modern Religion**
- 231 Lesson Planning 4.6: Resources
- 234 Key Concept: Early Modern Western Society and Culture**
- 234 Lesson Planning 4.7: Resources
- 237 Performance Task**

APPENDIX

A1 Expanding Essential Knowledge Resources

B1 Course Toolkit: Supports for Instructional Design

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.

Sarah Bednarz, *Texas A&M University (retired), College Station, TX*

Jonathan Ferrante, *Smithtown High School West, Smithtown, NY*

Gail Hamilton, *Bancroft Middle School, Long Beach, CA*

Jonathan Henderson, *Forsyth Central High School, Cumming, GA*

Tim Keirn, *California State University, Long Beach, Long Beach, CA*

Medha Kirtane, *Ridgewood High School, Ridgewood, NJ*

Samantha Kowalak, *Livingston High School, Livingston, NJ*

Chris Peek, *Bellaire High School, Bellaire, TX*

Ferny Reyes, *Excel Academy Charter Schools, Boston, MA*

Sean Robertson (deceased), *Harlem Academy Middle School, Harlem, NY*

Brenda Santos, *Achievement First Schools, Providence, RI*

Christina Suarez, *Lake Region Union High School, Orleans, VT*

Kevin Witte, *Kearney High School, Kearney, NE*

COLLEGE BOARD STAFF

Drew McCulley, *Director, Pre-AP Curriculum, Instruction, and Assessment*

Joely Negedly, *Senior Director, Pre-AP Curriculum, Instruction, and Assessment*

Beth Hart, *Senior Director, Pre-AP Assessment*

Laura Smith, *Director, Pre-AP Assessment*

Natasha Vasavada, *Executive Director, Pre-AP Curriculum, Instruction, and Assessment*

Page intentionally left blank.

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.

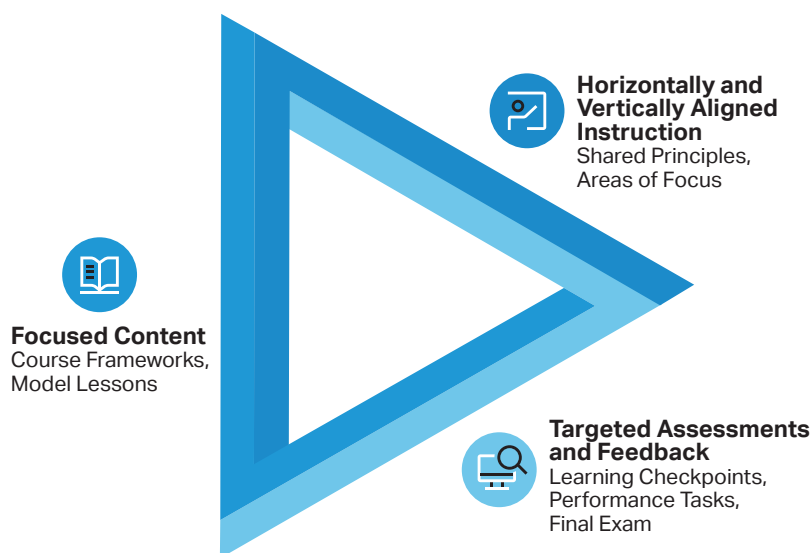
HOW TO GET INVOLVED

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

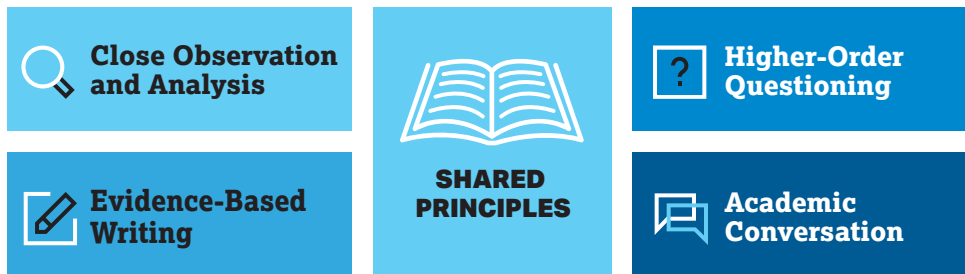
Pre-AP courses focus deeply on a limited number of concepts and skills with the broadest relevance for high school coursework and college and career success. The course framework serves as the foundation of the course and defines these prioritized concepts and skills. Pre-AP model lessons and assessments 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

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

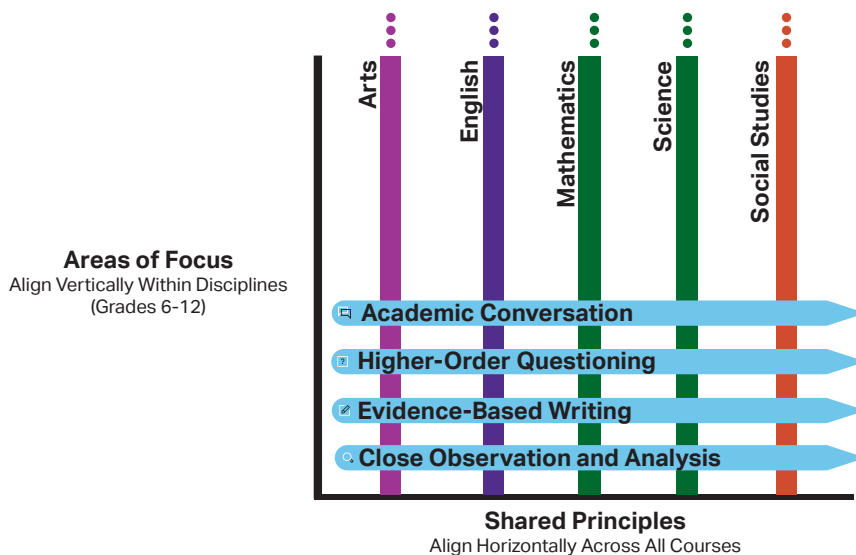
With strategic support, students frequently engage in writing coherent arguments from relevant and valid sources of evidence. Pre-AP courses embrace a purposeful and scaffolded approach to writing that begins with a focus on precise and effective sentences before progressing to longer forms of writing.

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.



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

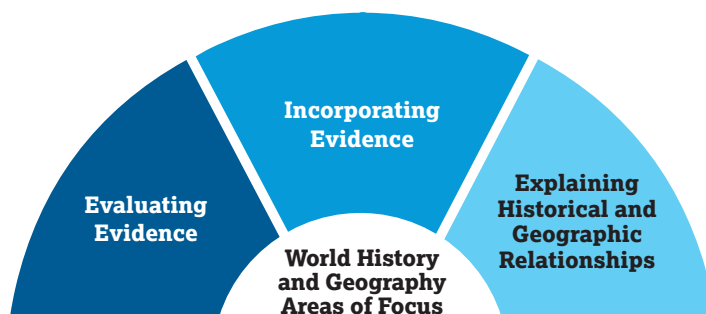


Introduction to Pre-AP World History and Geography

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

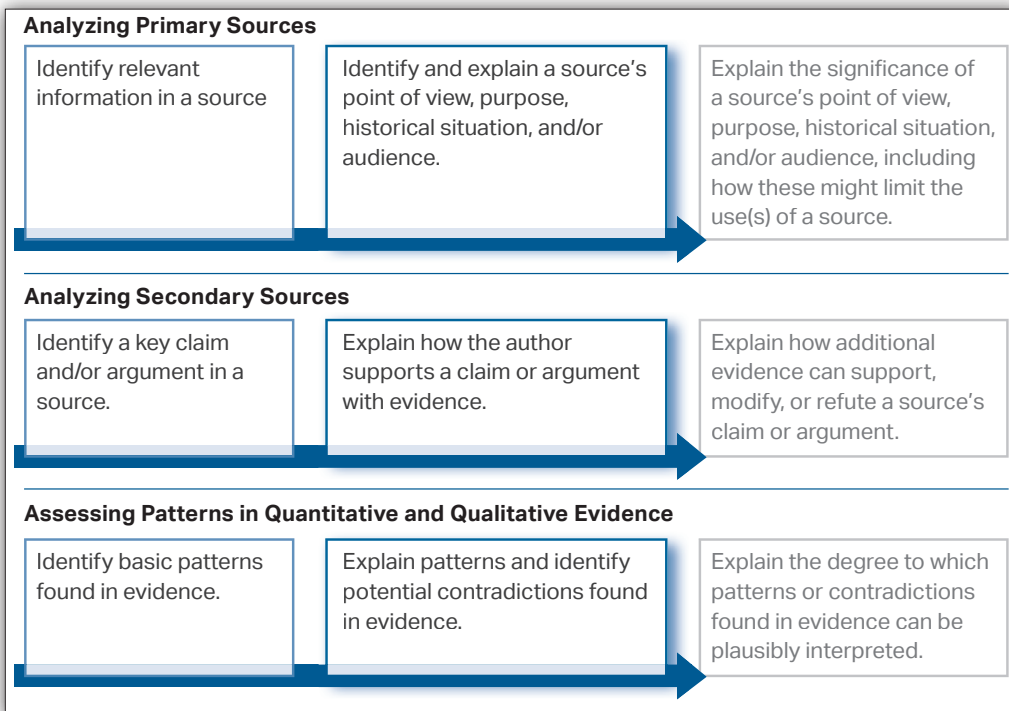
The Pre-AP World History and Geography areas of focus, described below, are practices that students develop and leverage as they engage with content. These areas of focus are vertically aligned to the practices embedded in other history and geography courses in high school, including AP, and in college, 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.

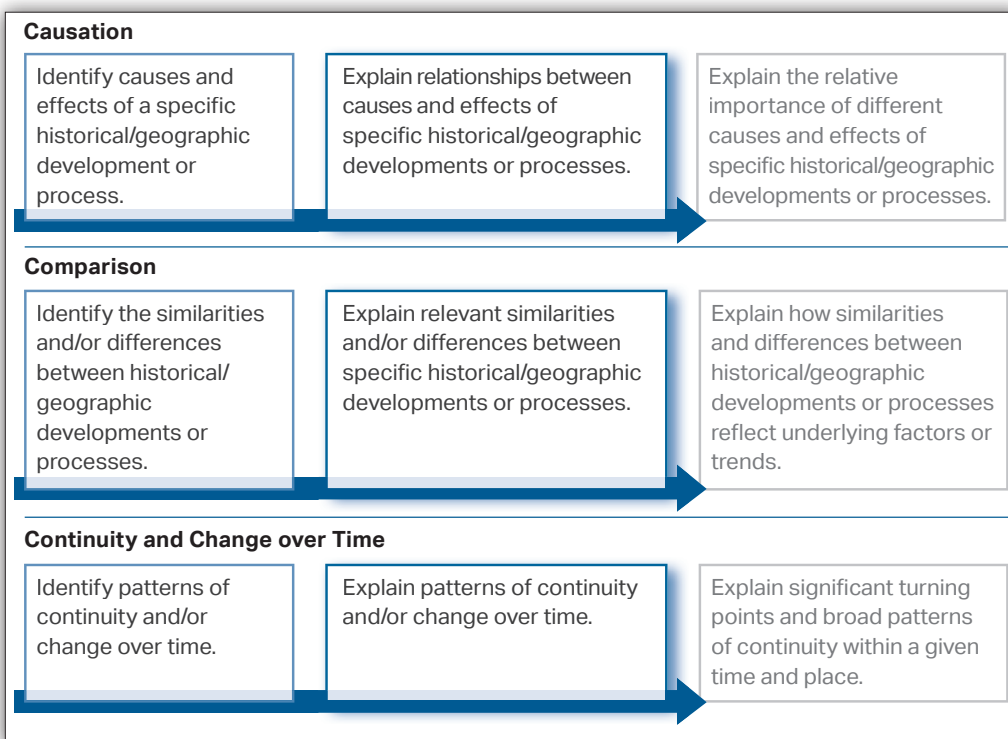
Historians and geographers do not merely examine sources for the purposes of acquiring knowledge; they seek to understand and form arguments about historical perspectives. Like these disciplinary experts, students learn to determine a source's value by asking disciplinary questions. This process involves 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.



EXPLAINING HISTORICAL AND GEOGRAPHIC RELATIONSHIPS

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

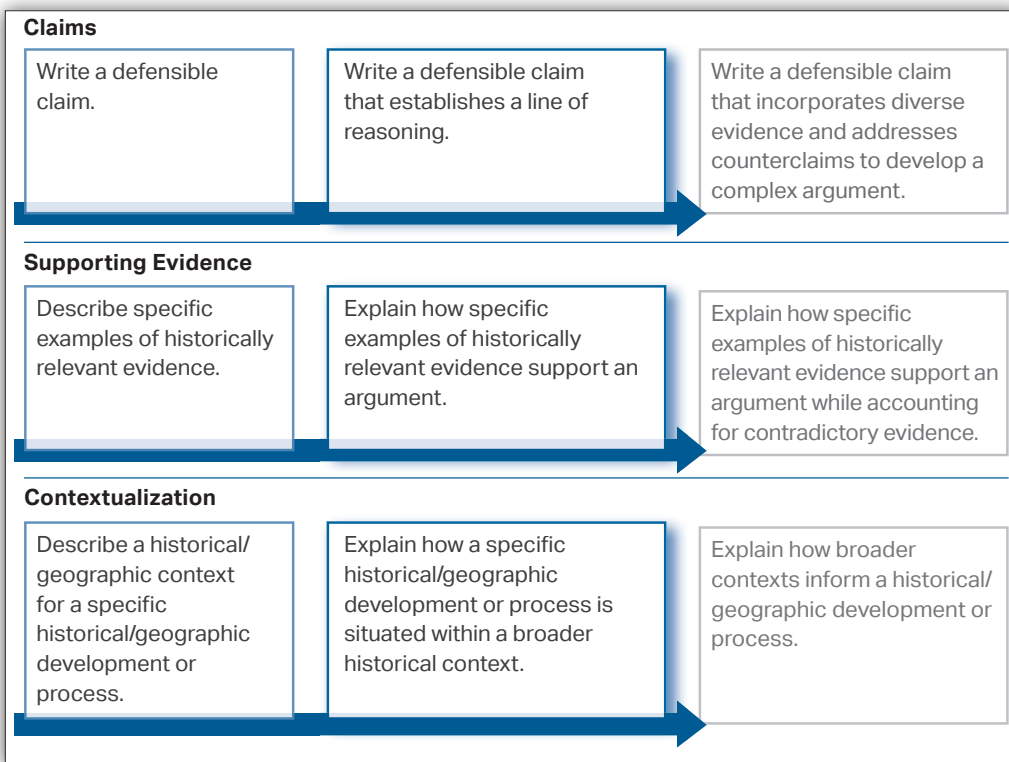
History and geography are investigative disciplines. Regularly pursuing inquiries of comparison, causation, and continuity and change over time helps students build the investigative techniques used by historians and geographers. With practice, these techniques become habits of mind. As students learn 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.



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.



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	manufacturing
architecture and construction	transportation, distribution, and logistics
government and public administration	
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.*

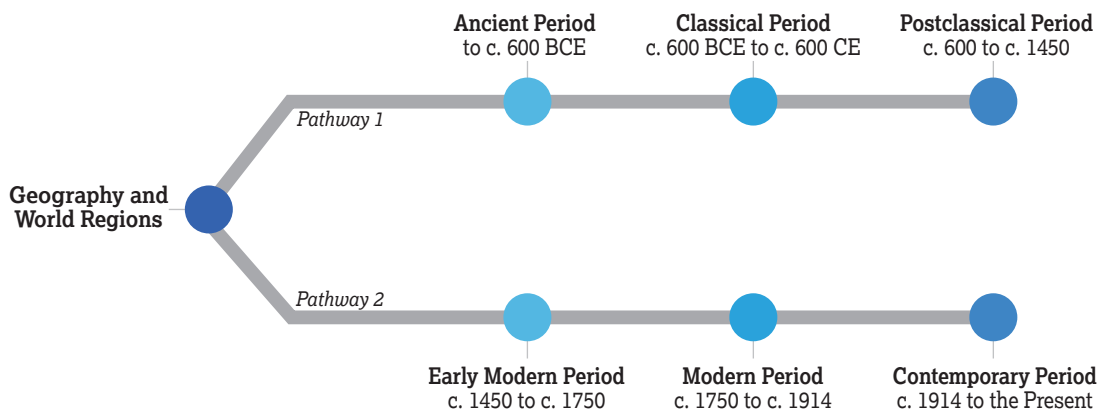
PROFESSIONAL LEARNING

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.



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

Course Map: Pathway 2

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.

The Early Modern Period, c. 1450 to c. 1750

~35 Class Periods Total

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.

Columbian Exchange and Atlantic Slavery

LO 4.2 Explain the environmental and demographic consequences of the Atlantic system.

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.

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.

Learning Checkpoint 1

Land-Based Empires: Early Modern China and Russia

LO 4.5 Compare the territorial expansion and foreign policies of early modern China and Russia.

Early Modern Religion

LO 4.6 Examine the continuities and changes in religions during the early modern period.

Early Modern Western Society and Culture

LO 4.7 Examine the continuities and changes in early modern society and culture.

Learning Checkpoint 2

Performance Task

Source Analysis and Outline

The Modern Period, c. 1750 to c. 1914

~35 Class Periods Total

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.

Effects of the Atlantic Revolutions

LO 5.2 Describe the long-term social and political impact of the Atlantic Revolutions.

The First Industrial Revolution

LO 5.3 Explain the origins and significance of the first industrial revolution.

The Second Industrial Revolution

LO 5.4 Trace the continuities and changes between the first and second industrial revolutions.

Learning Checkpoint 1

Imperial Expansion in the Late 19th Century

LO 5.5 Describe the continuities and changes in 19th-century imperialism.

Reactions to Imperialism

LO 5.6 Compare the responses to imperialism in the 19th century.

Consequences of Industrialization

LO 5.7 Explain the social, political, and demographic effects of industrialization in the 19th century.

Learning Checkpoint 2

Performance Task

Source Analysis, Outline, and Essay

The Contemporary Period, c. 1914 to the Present

~35 Class Periods Total

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.

A New Age of Revolutions: Mexico, Russia, and China

LO 6.2 Compare the results of revolutions in Mexico, Russia, and China.

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.

World War II and the Decline of Empires

LO 6.4 Explain the causes and effects of World War II.

Learning Checkpoint 1

A Global Cold War

LO 6.5 Compare the impact of the Cold War in the developed and the developing worlds.

Foundations of Contemporary Globalization

LO 6.6 Explain the origins of contemporary globalization.

Impact of Contemporary Globalization

LO 6.7 Analyze the extent to which contemporary globalization resulted in social, cultural, political, and environmental change.

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.

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

THE POSTCLASSICAL PERIOD, C. 600 TO C. 1450

Learning Objective Students will be able to ...	Essential Knowledge Students need to know that ...
<p>Early Islamic States</p> <p>LO 3.1 Describe the origins, expansion, and consolidation of the first Islamic states.</p>	<p>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.</p> <p>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 caliph established an Arab empire that adapted Byzantine political structures and expanded to South Asia and the Iberian Peninsula.</p> <p>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.</p>
<p>Postclassical States: Byzantine Empire and European Kingdoms</p> <p>LO 3.2 Compare the political, economic, and cultural structures of eastern and western Europe.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Postclassical States in East Asia</p> <p>LO 3.3 Examine political continuity and change in postclassical China.</p>	<p>EK 3.3.A Neocofucianism 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.</p> <p>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.</p> <p>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.</p>

Pre-AP World History and Geography 34

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).

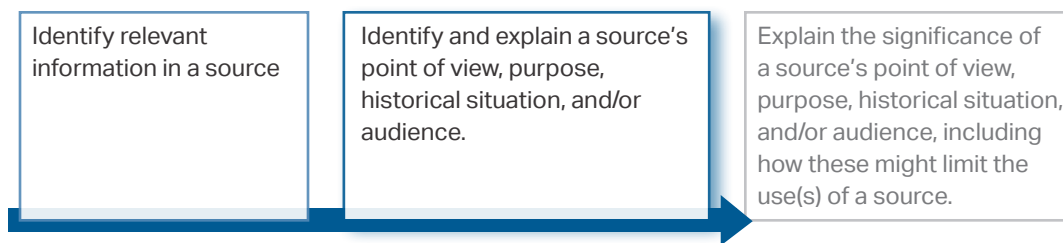
AREAS OF FOCUS: CONNECTED DISCIPLINARY SKILLS

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.

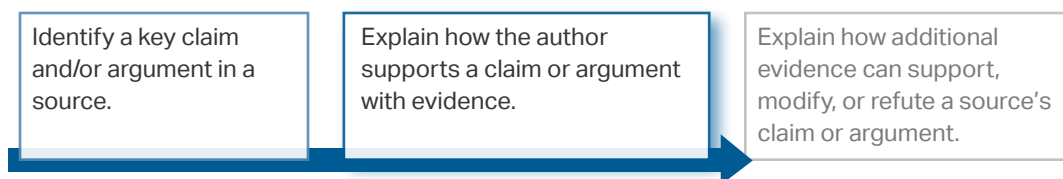
Course assessments are designed around the goal that students fully master the skills in the left column and demonstrate consistent proficiency of skills in the center column. While the skills in the right column may be explored in Pre-AP with grade-appropriate scaffolds, independent proficiency of these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

Evaluating Evidence

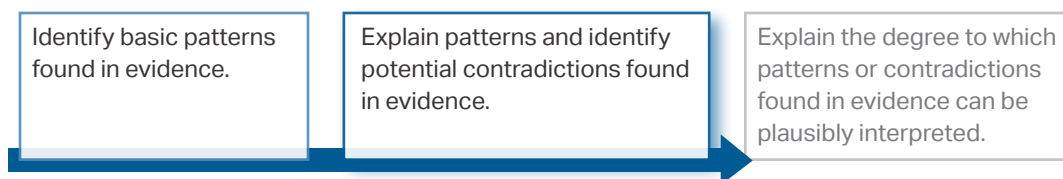
Analyzing Primary Sources



Analyzing Secondary Sources



Assessing Patterns in Quantitative and Qualitative Evidence



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 <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Principles of Geography</p> <p>LO G.1 Explain how geographers use maps and data to contextualize spatial relationships and examine how humans organize space.</p>	<p>EK G.1.A Maps convey representations of space, place, and location through symbols, keys, scale, and other manners of representation.</p> <p>EK G.1.B Maps reflect political and cultural contexts and prioritize, exclude, or distort information to serve a variety of purposes.</p> <p>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.</p> <p>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.</p>
<p>Regionalization</p> <p>LO G.2 Examine the purpose, characteristics, and limitations of regions.</p>	<p>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.</p> <p>EK G.2.B Types of regions include formal, functional, and perceptual/vernacular.</p> <p>EK G.2.C Regions vary in scale from local to global, and places can be located in multiple regions.</p> <p>EK G.2.D Regional boundaries are transitional and are sometimes contested and/or overlapping.</p>
<p>Spatial Reorganization</p> <p>LO G.3 Examine the causes and consequences of spatial reorganization.</p>	<p>EK G.3.A Spatial organization shapes and is shaped by patterns of economic activity, cultural diffusion, and political developments.</p> <p>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.</p> <p>EK G.3.C Spatial, economic, political, environmental, and cultural factors in sending and receiving societies contribute to migration.</p> <p>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.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Human Adaptations to the Physical Environment</p> <p>LO G.4 Identify the causes and effects of human adaptations to the physical environment.</p>	<p>EK G.4.A Scarcity and surplus of natural resources shape patterns of exchange and transportation networks.</p> <p>EK G.4.B Individuals and societies adapt to their environments through innovations in food production, manufacturing, and technology.</p> <p>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.</p> <p>EK G.4.D Human interactions with the environment have intended and unintended consequences, including alterations to landscapes and changes in biodiversity.</p>
<p>Comparison of World Regions</p> <p>LO G.5 Compare the physical and human characteristics of key world regions.</p>	<p>EK G.5.A Regions can be defined by physical characteristics, including climate, biomes, landforms, and bodies of water.</p> <p>EK G.5.B Regions can be defined by cultural characteristics, including patterns of language, religion, ethnicity, foodways, and traditions.</p> <p>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.</p> <p>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.</p> <p>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.</p>

THE ANCIENT PERIOD, TO C. 600 BCE

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

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

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

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Classical Empires in East Asia</p> <p>LO 2.1 Trace the origins, expansion, and consolidation of the Han Dynasty.</p>	<p>EK 2.1.A <i>Transition from a feudal to a centralized state under the Qin Dynasty</i> The Qin unified warring feudal states into a single centralized state through wars of conquest and established law codes informed by Legalism.</p> <p>EK 2.1.B <i>Political and philosophical expansion of the Han Dynasty</i> The Han established an expansive centralized empire that built on Qin bureaucratic structures by implementing systems of Confucian meritocracy.</p> <p>EK 2.1.C <i>Economic and religious foundations of the Han Dynasty</i> 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.</p>
<p>South Asian States and Dharmic Religions</p> <p>LO 2.2 Describe the growth and key characteristics of South Asian religious and political development.</p>	<p>EK 2.2.A <i>Reactions to Vedic religion and Brahmanism</i> Buddhism and Upanishadic Hinduism arose in late Vedic South Asia as a reaction to the ritualism of Brahmanism.</p> <p>EK 2.2.B <i>The Mauryan Empire and the spread of Buddhism in India</i> 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.</p> <p>EK 2.2.C <i>The Gupta Empire and the revival of Hinduism in India</i> The Gupta Empire was characterized by advances in science and mathematics and the sponsorship and revival of Hinduism.</p>
<p>Greek and Hellenistic States in the Classical Mediterranean</p> <p>LO 2.3 Summarize the political and cultural impact of Greek city-states and the Hellenistic states.</p>	<p>EK 2.3.A <i>Greek philosophical traditions and state building</i> Greek philosophical traditions explained the natural and human world through reason and observation and also shaped the republican and democratic forms of city-states.</p> <p>EK 2.3.B <i>Alexander the Great and the Hellenistic empires</i> 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.</p> <p>EK 2.3.C <i>Greek art and architecture and their spread</i> Greek philosophy and polytheistic religious traditions widely influenced the art, architecture, and culture of the Hellenistic and Roman empires.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>The Classical Roman Mediterranean</p> <p>LO 2.4 Examine the continuities and changes in the social, political, and economic structures of the classical Roman Mediterranean world.</p>	<p>EK 2.4.A <i>Imperial expansion and the fall of the Roman Republic</i> 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.</p> <p>EK 2.4.B <i>Political and cultural foundations of the Roman Empire</i> Greek and Hellenistic philosophical, political, and cultural practices influenced both the Roman Republic and Roman Empire.</p> <p>EK 2.4.C <i>The Roman imperial economy</i> The Roman Empire relied on the extensive use of slave labor, sophisticated transportation infrastructures, and standardized weights, measures, and currency.</p>
<p>Classical Societies in Afro-Eurasia</p> <p>LO 2.5 Compare labor structures, social hierarchies, and gender relations in classical Afro-Eurasia.</p>	<p>EK 2.5.A <i>Labor structures in classical Afro-Eurasia</i> 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.</p> <p>EK 2.5.B <i>Social hierarchy in classical Afro-Eurasia</i> 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.</p> <p>EK 2.5.C <i>Gender relations in classical Afro-Eurasia</i> Patriarchal social structures continued to shape gender and family relations and were both challenged and reinforced by belief systems.</p>
<p>Trade Networks and Cultural Encounters in the Classical World</p> <p>LO 2.6 Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period.</p>	<p>EK 2.6.A <i>Transportation technologies and long-distance overland trade</i> 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.</p> <p>EK 2.6.B <i>Silk Roads and the spread of Buddhism</i> Mahayana Buddhism spread from South Asia to parts of Central Asia and China via merchants and missionaries along the Silk Roads.</p> <p>EK 2.6.C <i>Early trade in the Indian Ocean and cultural and technological diffusion</i> 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.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>The End of Classical Empires and the Consequences in Afro-Eurasia</p> <p>LO 2.7 Summarize the consequences of the collapse of the Han and Roman empires during the classical period.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

THE POSTCLASSICAL PERIOD, C. 600 TO C. 1450

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Early Islamic States</p> <p>LO 3.1 Describe the origins, expansion, and consolidation of the first Islamic states.</p>	<p>EK 3.1.A <i>Origins and basic tenets of Islam</i> Islam, a religion informed by Abrahamic and Arab traditions and the teachings of Muhammad, began in the seventh century on the Arabian Peninsula.</p> <p>EK 3.1.B <i>Establishment and expansion of the Arab Umayyad Caliphate</i> 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.</p> <p>EK 3.1.C <i>State consolidation, cosmopolitanism, and the Abbasid Caliphate</i> 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.</p>
<p>Postclassical States: Byzantine Empire and European Kingdoms</p> <p>LO 3.2 Compare the political, economic, and cultural structures of eastern and western Europe.</p>	<p>EK 3.2.A <i>Governmental structures of Byzantium and western Europe</i> 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.</p> <p>EK 3.2.B <i>Economic foundations of Byzantium and western Europe</i> 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.</p> <p>EK 3.2.C <i>The Crusades</i> 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.</p>
<p>Postclassical States in East Asia</p> <p>LO 3.3 Examine political continuity and change in postclassical China.</p>	<p>EK 3.3.A <i>Neoconfucianism and state building in postclassical China</i> 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.</p> <p>EK 3.3.B <i>Economic foundations of the Tang and Song dynasties</i> 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.</p> <p>EK 3.3.C <i>Imperial expansion and fragmentation in the Tang and Song dynasties</i> The Tang Dynasty expanded imperial borders but collapsed in the wake of internal conflict, leading to the Song Dynasty.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>The Mongols and the Revitalization of the Silk Roads</p> <p>LO 3.4 Explain the causes and consequences of the origin and expansion of the Mongol Empire.</p>	<p>EK 3.4.A <i>Origins and development of the Mongol Empire</i> 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.</p> <p>EK 3.4.B <i>Expansion of the Mongol Empire and the establishment of the Yuan Dynasty</i> 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.</p> <p>EK 3.4.C <i>Biological consequences of Silk Road exchange</i> 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.</p>
<p>Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa</p> <p>LO 3.5 Trace the development and impact of trans-Saharan trade.</p>	<p>EK 3.5.A <i>Origins and foundations of trans-Saharan trade routes</i> 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.</p> <p>EK 3.5.B <i>State building in the West African Sahel</i> 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.</p> <p>EK 3.5.C <i>Spread and impact of Islam in sub-Saharan Africa</i> 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.</p>
<p>Long-Distance Trade and Diffusion in the Indian Ocean Basin</p> <p>LO 3.6 Examine the causes and effects of long-distance trade in the Indian Ocean basin.</p>	<p>EK 3.6.A <i>The establishment of Swahili city-states</i> 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.</p> <p>EK 3.6.B <i>Maritime technologies and the expansion of trade in the Indian Ocean basin</i> 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.</p> <p>EK 3.6.C <i>Spread of technologies, cultural practices, and flora and fauna in the Indian Ocean basin</i> 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.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Postclassical Americas</p> <p>LO 3.7 Compare the political, economic, and cultural structures of the Maya, Inca, and Aztec states.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

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

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Causes and Consequences of Iberian Maritime Exploration and Colonialism</p> <p>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.</p>	<p>EK 4.1.A <i>The search for direct access to African and Asian markets</i> 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.</p> <p>EK 4.1.B <i>Diffusion of Asian maritime technology</i> 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.</p> <p>EK 4.1.C <i>Iberian maritime colonization</i> 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.</p>
<p>Columbian Exchange and Atlantic Slavery</p> <p>LO 4.2 Explain the environmental and demographic consequences of the Atlantic system.</p>	<p>EK 4.2.A <i>Columbian Exchange</i> 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.</p> <p>EK 4.2.B <i>The formation of plantation and extractive economies</i> 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.</p> <p>EK 4.2.C <i>Coercive labor systems and the transatlantic slave trade</i> 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.</p>
<p>Origins and Impact of the Western European Empires in the North Atlantic</p> <p>LO 4.3 Describe the causes and the global, political, and economic effects of the Atlantic system.</p>	<p>EK 4.3.A <i>State building in northwestern Europe</i> 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.</p> <p>EK 4.3.B <i>Competition among western European empires</i> 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.</p> <p>EK 4.3.C <i>Global consequences of the Atlantic economy</i> As Japanese silver production declined, American production met Chinese demands for silver, facilitating new levels of global economic integration.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Early Modern Islamic Empires</p> <p>LO 4.4 Compare the territorial expansion, political structure, and cultural facets of the early modern Ottoman, Mughal, and Safavid empires.</p>	<p>EK 4.4.A <i>Territorial expansion and military innovation</i> 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.</p> <p>EK 4.4.B <i>Cosmopolitanism in the early modern Islamic empires</i> The Mughal and Ottoman empires promoted social and political cohesion by enacting policies and practices of limited religious tolerance.</p> <p>EK 4.4.C <i>Varieties of religious policies in early modern Islamic empires</i> Islamic empires differed in their treatment of Sufis and often engaged in political and imperial conflicts that were religious in nature.</p>
<p>Land-Based Empires: Early Modern China and Russia</p> <p>LO 4.5 Compare the territorial expansion and foreign policies of early modern China and Russia.</p>	<p>EK 4.5.A <i>Ming and Qing imperial expansion</i> 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.</p> <p>EK 4.5.B <i>Russian imperial expansion</i> 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.</p> <p>EK 4.5.C <i>Russian and Chinese engagement with the West</i> 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.</p>
<p>Early Modern Religion</p> <p>LO 4.6 Examine the continuities and changes in religions during the early modern period.</p>	<p>EK 4.6.A <i>Sikhism and religious diffusion in the Indian Ocean basin</i> Sikhism arose in South Asia as a new religion, while Theravada Buddhism spread across mainland Southeast Asia.</p> <p>EK 4.6.B <i>Early modern religious schisms</i> 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.</p> <p>EK 4.6.C <i>New syncretic religions</i> 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.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Early Modern Western Society and Culture</p> <p>LO 4.7 Examine the continuities and changes in early modern society and culture.</p>	<p>EK 4.7.A <i>The Renaissance and the Scientific Revolution</i> 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.</p> <p>EK 4.7.B <i>Continuities in western European social hierarchies</i> Land ownership continued to convey social status, generate wealth, and secure political influence in early modern societies despite the end of manorialism.</p> <p>EK 4.7.C <i>Changes in early modern social hierarchies</i> Commercial societies elevated the status of merchants, financiers, and urban professionals, while chattel slavery in the Americas contributed to the development of racial hierarchies.</p>

THE MODERN PERIOD, C. 1750 TO C. 1914

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Causes of the Atlantic Revolutions</p> <p>LO 5.1 Examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions.</p>	<p>EK 5.1.A <i>The Enlightenment</i> 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.</p> <p>EK 5.1.B <i>Imperial rivalry in the Atlantic</i> Imperial rivalry and conflict between European maritime empires created opportunities for independence movements.</p> <p>EK 5.1.C <i>Early modern political and social tensions</i> Expanding commerce and literacy as well as the growing middle class led to critiques of social hierarchy and political and clerical privilege.</p>
<p>Effects of the Atlantic Revolutions</p> <p>LO 5.2 Describe the long-term social and political impact of the Atlantic Revolutions.</p>	<p>EK 5.2.A <i>New American states</i> 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.</p> <p>EK 5.2.B <i>The French Revolution</i> 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.</p> <p>EK 5.2.C <i>Nineteenth-century reform movements</i> 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.</p>
<p>The First Industrial Revolution</p> <p>LO 5.3 Explain the origins and significance of the first industrial revolution.</p>	<p>EK 5.3.A <i>Origins of the Industrial Revolution in Great Britain</i> 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.</p> <p>EK 5.3.B <i>Characteristics of early industrialization</i> The first industrial revolution utilized inanimate sources of energy and mechanized textile and iron production, increasing manufacturing productivity and consumerism and accelerating resource extraction.</p> <p>EK 5.3.C <i>Spread of industrialization</i> 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.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>The Second Industrial Revolution</p> <p>LO 5.4 Trace the continuities and changes between the first and second industrial revolutions.</p>	<p>EK 5.4.A <i>Late 19th-century industrial innovations</i> 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.</p> <p>EK 5.4.B <i>The global spread of industrialization</i> 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.</p> <p>EK 5.4.C <i>Globalization, transportation, and information technologies</i> Transportation and communication innovations increased opportunities for the global coordination and distribution of goods and facilitated unprecedented production of food and raw materials.</p>
<p>Imperial Expansion in the Late 19th Century</p> <p>LO 5.5 Describe the continuities and changes in 19th-century imperialism.</p>	<p>EK 5.5.A <i>New imperialism and the second industrial revolution</i> 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.</p> <p>EK 5.5.B <i>The expansion and contraction of overland empires</i> The Russian and Austrian empires expanded as the Ottoman and Qing empires, facing financial, demographic, and political challenges, declined.</p> <p>EK 5.5.C <i>Neocolonialism in Latin America</i> 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.</p>
<p>Reactions to Imperialism</p> <p>LO 5.6 Compare the responses to imperialism in the 19th century.</p>	<p>EK 5.6.A <i>Violent resistance to imperialism</i> 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.</p> <p>EK 5.6.B <i>Self-rule</i> 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.</p> <p>EK 5.6.C <i>Modernization reform movements</i> 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.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Consequences of Industrialization</p> <p>LO 5.7 Explain the social, political, and demographic effects of industrialization in the 19th century.</p>	<p>EK 5.7.A Social changes in industrial societies Industrialization led to rapid urbanization, new family structures, and new class identities.</p> <p>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.</p> <p>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.</p>

THE CONTEMPORARY PERIOD, C. 1914 TO THE PRESENT

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Origins and Outcomes of World War I in Global Context</p> <p>LO 6.1 Trace the origins of World War I and its immediate outcomes in global perspective.</p>	<p>EK 6.1.A <i>The global origins of World War I</i> Nationalism, imperial rivalry, and shifting diplomatic alliances among rival European powers led to the global outbreak and scale of World War I.</p> <p>EK 6.1.B <i>Global fronts and home fronts</i> 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.</p> <p>EK 6.1.C <i>The settlement of World War I</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.</p>
<p>A New Age of Revolutions: Mexico, Russia, and China</p> <p>LO 6.2 Compare the results of revolutions in Mexico, Russia, and China.</p>	<p>EK 6.2.A <i>The Mexican Revolution</i> 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.</p> <p>EK 6.2.B <i>The Russian Revolution and Stalinism</i> 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.</p> <p>EK 6.2.C <i>The Chinese Revolution</i> 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.</p>
<p>The Global Economy and the State Between the Wars</p> <p>LO 6.3 Identify the reasons for the expansion of government power and the emergence of authoritarian regimes in Europe and Japan.</p>	<p>EK 6.3.A <i>The Depression in global context</i> 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.</p> <p>EK 6.3.B <i>Fascist states in Europe</i> 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.</p> <p>EK 6.3.C <i>Militarism in Japan</i> 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.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>World War II and the Decline of Empires</p> <p>LO 6.4 Explain the causes and effects of World War II.</p>	<p>EK 6.4.A <i>Appeasement and the origins of World War II</i> 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.</p> <p>EK 6.4.B <i>The human tragedies of World War II</i> 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.</p> <p>EK 6.4.C <i>Decolonization after World War II</i> 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.</p>
<p>A Global Cold War</p> <p>LO 6.5 Compare the impact of the Cold War in the developed and the developing worlds.</p>	<p>EK 6.5.A <i>The Cold War in the developed world</i> 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.</p> <p>EK 6.5.B <i>The Cold War in the developing world</i> 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.</p> <p>EK 6.5.C <i>The end of the Cold War</i> 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.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Foundations of Contemporary Globalization</p> <p>LO 6.6 Explain the origins of contemporary globalization.</p>	<p>EK 6.6.A Neoliberalism and transnational institutions International organizations as well as growing neoliberalism promoted the removal of barriers to international trade.</p> <p>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.</p> <p>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.</p>
<p>Impact of Contemporary Globalization</p> <p>LO 6.7 Analyze the extent to which contemporary globalization resulted in social, cultural, political, and environmental change.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

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 role 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 Bhitargaon 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.

CLASSICAL PERIOD

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 to their rule 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
29
Pre-AP World History and Geography
TEACH

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 <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ evaluating evidence <ul style="list-style-type: none"> ◆ analyzing primary sources ◆ analyzing secondary sources ◆ assessing patterns in quantitative and qualitative evidence ▪ Explaining historical and geographic relationships <ul style="list-style-type: none"> ◆ causation ◆ comparison ◆ continuity and change over time ▪ incorporating evidence <ul style="list-style-type: none"> ◆ claims ◆ supporting evidence ◆ contextualization

Question Styles	<p>Question sets include two to four questions that focus on single or paired primary or secondary sources (including texts, maps, and charts).</p> <p>Each question set includes three types of questions:</p> <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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	<p>Evaluating evidence</p> <ul style="list-style-type: none"> ▪ analyzing primary sources ▪ analyzing sources ▪ Assessing patterns in quantitative and qualitative evidence <p>Explaining historical and geographic relationships</p> <ul style="list-style-type: none"> ▪ causation ▪ comparison ▪ continuity and change over time <p>Incorporating evidence</p> <ul style="list-style-type: none"> ▪ claims ▪ supporting evidence ▪ contextualization

Question Styles	<p>Question sets include two to four questions that focus on single or paired primary or secondary sources (including texts, maps, and charts).</p> <p>Each question set includes three types of questions:</p> <ul style="list-style-type: none"> ▪ 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 Mogao 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

Pre-AP World History and Geography Course Designation

- 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.

Page intentionally left blank.

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

Page intentionally left blank.

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

SE G.1-C: Synthesizing Data to See Patterns in Maps	<p>Source 12 Flood warnings in the United States 2008–2018 (map)</p> <p>Source 13 Wildfires in the United States 2008–2018 (map)</p> <p>Source 14 Tornadoes and hurricanes in the United States 2004–2018 (map)</p>
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
<p>EK G.1.A Maps convey representations of space, place, and location through symbols, keys, scale, and other manners of representation.</p>	<p><input checked="" type="checkbox"/> SE G.1-Intro includes representations of spaces using street grids and other information.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input type="checkbox"/> Commonly used map symbols are not explicitly reviewed or defined in the included sources.</p>
<p>EK G.1.B Maps reflect political and cultural contexts and prioritize, exclude, or distort information to serve a variety of purposes.</p>	<p><input checked="" type="checkbox"/> SE G.1-B contrasts two maps that prioritize, exclude, and distort information related to the same place in service of different purposes.</p> <p><input type="checkbox"/> The included maps do not explicitly reflect differing cultural or political contexts.</p>
<p>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.</p>	<p><input checked="" type="checkbox"/> SE G.1-C provides three maps that illustrate physical changes to help illuminate patterns.</p> <p><input type="checkbox"/> Examples of how a geographer might synthesize empirical data with other primary and secondary sources are not included.</p>

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

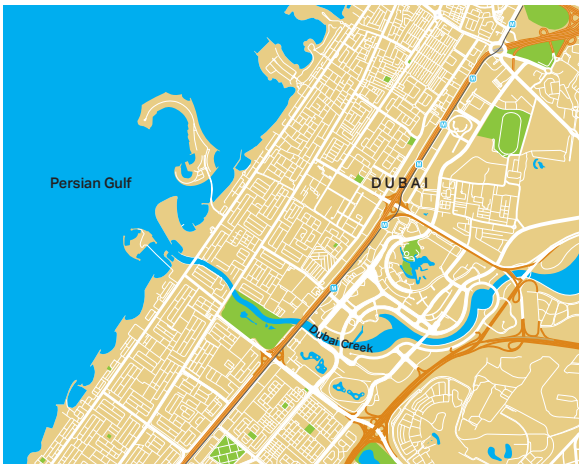
SOURCES TO EXPLORE

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.

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
**GEOGRAPHY
AND WORLD
REGIONS**
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.

DESIGNING INSTRUCTION

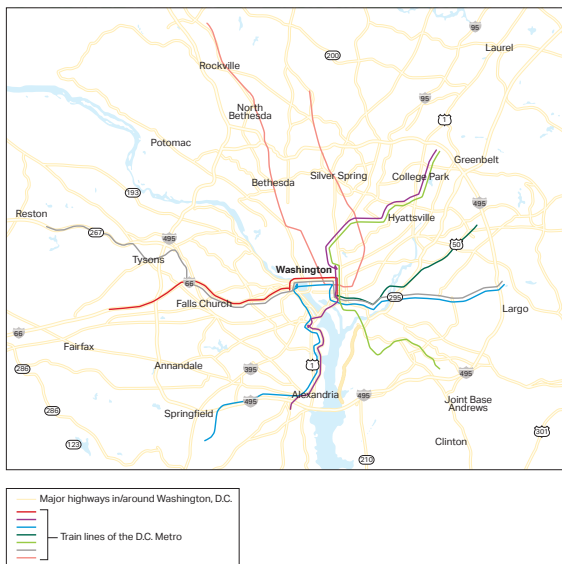
Source Exploration G.1-B: How Maps Represent Information

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.

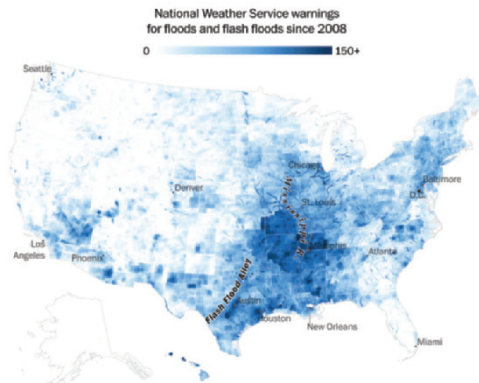
DESIGNING INSTRUCTION

GEOGRAPHY
AND WORLD
REGIONS

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

SOURCES TO EXPLORE

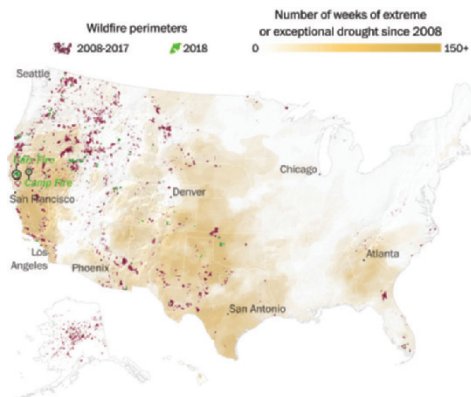
Source 12 Flood warnings in the United States 2008–2018



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

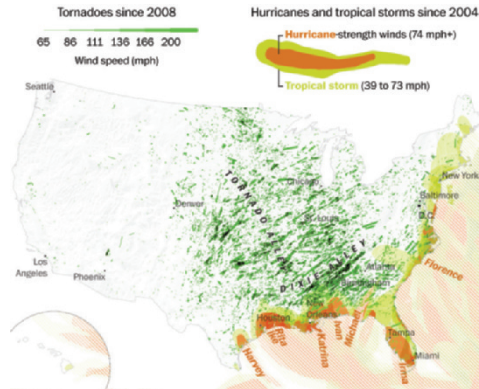


From *The Washington Post*. © 2019 The Washington Post. All rights reserved. Used under license. (From "Mapping America's Wicked Weather and Deadly Disasters" by Tim Meko.)

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

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.)

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	<p>Source 1 World regions as defined by the World Bank (map)</p> <p>Source 2 World regions as defined by the World Health Organization (map)</p> <p>Source 3 World regions as defined by the Pre-AP World History and Geography course (map)</p>

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

Essential Knowledge Statements	Planning Notes
<p>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.</p>	<p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input type="checkbox"/> The sources do not include examples of regions shifting over time.</p>

**GEOGRAPHY
AND WORLD
REGIONS**

<p>EK G.2.B Types of regions include formal, functional, and perceptual/ vernacular.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Examples of regions that are exclusively formal or functional are not explicitly brought up in the sources.
<p>EK G.2.C Regions vary in scale from local to global, and places can be located in multiple regions.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input type="checkbox"/> 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.
<p>EK G.2.D Regional boundaries are transitional and are sometimes contested and/ or overlapping.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input type="checkbox"/> 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.

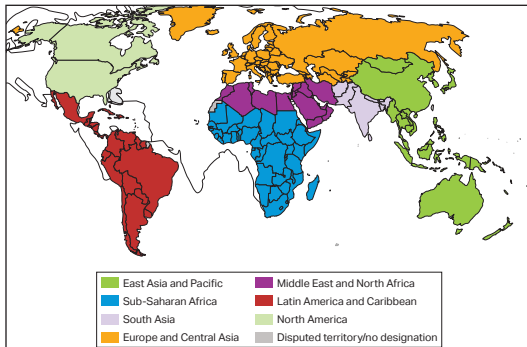
DESIGNING INSTRUCTION

GEOGRAPHY AND WORLD REGIONS

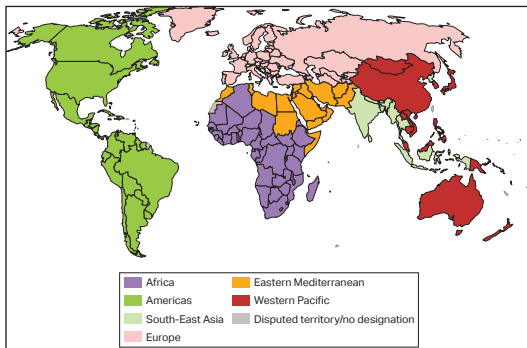
Source Exploration G.2-Intro: Regionalization

SOURCES TO EXPLORE

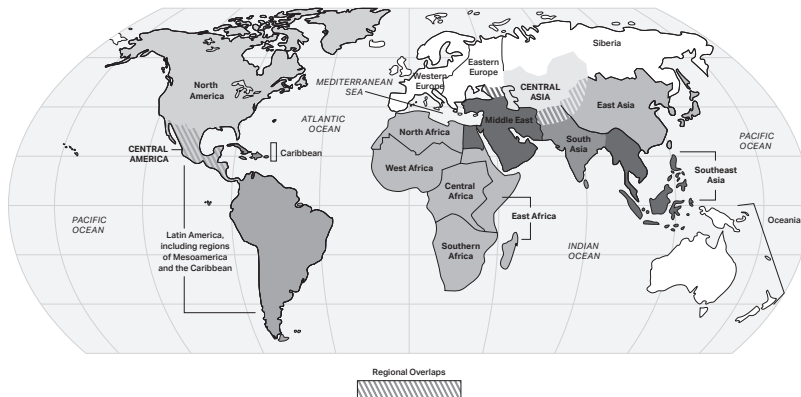
Source 1 World regions as defined by the World Bank



Source 2 World regions as defined by the World Health Organization



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



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 _____.

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)

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

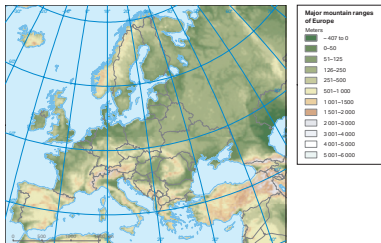
SOURCES TO EXPLORE

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

GEOGRAPHY
AND WORLD
REGIONS

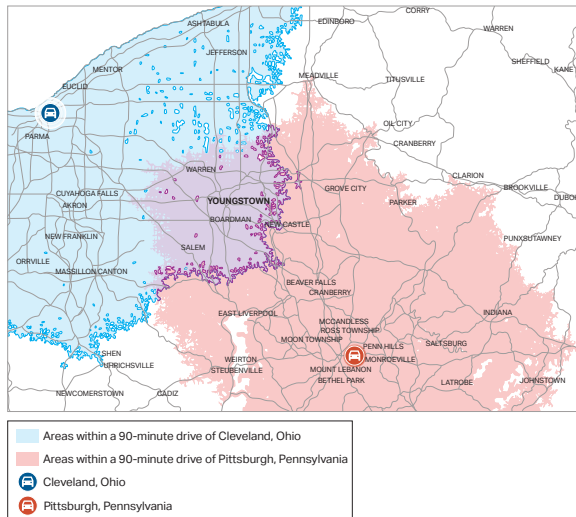
SOURCES TO EXPLORE

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



Created with the TravelTime Platform

Observe-and-Analyze Questions

- 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?
- 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?
- Based on the information in the maps, rate the likelihood that someone in Youngstown, Ohio (see source 8) would:
 - work in Cleveland
 - work in Pittsburgh
 - say they live in the Midwest

Provide evidence to support your percentages.

- 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)

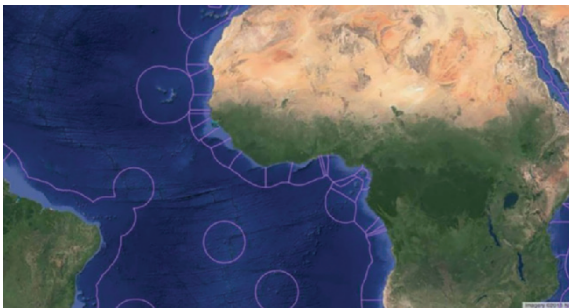


Image from Global Fishing Watch: globalfishingwatch.org/fisheries/who-owns-the-fish-high-seas-and-the-eezs. creativecommons.org/licenses/by-sa/4.0

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	<p>Source 1 Excerpted from "Apr 21, 1960 CE: Brazil Gets a New Capital," <i>National Geographic</i>, 2014</p> <p>Source 2 Population data for Brasilia and Rio de Janeiro (data table)</p> <p>Source 3 Map of Brazil</p>
SE G.3-A: Demographics and Spatial Reorganization	<p>Source 4 Population pyramid of Japan, 2018 (graph)</p> <p>Source 5 Population pyramid of Kenya, 2018 (graph)</p>

SE G.3-B: Push-and-Pull Factors of Migration	<p>Source 6 Excerpted from D. B. Grigg, "E. G. Ravenstein and 'The Laws of Migration,'" <i>Journal of Historical Geography</i>, 1977</p> <p>Source 7 Excerpted from "Leveraging Economic Migration for Development," a report prepared for the World Bank, 2019</p> <p>Source 8 International migrants and refugees within and across regions and income groups, 2018 (graph)</p>
SE G.3-C: Migration and Spatial Reorganization	<p>Source 9 Population projections for Bulgaria from 2020 to 2100 based on recent population data, United Nations Report, 2019 (graph)</p> <p>Source 10 Excerpted from Ruth Alexander, "Why Is Bulgaria's Population Falling Off a Cliff?," BBC News, 2017</p>
Assess G.3: Reexamining Spatial Reorganization	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 G.3: Examine the causes and consequences of spatial reorganization.	
Essential Knowledge Statements	Planning Notes
<p>EK G.3.A Spatial organization shapes and is shaped by patterns of economic activity, cultural diffusion, and political developments.</p>	<p><input checked="" type="checkbox"/> 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).</p> <p><input type="checkbox"/> Specific examples of how economic activities and cultural processes influence, and are influenced by, spatial organization are not included in the sources.</p>

**GEOGRAPHY
AND WORLD
REGIONS**

<p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Specific examples of how political policies or spatial organization can purposely influence birth or mortality rates are not referenced in the sources.
<p>EK G.3.C Spatial, economic, political, environmental, and cultural factors in sending and receiving societies contribute to migration.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Source 6 in SE G.3-B summarizes E. G. Ravenstein's argument that migration is typically fueled by people seeking better economic opportunities. <input checked="" type="checkbox"/> Source 10 in SE G.3-C details how the economic and cultural conditions of cities continue to draw young people away from villages. <input type="checkbox"/> Examples of how government policies or severe political instability can contribute to migration are not referenced in the sources.
<p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The demographic growth of Brasília that occurred after it was made the political capital is detailed in SE G.3-Intro. <input checked="" type="checkbox"/> The impact of migrants leaving the Bulgarian village is documented in source 10 (SE G.3-C). <input checked="" type="checkbox"/> The population decline in Bulgaria, which is partially due to Bulgarians migrating to other countries, is illustrated in source 9 (SE G.3-C). <input type="checkbox"/> 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

GEOGRAPHY
AND WORLD
REGIONS

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.

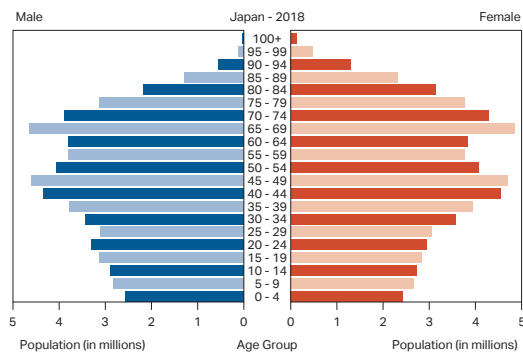
- In addition to studying the effects of political change on spatial organization, students can examine case studies illustrating the scope and speed at which economic changes can reorganize space. Potential present-day case studies could include the effects of online shopping (see *Time* magazine's "**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).

DESIGNING INSTRUCTION

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

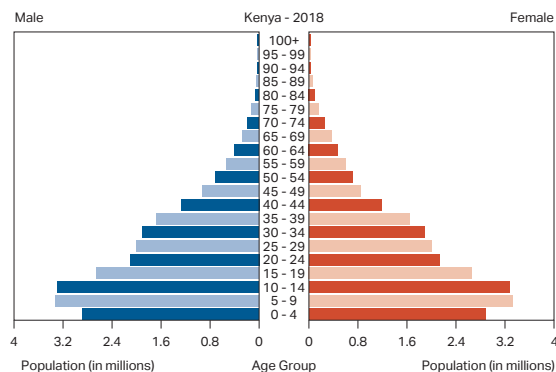
SOURCES TO EXPLORE

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

GEOGRAPHY
AND WORLD
REGIONS

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.

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.

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, _____.

- 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

GEOGRAPHY
AND WORLD
REGIONS

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.

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.

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 _____.

- 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.

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

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 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.

- 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
<p>EK G.5.A Regions can be defined by physical characteristics, including climate, biomes, landforms, and bodies of water.</p>	<p><input checked="" type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p>
<p>EK G.5.B Regions can be defined by cultural characteristics, including patterns of language, religion, ethnicity, foodways, and traditions.</p>	<p><input checked="" type="checkbox"/> 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).</p> <p><input type="checkbox"/> 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.</p>
<p>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.</p>	<p><input checked="" type="checkbox"/> 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).</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input type="checkbox"/> Specific examples of how these factors shape regional boundaries are not explicitly referenced in the sources.</p>

**GEOGRAPHY
AND WORLD
REGIONS**

<p>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.</p>	<p><input checked="" type="checkbox"/> 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.</p>
<p>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.</p>	<p><input checked="" type="checkbox"/> The democracy index map in G.5-C shows a cross-section of key political characteristics that shape regionalization.</p> <p><input type="checkbox"/> While the democracy index map provides a cumulative score of multiple political characteristics, no included map illustrates how these characteristics individually impact regionalization.</p>

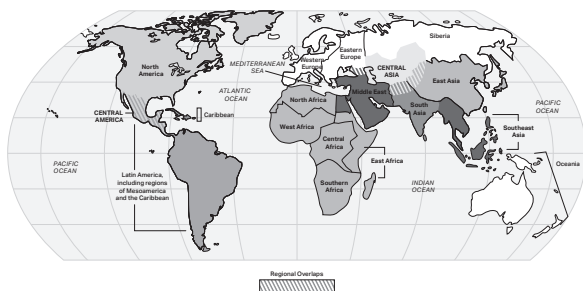
DESIGNING INSTRUCTION

GEOGRAPHY
AND WORLD
REGIONS

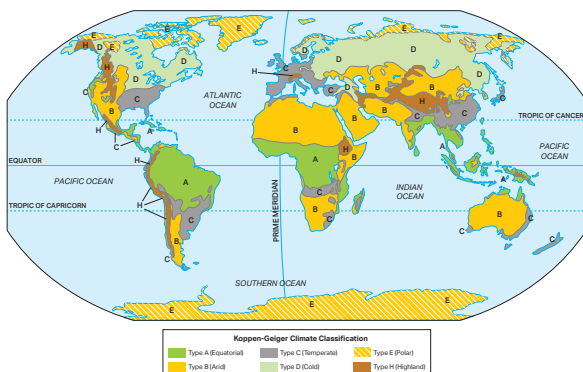
Source Exploration G.5-Intro: Comparison of World Regions

SOURCES TO EXPLORE

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



Source 2 Köppen-Geiger climate classification map



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

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.

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?

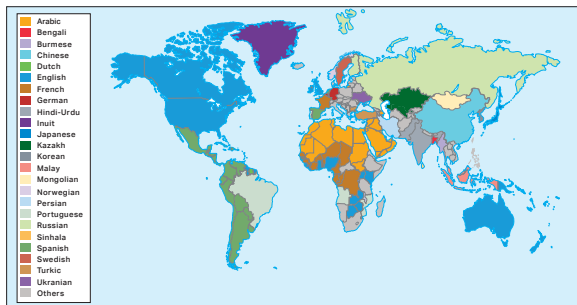
- While few of the land boundaries in the Pre-AP World History and Geography world regions map align with physical features, other organizations and communities regularly regionalize around physical features. One example students can explore is the Mediterranean region or basin, which is connected by 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



Source 5 World religion map



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

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.

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.

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.

**GEOGRAPHY
AND WORLD
REGIONS**

- 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.

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.**"

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

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

Writing

- Revise the claim to more accurately reflect the evidence.
- Using the information listed in (a) and (b), create body paragraphs that support your revised claim.

Page intentionally left blank.

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.

Page intentionally left blank.

Geography and World Regions

PERFORMANCE
TASK

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.

**PERFORMANCE
TASK**

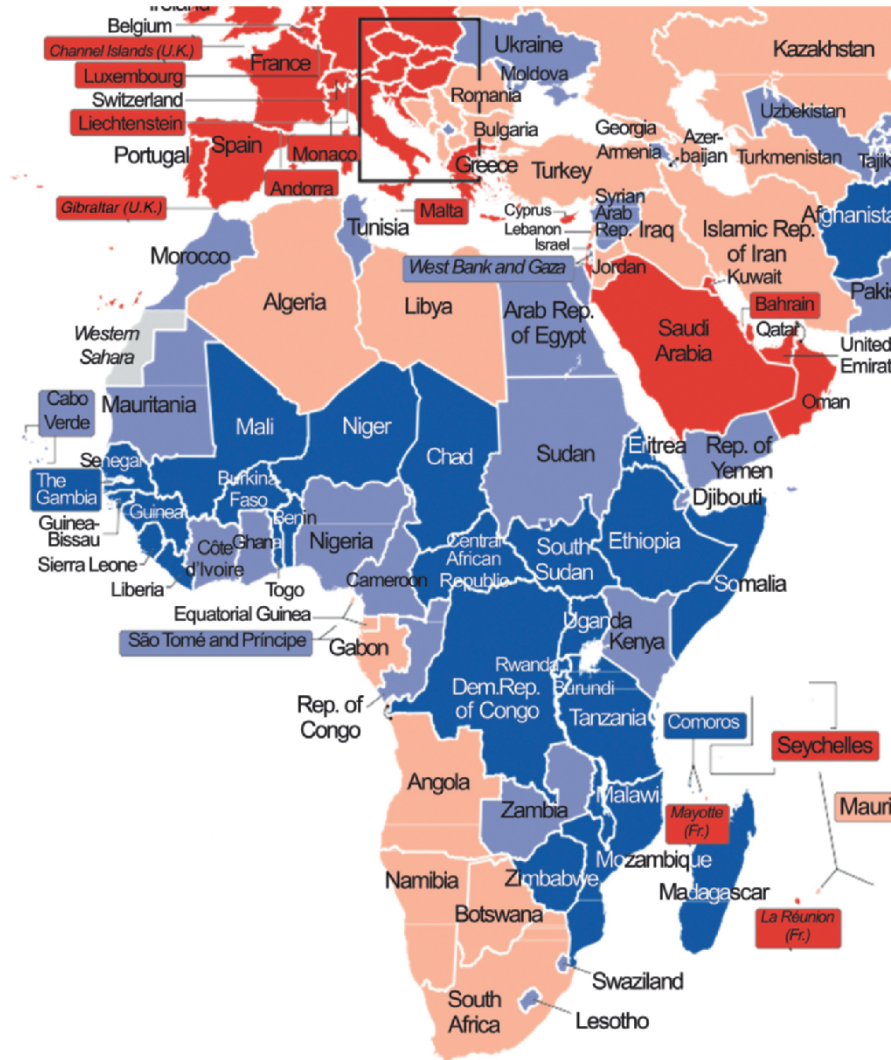
Background information: Geographers regionalize the continent of Africa in many ways. One way is to highlight the differences between North Africa and the rest of the continent, which is known as sub-Saharan Africa. Some geographers further regionalize the territory below North Africa into West, Central, 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.



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)

PERFORMANCE TASK



The world by income, FY2017
 Classified according to World Bank estimates of 2015 GNI per capita (current US dollar, Atlas method)

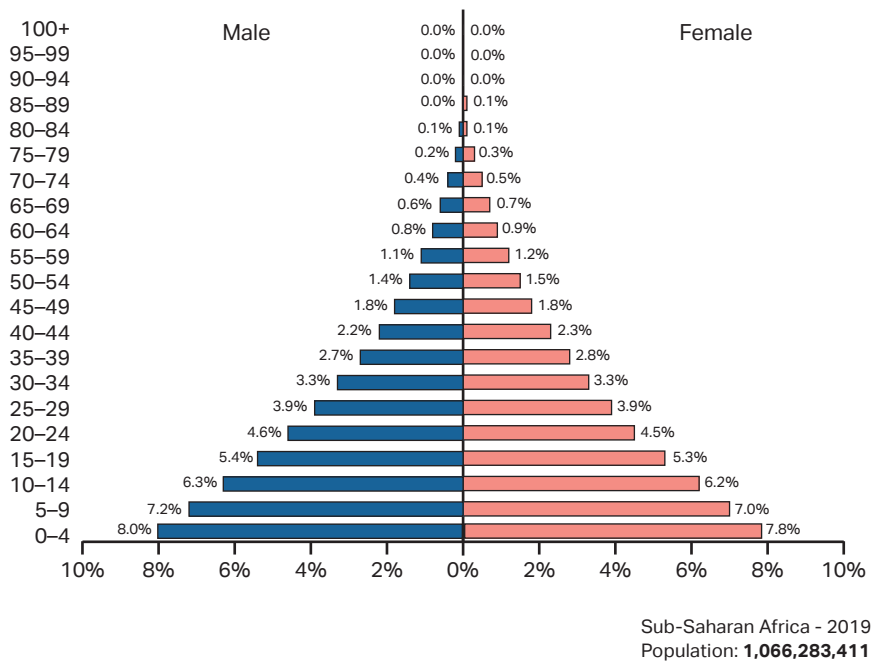
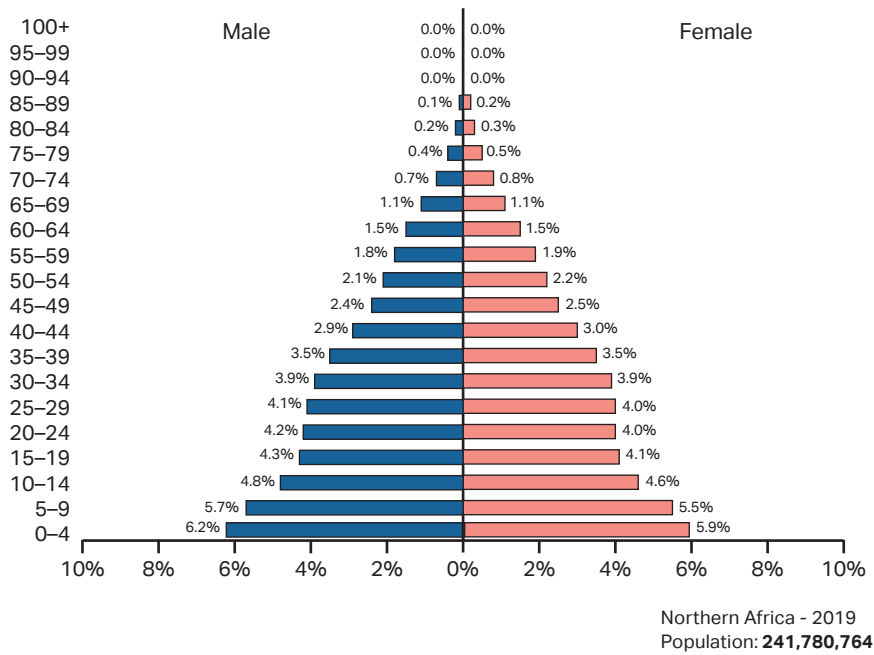
- Low income (\$1,025 or less)
- Lower middle income (\$1,026–\$4,035)
- Upper middle income (\$4,036–\$12,475)
- High income (\$12,476 or more)
- No data

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

PERFORMANCE TASK

Source 2

Population pyramids of Northern and sub-Saharan Africa

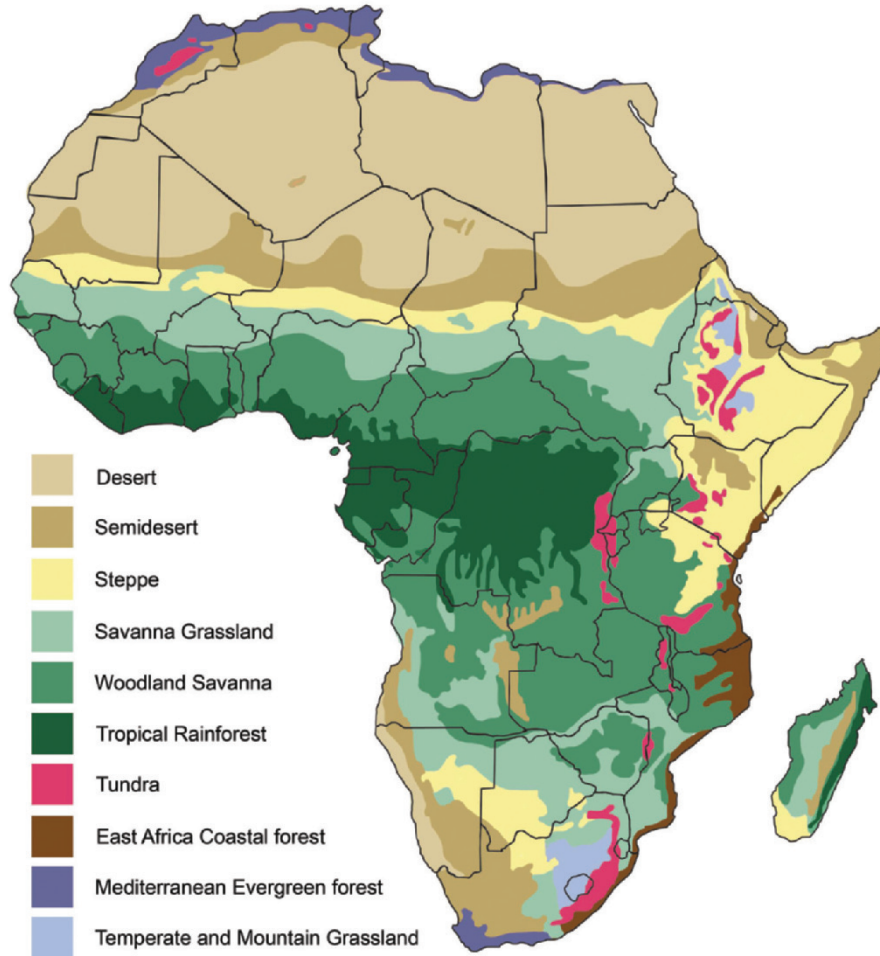


© December 2019 by PopulationPyramid.net, made available under a Creative Commons license CC BY 3.0 IGO: <http://creativecommons.org/licenses/by/3.0/igo/>

Source 3

Map of Africa's vegetation

**PERFORMANCE
TASK**



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.

PERFORMANCE TASK

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.

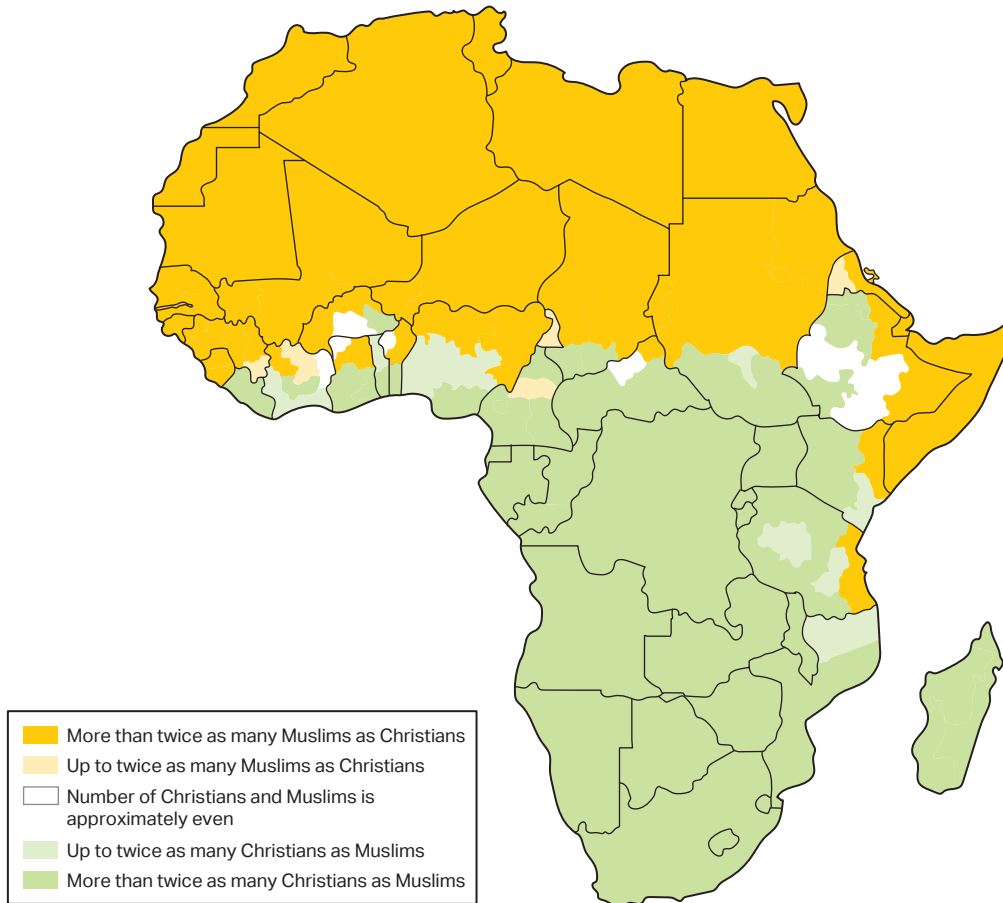
The continent's great rivers—the Niger, the Congo, the Zambezi, the Nile, and others—don't connect, and this disconnection has a human factor.



Source 6

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

PERFORMANCE TASK



Data from Pew Research Center

TASK A: ANALYZE THE PROMPT AND SOURCES

**PERFORMANCE
TASK**

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.

**PERFORMANCE
TASK**

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

PERFORMANCE TASK

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.

**PERFORMANCE
TASK**

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

PERFORMANCE TASK

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:

**PERFORMANCE
TASK**

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.

Page intentionally left blank.

The Early Modern Period

c. 1450 to c. 1750



Early Modern Period

c. 1450 to c. 1750



Overview

The Ottoman conquest of Constantinople in 1453 marked a turning point on many fronts. The last remnant of the Byzantine Empire, which had always considered itself the continuation of the Roman state, ceased to exist. After more than a millennium of Christian control of the Dardanelles, this key conduit of Afro-Eurasian trade now belonged to an ascendant Islamic empire. For the first time in history the ripple effects of a single development would emanate across the globe. The Ottomans would expand their territory for more than two centuries. Iberian states, which had already invested in exploration of Africa, were further incentivized to find direct routes to Asia in order to bypass Ottoman traders. The discoveries of silver in the Americas induced other European states to imitate the colonial expansion of Spain and Portugal and tied China into the global economy. European settlement in the Americas spread disease to indigenous people and created a plantation economy that increasingly relied on enslaved people transported from Africa. The included sources help students to situate each cause and effect of this chain of events in the larger global context. They also illustrate the degree to which each region experienced change over the three centuries of the early modern period.

COURSE FRAMEWORK CONNECTIONS

Key Concepts	Learning Objectives <i>Students will be able to ...</i>
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.
Columbian Exchange and Atlantic Slavery	LO 4.2 Explain the environmental and demographic consequences of the Atlantic system.
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.

EARLY MODERN PERIOD

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.
Land-Based Empires: Early Modern China and Russia	LO 4.5 Compare the territorial expansion and foreign policies of early modern China and Russia.
Early Modern Religion	LO 4.6 Examine the continuities and changes in religions during the early modern period.
Early Modern Western Society and Culture	LO 4.7 Examine the continuities and changes in early modern society and culture.

UNIT AT A GLANCE

Key Concept	Pre-AP Instructional Resources	Suggested Timing
Causes and Consequences of Iberian Maritime Exploration and Colonialism	4.1 source explorations Content Summary 4.1	1–1.5 weeks
Columbian Exchange and Atlantic Slavery	Lesson-planning resources Content Summary 4.2	1–1.5 weeks
Origins and Impact of the Western European Empires in the North Atlantic	4.3 source explorations Content Summary 4.3	1–1.5 weeks
Early Modern Islamic Empires	4.4 source explorations Content Summary 4.4	1–1.5 weeks
Learning Checkpoint 1		
Land-Based Empires: Early Modern China and Russia	4.5 source explorations Content Summary 4.5	1–1.5 weeks
Early Modern Religion	Lesson-planning resources Content Summary 4.6	1–1.5 weeks
Early Modern Western Society and Culture	Lesson-planning resources Content Summary 4.7	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: Causes and Consequences of Iberian Maritime Exploration and Colonialism

Lesson Planning 4.1: Source Explorations

Many elementary and middle school curriculums provide their students with some exposure to key figures of the Age of Exploration. For example, many students come to high school with a familiarity with the voyages of Columbus (and with Ferdinand and Isabella who sent him) or the efforts of Henry the Navigator. The sources for this section were chosen to help students discover the global conditions that shaped this age. In addition to contextualizing just how dramatic the consolidation and expansion of Iberian states was during the 15th and 16th centuries, these sources will help students see the actions of famous individuals as responses to contemporary events and expressions of specific goals and beliefs.

Learning Objective 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.

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

Causation

Given its emphasis on impacts, LO 4.1 challenges students to explore the emergence of Iberian empires by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 4.1 (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:
 - ◆ To what extent did the diffusion of technology contribute to the creation of Iberian empires?
 - ◆ To what extent did economic goals motivate Iberian states to explore Africa, the Americas, and Asia?
- Sample starter claims:
 - ◆ New technologies led to the creation of Iberian empires. *
 - ◆ Iberian states expanded for economic reasons. *

**These instructional frames are most closely aligned with the writing activity on page 185.*

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

EARLY MODERN PERIOD

MAKING THEMATIC CONNECTIONS

Economic systems

The competition for markets and the expansion of empires intensify and become more global over the course of the early modern period. These developments will contribute to the rise of industrialization and imperialism during the modern period. LO 4.1 provides opportunities to utilize prior learning and foster thematic connections to topics related to economic systems, including:

- early trade on the Indian Ocean (LO 2.6, especially EK 2.6.C)
- postclassical economic and political development in Europe (LO 3.2, especially EK 3.2.B and EK 3.2.C)
- long-distance trade and diffusion in the Indian Ocean basin (LO 3.6)

MAKING GEOGRAPHIC CONNECTIONS

Spatial reorganization

The maritime activity of this time period, the subsequent incorporation of regions from all over the globe, and the emergence of colonialism reordered the map in terms of both trade and states. European colonies emerged in multiple regions around the globe, including the Americas, Africa, South Asia, and Southeast Asia.

4.1 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 4.1-Intro: Causes and Consequences of Iberian Maritime Exploration and Colonialism	<p>Source 1 Political map of Iberian Peninsula c. 1000</p> <p>Source 2 Political map of Iberian Peninsula c. 1215</p> <p>Source 3 Political map of Iberian Peninsula c. 1469</p> <p>Source 4 Political map of Iberian Peninsula c. 1492</p> <p>Source 5 Map of Spanish and Portuguese maritime empires c. 1600</p>
SE 4.1-A: The Search for Direct Access to African and Asian Markets	<p>Source 6 Adapted from Gomes Eanes de Zurara, official historian of the royal court, <i>The Chronicle of the Discovery and Conquest of Guinea</i>, a government history of Prince Henry the Navigator, c. 1450</p> <p>Source 7 Excerpted from Mary Ames Mitchell, <i>Crossing the Ocean Sea: Little Known Trivia, Legends, and Mysteries About Exploring the Atlantic</i>, 2015</p>

Lesson Planning 4.1: Source Explorations

EARLY MODERN PERIOD

SE 4.1-B: Diffusion of Asian Maritime Technology	<p>Source 8 Key voyages of Chinese and Portuguese explorers 1405–1514 (map)</p> <p>Source 9 Excerpted from Hsü Ching, illustrated record of the official mission of a group of Chinese diplomats traveling to Korea, c. 1124</p> <p>Source 10 Excerpted from Lynda Shaffer, “Southernization,” <i>Journal of World History</i>, 1994</p>
SE 4.1-C: Iberian Maritime Colonization	<p>Source 11 Excerpted from Thomas James Dandeleit, <i>The Renaissance of Empire in Early Modern Europe</i>, 2014</p> <p>Source 12 Map of Spanish and Portuguese exploration and the colonies and trading posts that were established in the 15th and 16th centuries</p>
Assess 4.1: Reexamining the Causes and Consequences of Iberian Maritime Exploration and Colonialism	Writing activity: comparison paragraphs (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 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.	
Essential Knowledge Statements	Planning Notes
<p>EK 4.1.A <i>The search for direct access to African and Asian markets</i></p> <p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SE 4.1-A contextualizes how the Portuguese explorations initiated by Prince Henry were associated with economic goals and motives. <input checked="" type="checkbox"/> Maps illustrating the territories Iberian states conquered (source 5 in SE 4.1-Intro) and the trade routes they established (source 12 in SE 4.1-C) can lay the foundation for discussions about why these states sought access to Africa and Asia. <input type="checkbox"/> While source 6 in SE 4.1-A references Prince Henry's war "against the Moors," the Reconquista as completed under the joint rule of Isabella and Ferdinand is not explored in the sources. <input type="checkbox"/> The demand for specific luxury goods, prior context related to Silk Road trade, and the economic implications of the Turkish conquest of Constantinople are not explored in the sources.
<p>EK 4.1.B <i>Diffusion of Asian maritime technology</i></p> <p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Source 7 in SE 4.1-A explores the practical, commercial interactions between Portuguese and Muslim traders in spite of religious tensions. <input checked="" type="checkbox"/> The utility of Asian maritime technology and its diffusion to Europe is illustrated by the sources in SE 4.1-B. <input type="checkbox"/> Although source 10 (SE 4.1-B) briefly mentions Portuguese shipbuilding, European metallurgical and woodworking skills are not specifically referenced in the sources.
<p>EK 4.1.C <i>Iberian maritime colonization</i></p> <p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The sources in SE 4.1-C illustrate the differences between Spanish and Portuguese exploration and colonization. <input checked="" type="checkbox"/> The text excerpt in SE 4.1-C describes Spain's military conquest in the Americas. <input type="checkbox"/> The defeat of Amerindian states and the effects of Afro-Eurasian diseases are not referenced in the sources.

EARLY MODERN PERIOD

DESIGNING INSTRUCTION

Source Exploration 4.1-Intro: Causes and Consequences of Iberian Maritime Exploration and Colonialism

SOURCES TO EXPLORE

Source 1 Political map of Iberian Peninsula c. 1000



Source 2 Political map of Iberian Peninsula c. 1215



Observe-and-Analyze Questions

1. As you view the four maps of Iberia, what change over time do you notice? What evidence is there of cultural change?
2. The worldwide map shows where Spain and Portugal established colonies by 1600. How do the locations of their colonies differ? Which country appears more powerful in 1600 based on the map?
3. Both Portugal and Spain established colonies on islands, some of which were quite small. Using the map and geographic reasoning, hypothesize why these small territories were valuable to Portugal and Spain.
4. Use the information from source 5 to complete the following sentence.

Though Spain and Portugal both established colonies in _____, only Portugal _____.

EARLY MODERN PERIOD

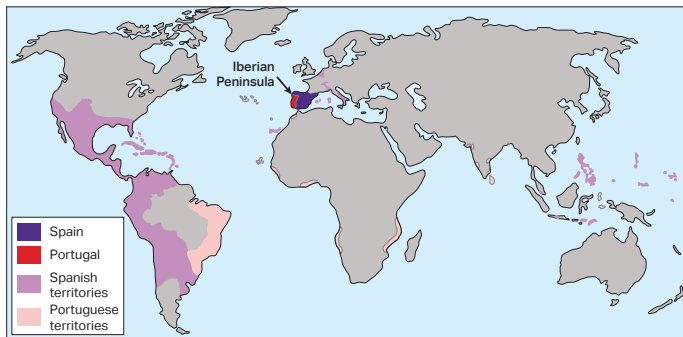
Source 3 Political map of Iberian Peninsula c. 1469



Source 4 Political map of Iberian Peninsula c. 1492



Source 5 Map of Spanish and Portuguese maritime empires c. 1600



EARLY MODERN PERIOD

WHY THESE SOURCES?

This set of maps will help students explore how the states of the Iberian Peninsula consolidated power over time and gained the resources and political power necessary to mount maritime expeditions. Collectively, these maps should provoke questions concerning causation, such as: How were these states able to consolidate power? To what extent did access to resources contribute to the expansion of maritime activity?

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 geographic thinking, project or provide a physical map of the Iberian Peninsula and ask students to create hypotheses regarding how the terrain may have created obstacles to political unity.
- To provide historical context, preview or review terms and concepts associated with the Islamic empires that emerged during the postclassical period (e.g., tenets of Islam, structures of caliphates, etc.).
- To provide practice creating claims of continuity and change, provide or ask students to quickly create a graphic organizer in which to collect notes on the Iberian world in 1000, 1215, 1469, 1492, and 1600.

KEY TAKEAWAYS

- The size of the Muslim territory diminished between the 10th century and the 15th century. Smaller Christian kingdoms merged together to finally form the kingdoms of Portugal and Spain. (Q1)
- Spain colonized regions of western South America and Central America, while Portugal colonized the coast of Africa, the west coast of India, and the eastern regions of South America. Both countries colonized islands north of Australia (the Pacific Rim). Spain appears to be more powerful since it possesses more land, both globally and on the Iberian Peninsula. (Q2)
- Possessing islands in these areas of the Pacific would provide safe places for ships to load supplies after long journeys across the Indian or Pacific oceans. Also, these islands are close to Asia, which had many resources that Europe found valuable. (Q3)
- Students' sentences should demonstrate an understanding of the areas in which Spain and Portugal both established colonies (South America), as well as the areas in which only Portugal established colonies (Africa and South Asia). (Q4)

WHAT'S NEXT?

EARLY MODERN
PERIOD

- 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 World History Encyclopedia's excellent article on the **Reconquista** of Spain contextualizes the political and religious struggle over the Iberian Peninsula and the reassertion of Spanish power on the Iberian Peninsula.
- Rick Steves Classroom Europe's video "**Granada: Alhambra, Islamic Moors, and Reconquista**" gives students the opportunity to discover what life was like in Islamic Spain prior to the Reconquista and includes some excellent views of both Islamic and Christian architecture.
- The completion of the Spanish Reconquista and the voyages of Columbus (both of which occurred in 1492) can be traced to the marriage of Isabella of Castile and Ferdinand of Aragon in 1469, which politically unified the state that came to be known as Spain. *National Geographic's "To Seize Power in Spain, Queen Isabella Had to Play It Smart"* discusses the dynastic issues and geopolitical effects of this union.

DESIGNING INSTRUCTION

Source Exploration 4.1-A: The Search for Direct Access to African and Asian Markets

SOURCES TO EXPLORE

Source 6 Adapted from Gomes Eanes de Zurara, official historian of the royal court, *The Chronicle of the Discovery and Conquest of Guinea*, a government history of Prince Henry the Navigator, c. 1450

Source 7 Excerpted from Mary Ames Mitchell, *Crossing the Ocean Sea: Little Known Trivia, Legends, and Mysteries About Exploring the Atlantic*, 2015

WHY THESE SOURCES?

These sources contrast the Portuguese government's official account of why Prince Henry the Navigator desired to explore West Africa with a historian's perspective on how the political and economic realities of the 1450s may have influenced Prince Henry's pragmatic approach toward Muslim merchants. By exploring these perspectives, students will discover how Portuguese maritime activity resulted from a mixture of political, economic, and cultural motivations.

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 thematic thinking, provide a chart containing the five course themes and ask students to discuss the degree to which the various motivations for exploration described in the sources relate to each theme.
- To practice historical sourcing, extend discussion of source 6 by asking students how the author's choices might reflect the initial intended audience (i.e., the royal court that employs him).

Observe-and-Analyze Questions

1. According to source 6, how did Henry expect explorations in West Africa to benefit Portugal?
2. According to source 6, what role did Henry's religious beliefs play in his decision to explore West Africa?
3. How does source 7 describe Prince Henry's actions and Portuguese policies after 1453? How do these descriptions compare to how Henry is portrayed in source 6?
4. Complete the following sentences using information from source 6.

According to Gomes Eanes de Zurara, Prince Henry wanted his country to explore Guinea because

_____ .

According to Gomes Eanes de Zurara, Prince Henry wanted his country to explore Guinea, but

_____ .

- To promote geographic thinking, provide students with maps that can contextualize the locations referenced in the sources. Relevant maps and lengthier excerpts of source 7 can be found in the “**Guinea Trade**” chapter of Mary Ames Mitchell’s online book.

KEY TAKEAWAYS

- Source 6 claims that Henry thought Portugal might benefit financially if it could find Christians in areas of West Africa who would be willing to trade goods. He also hoped to find Christian princes who would become military allies in the war against Islamic states. (Q1)
- The author of source 6 asserts that Henry’s devotion to God and his desire to spread Christianity were some of his major motivations for sponsoring West African exploration. (Q2)
- Source 7 describes Henry’s actions and Portugal’s policies as pragmatic reactions to economic and political realities. Whereas source 6 portrays Henry as largely motivated by faith and hopeful of finding Christian allies to help fight Muslims, source 7 describes Henry as willing to cooperate with Arab Muslims, likely for economic gain. (Q3)
- Students’ sentences may cite one of several motivations (e.g., curiosity about these unknown lands, desire to serve God by spreading Christianity, desire to establish a profitable trade with other Christians) as well as an example of ideas in conflict, such as how what Prince Henry found in Guinea and the actions he took did not always match the hopes expressed in source 6. (Q4)

WHAT’S NEXT?

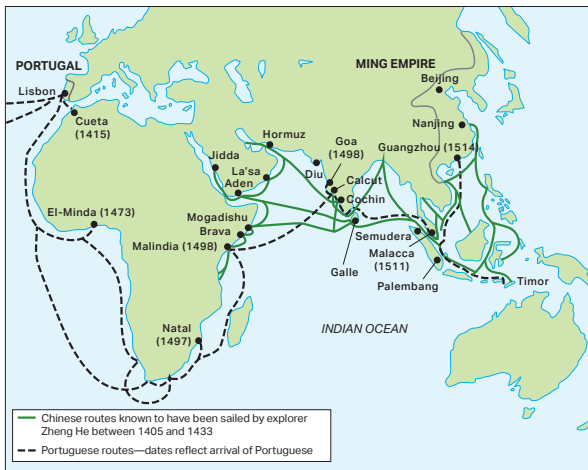
- Students can learn more about Prince Henry’s impact on maritime technology and the regions he explored by examining “**Prince Henry the Navigator**” from the PBS series *Africans in America*.
- In addition to Biography.com’s entry on **Henry the Navigator**, the biographies of **Bartolomeu Dias** and **Vasco da Gama** illustrate how the Portuguese continued to be on the forefront of European exploration throughout the 15th century.
- While Portugal was the initial maritime power of the time, Christopher Columbus’s voyage, which was sponsored by the Spanish government, is often considered the seminal moment of a truly global history. The BYU Religious Studies Center provides free access to excerpts from ***Christopher Columbus: A Latter-Day Saint Perspective***, which includes a thorough encapsulation of Columbus’s effort to find a sponsor for his voyage.

DESIGNING INSTRUCTION

Source Exploration 4.1-B: Diffusion of Asian Maritime Technology

SOURCES TO EXPLORE

Source 8 Key voyages of Chinese and Portuguese explorers 1405–1514



Source 9 Excerpted from Hsü Ching, illustrated record of the official mission of a group of Chinese diplomats traveling to Korea, c. 1124

Source 10 Excerpted from Lynda Shaffer, "Southernization," *Journal of World History*, 1994

WHY THESE SOURCES?

These sources give students the opportunity to make direct comparisons between Chinese and Portuguese maritime exploration. They highlight both the technology needed for maritime activity and the extent of the activity by both Chinese and European sailors.

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 the map, how did Chinese and Portuguese overseas voyages differ during the 15th century? In what ways were they the same?
2. The source 9 excerpt is one of the first explicit references to the compass in history. What might this fact reveal about the chronology of the voyages documented in the map?
3. According to source 10, how did Portuguese exploration represent a synthesis of European and Asian methods?
4. Use the sources to complete the following sentences.

In the 15th century, both the Chinese and the Portuguese _____ .

However, unlike the Chinese, the Portuguese _____ .

MEETING LEARNERS' NEEDS

- To reinforce the relevance of this topic, facilitate a discussion about why individuals or groups of various scales decide to undertake or avoid risky, expensive projects. Student responses may help to contextualize the divergent paths of early modern China and Iberian states.
- To provide practice with comparison and geographic contextualization, ask students to identify the various regions visited by the Chinese and the Portuguese and then create claims of comparison based on these observations.
- To provide practice with inferential reasoning, ask students to work collaboratively to create hypotheses about what “Great Bear” and “floating needle” in source 9 refer to, citing specific contextual evidence and/or prior knowledge to support their initial claims.
- To help build reading stamina, replace source 9 with a longer excerpt from Lynda Shaffer’s “Southernization,” which is available on JSTOR and other websites.

KEY TAKEAWAYS

- In the first part of the 15th century, Chinese exploration extended across South Asia and East (and possibly southern) Africa, while Portuguese exploration was extremely limited (Cueta). However, in the later part of the 15th century and the early 16th century, Portuguese explorers covered vast amounts of territory. Both states explored South Asia and East Africa. (Q1)
- If the first known reference to a compass occurred in a record of a Chinese voyage, then it is likely that the Chinese developed this technology. Since the record is dated around 1124, the Chinese fleet that sailed later, in the 15th century, probably had possessed such navigational technology for centuries and may even have improved it over time. Thus, it would make sense to conclude that China’s voyages occurred earlier than the Portuguese voyages, if the Portuguese didn’t develop similar navigational technology until later. (Q2)
- Portuguese sailors used the Chinese compass, Arabic tables, and the lateen sail. Portuguese ships were a mixture of a traditional hull and rigging with the lateen sail. (Q3)
- Students’ sentences should demonstrate an understanding of commonalities between Chinese and Portuguese exploration (e.g., exploration of many of the same regions, use of the same technologies) as well as differences (e.g., the Portuguese did more exploration in the late 1400s and early 1500s). (Q4)

WHAT’S NEXT?

- “**The Ming Voyages**” from Columbia University’s Asia for Educators resource provides an overview of Zheng He and his treasure fleet as well as the political and economic context needed to understand the voyages, the technology used, and the voyages’ conclusion.
- Additional information about Chinese explorers and a comparison between Chinese and European voyages can be found in PBS Nova’s “**Ancient Chinese Explorers**.”
- Neighboring the Iberian Peninsula, the Islamic world had deep links to Spanish and Portuguese society, and these links led to a transmission of culture and knowledge that was vital for shipbuilding and scientific exchange. This topic is explored in “**The Islamic World and the West: Recovering Common History**” from YaleGlobal Online.

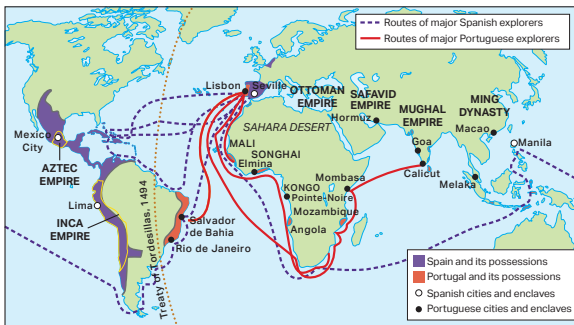
DESIGNING INSTRUCTION

Source Exploration 4.1-C: Iberian Maritime Colonization

SOURCES TO EXPLORE

Source 11 Excerpted from Thomas James Dandeleit, *The Renaissance of Empire in Early Modern Europe*, 2014

Source 12 Map of Spanish and Portuguese exploration and the colonies and trading posts that were established in the 15th and 16th centuries



WHY THESE SOURCES?

These sources allow students to practice contextualization, comparison, and causation. The secondary text provides important contexts, such as the developments that shaped Spanish perspectives and the economic goals pursued by the Portuguese. Using the excerpt and the map in tandem, students can discover how and why Portuguese and Spanish exploration and colonization developed in different ways with a few notable similarities.

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 Dandeleit, how did the Spanish and Portuguese differ in their approaches to gaining and organizing overseas territories?
2. What evidence from the map supports the claims in the passage regarding the imperial goals of Portugal and Spain?
3. Which approach to expansion described in the passage would likely require more state resources? How might the different types of expansion reflect the differences between Portugal and Spain in Iberia?
4. Compare the imperial methods used by the Iberian empires by completing the following sentences.

Both the Spanish and the Portuguese empires _____ .

However, the Portuguese _____ , while the Spanish _____ .

MEETING LEARNERS' NEEDS

- To encourage close observation, have students keep track of which world regions Spanish and Portuguese explorations are connecting with their various trade routes and where the major port cities and enclaves are for each empire.
- To provide practice with historic and geographic contextualization, provide relevant facts about the states depicted in source 12, such as how diseases affected Mesoamerican empires or the relative stability of various Asian or African empires in the 16th century. Then, ask students to discuss how this new information changes their understanding of sources 11 and 12.
- To provide practice with inferential reasoning, prompt students to hypothesize about which empire would likely be more successful in governing its territory or gaining profit and revenue for its empire based on the sources.

KEY TAKEAWAYS

- According to Dandeleit, the Spanish used their military advantage to create vast territorial empires through conquest, while the Portuguese extracted wealth through trade. (Q1)
- The map depicts Portuguese territory as small and rarely extending much beyond the coast. In addition, the many African and Asian cities labeled as Portuguese enclaves are not surrounded by any Portuguese territory. These details seem to support the claim that Portugal focused mostly on trading posts rather than on establishing large colonies. The map also shows that Spain conquered large portions of South America, which supports the text's claim that the Spanish conquistadors wanted to create a vast empire. (Q2)
- Spain's push to conquer more territory likely required defeating the Aztec and Inca empires and investing time and money to establish colonies. Both of these endeavors would have taken vast state resources. In contrast, Portugal was the smaller country, and its small size was likely a factor in the development of its more modest, profit-driven approach of establishing trading posts. In addition, conquering inland into Africa or Asia likely would have required a war effort against many powerful states. (Q3)
- Students' sentences should demonstrate an understanding of the similarities between the goals of the Spanish and the Portuguese empires (e.g., that both sought to build wealth), as well as the differences between how each empire pursued its goals (e.g., the Portuguese extracted wealth through trade, while the Spanish used coerced labor to extract wealth). The footprint of both Spanish and Portuguese empires included enclaves on multiple continents that placed them in a position to trade with the world. However, the Portuguese mainly took port cities to control trade, while the Spanish conquered vast amounts of territory in the Americas. (Q4)

EARLY MODERN
PERIOD

WHAT'S NEXT?

- Students can further compare and analyze the two empires, particularly their respective colonies, using the information presented in San Jose State University's "**The Spanish and Portuguese Conquest of the Americas.**"
- While European weaponry and tactics were often more effective than those of the indigenous peoples, it was the spread of infectious diseases that ultimately doomed the indigenous empires. PBS's *Guns, Germs and Steel* article "**The Story of ... Smallpox—and Other Deadly Eurasian Germs**" explores how smallpox and other Eurasian viruses devastated the Aztec and Inca empires.
- The Portuguese Empire could be considered the first truly global empire because it intimately linked the Americas, Asia, Africa, and Europe into a meaningful global trade empire. For more on this topic, share with students *Smithsonian* magazine's "**When Portugal Ruled the Seas,**" which focuses on how the Portuguese created and maintained their expansive network.
- Students can more deeply explore the impact of the Portuguese trading-post empire in Africa and Asia by examining some or all of the documents from the **2019 AP World History DBQ** ("Evaluate the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century") in an experiential setting (e.g., jigsaw, rotation station, research project).

Assess 4.1: Reexamining the Causes and Consequences of Iberian Maritime Exploration and Colonialism

EARLY MODERN PERIOD

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 4.1.

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.

BYZANTINE EMPIRE AND EUROPEAN KINGDOMS

Writing activity: comparison paragraphs (evaluating a starter claim)

Examine the starter claim below. Then follow the directions to provide relevant evidence, replace the starter claim, and write body paragraphs to support the new claim.

Iberian states created empires because of new technologies and economic motivations.

Prewriting

- List how all the relevant evidence you've examined **supports** the starter claim.
- List how all the relevant evidence you've examined **challenges** the starter claim.

Writing

- Revise the claim to more accurately reflect the evidence.
- Using the information listed in (a) and (b), create body paragraphs that support your revised claim.

Key Concept: Columbian Exchange and Atlantic Slavery

Lesson Planning 4.2: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 4.2.

Learning Objective 4.2

Explain the environmental and demographic consequences of the Atlantic system.

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

Causation

Given the emphasis on consequences, LO 4.2 challenges students to explore the Columbian Exchange by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 4.2 (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 Columbian Exchange impact the populations and environments on both sides of the Atlantic?
 - ◆ To what extent were the consequences of the Columbian Exchange intentional?
- Sample starter claims:
 - ◆ The Columbian Exchange severely impacted the Americas.
 - ◆ The Columbian Exchange system mainly impacted populations.

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

MAKING THEMATIC CONNECTIONS

Economic systems

The demographic and environmental changes associated with LO 4.2 provide opportunities for students to further examine the interrelationships between exchange, diffusion,

migrations, and environmental change. Previous topics that can help contextualize these changes include:

- the development of the Silk Road and the diffusion of technology in the Indian Ocean (LO 2.6)
- the diffusion of Islam in the opening of the trans-Saharan trade routes (LO 3.5)
- the exchange in the Indian Ocean basin during the postclassical era (LO 3.6)

MAKING GEOGRAPHIC CONNECTIONS

Human adaptations to the physical environment

As a result of human actions, spatial reorganization occurred in many forms on four continents during the Columbian Exchange. Considering the environmental modifications and the diffusions of plants, animals, and pathogens that occurred during the 1600s and 1700s, the Columbian Exchange will provide students with an opportunity to explore many intended and unintended consequences for human populations (migrations, epidemics, diets) as well as landscapes (invasive species, changes to biodiversity).

4.2 SOURCE OVERVIEW

Essential knowledge statements for LO 4.2:

- **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.

The list below provides examples of primary and secondary sources that can support key questions for LO 4.2. 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?

EARLY MODERN PERIOD

Sample sources for LO 4.2:

- How to appropriately contextualize the voyages of Christopher Columbus and their consequences has become a passionate debate among historians over the last few decades. Resources like TED-Ed's "**History vs. Christopher Columbus**," Biography.com's "**Was Christopher Columbus a Hero or Villain?**," and *National Geographic's* "**Christopher Columbus**" summarize multiple viewpoints on his life. Gilder Lehrman's "**Columbus Reports on His First Voyage, 1493**" allows students to examine how Columbus described the natives he encountered.
- While there are few primary sources from this era from the perspective of the indigenous people, one of the most poignant comes from the *Florentine Codex* as transcribed to the Spanish by Aztec elders. Virginia Tech's Digital History Reader provides an excerpt, "**Aztec Account of the First Smallpox Epidemic**," which explains how the Aztecs experienced and understood the epidemics ravaging their empire.
- The New York State Social Studies Resource Toolkit "**How Did Sugar Feed Slavery?**" describes how the demand for sugar fueled the slave trade. While the text is more appropriate for novice readers, the collection of graphs, charts, and images provides opportunities for inference and visualization, and even more maps and essays can be accessed through Emory University's project "**Slave Voyages**."
- "**The Columbian Exchange: A History of Disease, Food, and Ideas**" by Nathan Nunn and Nancy Qian provides an overview of the effects of the Columbian Exchange. The essay contains specific sections that cover the transfer of different diseases and foods.
- The National Humanities Center's resource "**The Enslaved Indians of the Spanish Caribbean**" features a variety of Spanish sources that report the horrors of the coerced labor of the indigenous people. Students can also see how priests, who defended the indigenous people, were often unwilling to extend that sympathy to enslaved Africans.

Key Concept: Origins and Impact of the Western European Empires in the North Atlantic

EARLY MODERN PERIOD

Lesson Planning 4.3: Source Explorations

The discovery of precious metal deposits in the Americas spurred western European states to fund exploration and settle in places Spain had yet to colonize. However, the colonies established by England, France, and the Netherlands in North America were very different from Spain's colonies in Latin America. Unlike Spanish colonies, which became costly to maintain once silver and gold production declined, privately financed colonies established in North America by the English, Dutch, and French were economically self-sufficient. The financial sophistication of England and the Netherlands helped their empires become more sustainably wealthy than the Spanish Empire, which experienced political decline alongside the decline in silver production. By then, however, China had already become dependent on silver imported from the Americas because Japanese silver mines could no longer compete in terms of quantity and price. The included sources help students to discover the changing power dynamic in the Americas and explore these underlying causes.

Learning Objective 4.3

Describe the causes and the global, political, and economic effects of the Atlantic system.

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

Causation

Given its focus on effects, LO 4.3 challenges students to explore the development of the Atlantic economy and Atlantic empires by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 4.3 (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:
 - ◆ To what extent did the Atlantic system impact the global economy?
 - ◆ How did new economic philosophies and financial innovations shape European empires and beyond?

EARLY MODERN PERIOD

- Sample starter claims:
 - ♦ European maritime empires impacted the Atlantic economy. *
 - ♦ The Atlantic system impacted many governments.

**This instructional frame is most closely aligned with the writing activity on page 202.*

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

MAKING THEMATIC CONNECTIONS

Economic systems; governance

Much like the transregional trade networks that emerged in the classical and postclassical periods, the global realignment of commerce in the 16th century had political, economic, and ecological consequences. Prior examples that can be useful cases for comparison include:

- the role of classical trade routes in expanding imperial economies (LO 2.6)
- the role of the Indian Ocean in expanding the economies of the world and the central role of silver (LO 3.6, especially EK 3.6.B)
- the rise of European maritime empires (LO 4.1, especially EK 4.1.C)

MAKING GEOGRAPHIC CONNECTIONS

Spatial reorganization; human adaptations to the environment

With the rise of colonization and the global economy, the spatial organization of the world went through a significant shift. Regions that had been independent now fell under the umbrella of one or more maritime empires. Regions that had had little political and economic contact found that communication and influence between Europe, East Asia, and other regions of the world had intensified and expanded. The Columbian Exchange is also one of the most wide-ranging case studies of the intended and unintended consequences of human adaptations.

4.3 SOURCE EXPLORATIONS OVERVIEW

EARLY MODERN PERIOD

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 4.3-Intro: Origins and Impact of the Western European Empires in the North Atlantic	<p>Source 1 Map of European explorations from 1488 to 1610</p> <p>Source 2 Map of the Dutch Empire c. 1653</p>
SE 4.3-A: State Building in Northwestern Europe	<p>Source 3 Excerpted from Katie Allen, "Banknotes: A Short History," <i>The Guardian</i>, 2013</p> <p>Source 4 Excerpted from Donald J. Harreld, "The Dutch Economy in the Golden Age (16th–17th Centuries)," Economic History Association website</p> <p>Source 5 Adapted from Martín González de Cellorigo, Spanish scholar, <i>The Restoration of the Republic</i>, 1600</p>
SE 4.3-B: Competition Among Western European Empires	<p>Source 6 Adapted from the Charter of the English East India Company, c. 1600</p> <p>Source 7 Adapted from Jean-Baptiste Colbert, "Memorandum to the King on Finances," prepared for King Louis XIV of France, c. 1670</p>
SE 4.3-C: Global Consequences of the Atlantic Economy	<p>Source 8 Map of worldwide silver trade c. 1700</p> <p>Source 9 Excerpted from Russell R. Menard, "Transport Costs and Long-Range Trade, 1300–1800," in <i>The Political Economy of Merchant Empires</i>, 1991</p>
Assess 4.3: Reexamining the Origins and Impact of the Western European Empires in the North Atlantic	Writing activity: causation paragraphs (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.

EARLY MODERN PERIOD

LO 4.3: Describe the causes and the global, political, and economic effects of the Atlantic system.	
Essential Knowledge Statements	Planning Notes
<p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The maps in SE 4.3-Intro depict the Spanish, Portuguese, and Dutch colonies in the 16th and 17th centuries, and source 4 in SE 4.3-A describes Dutch trade strategy. <input checked="" type="checkbox"/> Source 3 in SE 4.3-A describes the emerging centralized English economy. <input type="checkbox"/> Taxation is not explicitly mentioned in these sources.
<p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Source 6 in SE 4.3-B describes the enactment of English mercantilist policies in the Americas and Asia. <input checked="" type="checkbox"/> Source 7 in SE 4.3-B describes the effects of mercantilism in western Europe on France. <input type="checkbox"/> Joint-stock companies are not explicitly referenced in these sources.
<p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The map in SE 4.3-C shows that the flow of silver reached a global level, mostly originating in the Americas. <input checked="" type="checkbox"/> The excerpt in SE 4.3-C offers context for the map and describes the decline of Japan as the major producer of silver. <input type="checkbox"/> These sources do not explicitly state China's demand for silver, but students can infer it from the map (source 8).

DESIGNING INSTRUCTION

EARLY MODERN PERIOD

Source Exploration 4.3-Intro: Origins and Impact of the Western European Empires in the North Atlantic

SOURCES TO EXPLORE

Source 1 Map of European explorations from 1488 to 1610

Source 2 Map of the Dutch Empire c. 1653

WHY THESE SOURCES?

These maps help provide students with an understanding of the context and the extent of European exploration, colonization, and trade during this time period as well as the causal relationships between exploration and the global economy.

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 discussing change over time, ask students to translate the information in the map chronologically and create claims summarizing the overall trend over time.
- To reinforce the relevance of these maps and discuss long-term continuities, ask students to compare the routes in these maps to current trade routes and shipping lanes, which are detailed in online resources such as shipmap.org.
- To provide practice with inferential reasoning, ask students to collaboratively theorize how previous Spanish and Portuguese exploration and colonization may have impacted the locations and trade routes that the Dutch utilized.

Observe-and-Analyze Questions

1. According to source 1, which countries sponsored the most voyages of exploration and conquered the most territory between 1488 and 1610? Which countries did not establish overseas territory during this time period?
2. According to source 2, which areas did the Dutch Republic (small state around Amsterdam that was also known as the Netherlands) colonize in the 17th century? How do these overseas territories compare in size to the Dutch Republic itself?
3. Was the Dutch Empire more similar to the Spanish Empire or the Portuguese Empire? What prior knowledge and evidence from the maps support your answer?
4. Complete the following sentences using information from the sources.

Compared to other countries in Europe, the Netherlands _____.

However, the Dutch created an empire that _____.

EARLY MODERN PERIOD

KEY TAKEAWAYS

- The Spanish and Portuguese each funded multiple explorations in the late 1400s and early 1500s and each established a significant colonial presence before 1600. In contrast, England, France, and the Netherlands also sponsored explorations, but did not establish overseas colonies before 1600. (Q1)
- By the 17th century, the Dutch had established small colonies and ports all over the world (Africa, Asia, South America), far outside the North American lands they originally explored. The colonies they established in South America and Southern Africa were much larger than their home territory around Amsterdam. (Q2)
- The Dutch Empire established small colonies and port cities in Africa, South Asia, and the east coast of South America. The nature and locations of these colonies are very similar to those of the Portuguese Empire, but are different from the large territories Spain colonized in the Americas and the Philippines. (Q3)
- Students' sentences should demonstrate an understanding of the later timing of Dutch exploration compared to that of Spain and Portugal as well as how the Dutch increased their participation in overseas trade and exploration during the first half of the 17th century. (Q4)

WHAT'S NEXT?

- Though discussing every voyage documented in source 1 would be time prohibitive, assigning small groups to briefly research specific voyages and report out to the class can uncover some commonalities (e.g., Hudson and Magellan didn't return, explorers often worked for other countries, Spanish explorers also participated in conquest).
- Students can compare the colonization strategies of the Dutch and English empires using specific examples from the National Park Service's "**Dutch Colonies.**"
- Competition between the maritime empires was often fierce and regularly precipitated fighting to defend or contest territorial claims. Students can explore History.com's "**The Dutch Surrender New Netherland**" as a case study of the aggressive tactics Great Britain used to strengthen its position in North America.
- The motivations of the British, French, and Dutch empires of the time diverged from those of the earlier European empires. The BBC's essay "**Symbiosis: Trade and the British Empire**" traces the role of trade in the British Empire, emphasizing the "symbiosis" that existed between commerce and imperialism.

DESIGNING INSTRUCTION

EARLY MODERN PERIOD

Source Exploration 4.3-A: State Building in Northwestern Europe

SOURCES TO EXPLORE

Source 3 Excerpted from Katie Allen, "Banknotes: A Short History," *The Guardian*, 2013

Source 4 Excerpted from Donald J. Harreld, "The Dutch Economy in the Golden Age (16th–17th Centuries)," Economic History Association website

Source 5 Adapted from Martín González de Cellorigo, Spanish scholar, *The Restoration of the Republic*, 1600

WHY THESE SOURCES?

These sources expose students to some of the developments that will set western European kingdoms on different trajectories in the 1600s. While the Dutch and English created a foundation for centuries of prosperity, many factors associated with Spain's rapid ascension during the "Spanish Century" made its imperial economy unsustainable. Though the Dutch and English were among the first to widely embrace paper money, pursue cost-cutting strategies, and innovate banking practices, the economic expansion and continued intensification of trade these countries catalyzed was felt globally.

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, what was the purpose of bank notes? What advantages would bank notes have over gold or coins?
2. According to source 4, what advantage did the Dutch have over their competition?
3. According to the author of source 5, what effect did the silver and gold imported from American colonies during the 1500s have on Spain? How does this characterization of Spain compare to what commerce and trade looked like in the Netherlands?
4. Using information from the sources, create two claims:
 - ♦ a claim of causation, using a word like *because* or *so* to express the link between cause and effect
 - ♦ a claim of comparison using a word like *but*, *while*, or *although* to express differences between topics

EARLY MODERN PERIOD

MEETING LEARNERS' NEEDS

- To make the theme of economic systems more accessible, precede the source exploration with a discussion of what spurs people to engage in economic activity (buying and selling) and what spurs them to stop. Recent examples or hypothetical scenarios can also be explored to help students contextualize why developments described in the sources stimulated or discouraged trade.
- To reinforce the relevance of this topic, discuss recent innovations related to monetary transactions and their impact (e.g., entertainment venues going cashless, individuals exchanging money using mobile apps) to help students see how the development of banknotes would have revolutionized how 17th-century merchants conducted business.
- To offer greater context, provide or display relevant maps that showcase the Dutch and English trade routes and ask students to consider how the tactics used by both empires impacted the development of global trade and empires.
- To provide practice creating claims of comparison, ask students to compare the use of paper money in China (emphasized in LO 3.3) with that of the British during this era.

KEY TAKEAWAYS

- Bank notes were receipts for gold, and they could be exchanged for gold at the bank by the bearer. When traveling, it might be easier to carry a note than lots of gold or heavy coins. (Q1)
- Dutch merchants did not have the costs and restrictions that most merchants had to deal with, so they were able to undercut the competition by lowering their shipping costs. (Q2)
- The author of source 5 feels strongly that the silver and gold imported from the Americas was detrimental to Spain because those who put their wealth into gold and silver became lazy and stopped working. As a result, Spain's economy stopped growing. Around the same time, the Dutch were finding ways to lower costs of trade and compete with Spanish and Portuguese merchants. (Q3)
- Students' sentences should demonstrate appropriate use of conjunctions to create two claims supported by accurate information. Claims of causation may illustrate how innovations by the English or Dutch resulted in benefits or efficiencies. Claims of comparison will likely illustrate the contrast between the economic stagnation in Spain and the innovations in England or the Netherlands. (Q4)

WHAT'S NEXT?

- While source 1 hints at the future potential of the bank note, it does not explicitly explore checks or the development of paper money. Students can explore resources such as Open University's "**Timeline: Financial Services**" and the *Telegraph's* infographic "**The History of Money: From Barter to Bitcoin**" to discover how Dutch and English banks contributed to modern-day methods of exchange.
- Students can learn more about mercantilism and charter companies in "**The Mercantilists**" from *The History of Economic Thought*. This article will also provide some context for when students learn about the East India companies.

- Perhaps the greatest transformation during this era was the rapid decline of the Spanish Empire. While Spain maintained its physical position in the Americas, its ability to influence global trade declined dramatically. Students can investigate this topic in Chapters 8–11 of Brigadier G. O. M. Jameson’s *A Short History of Spain and Portugal*.
- More information about English trade and commerce can be found at the University of Minnesota’s online exhibit “**Trade and Commerce in 17th-Century England: Proclamations.**” The Canadian Museum of History’s “**Virtual Museum of New France: Economic Activities**” explores France’s fur trade in the Americas.
- The most explicit colonial-mercantile relationship during this era was managed by the United Kingdom in the British colonies, and it would ultimately serve as motivation for the American Revolution. This relationship can be investigated further in “**Overview of the State of Pre-Revolutionary American Maritime Commerce**” from The Mariners’ Museum.

DESIGNING INSTRUCTION

Source Exploration 4.3-B: Competition Among Western European Empires

SOURCES TO EXPLORE

Source 6 Adapted from the Charter of the English East India Company, c. 1600

Source 7 Adapted from Jean-Baptiste Colbert, "Memorandum to the King on Finances," prepared for King Louis XIV of France, c. 1670

WHY THESE SOURCES?

These sources will help students discover how England and the Netherlands took very different paths from those of the Iberian empires in their pursuit of colonies and economic expansion. Royal charters, which granted private individuals and joint-stock companies a monopoly on trading rights in exchange for undertaking the risk and expenses of exploration, and mercantilist policies, which aimed to extract and hoard wealth from colonies and economic competitors, would play significant roles in the structure of the North American and South Asian colonies these countries established in the 17th and 18th centuries.

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 help determine word meanings or explicitly define certain financial or commercial terms that students may struggle with.
- To help students create clear comparisons, facilitate a discussion about how the method of colonization outlined by Queen Elizabeth in the charter compares to how the Spanish conquistadors established colonies, as well as which method would be more likely to result in colonies that produced more money for the government overall.

Observe-and-Analyze Questions

1. According to the charter, what powers did Queen Elizabeth give to the English East India Company?
2. According to Colbert, whose memorandum was written 70 years after the charter, how successful was the English approach to trade?
3. To improve the French economy, Colbert recommended a program that historians have labeled *mercantilism*, in which France placed heavy taxes on imported goods and used state money to support the creation of new manufacturing companies. How would this program address Colbert's concerns?
4. Complete the following sentence to summarize Colbert's argument.
France imported more than it exported, so _____.

- To provide practice with inferential reasoning, ask students to predict what actions the French might take to respond to Dutch and British encroachment on France's markets. Consider providing a list of potential actions as a scaffold to help students understand how trade rivalries provoked new actions by nations.

KEY TAKEAWAYS

- According to the charter, Queen Elizabeth gave the English East India Company the power to enforce laws and impose punishments to expand trade. (Q1)
- According to Colbert, the English model was very successful because they sold more than they bought. (Q2)
- Extra taxes on imports brought in by the Dutch and English would make these goods too expensive for many customers. If France bought fewer imports, foreign traders would not be able to "withdraw the surplus in cash." (Q3)
- Students' sentences should demonstrate an understanding of how Colbert thought trade imbalance would hurt France and benefit her economic rivals. (Q4)

WHAT'S NEXT?

- Students can deepen their understanding of joint-stock companies by reading Medium's "**How Different Were the Strategies of the Dutch and English East India Companies Between 1600 and 1750?**"
- Students could gain additional insight by examining how the Vereenigde Oost-Indische Compagnie (VOC) fell apart. See, for example, *Business Insider's* "**The Rise and Fall of the Largest Corporation in History.**"
- Students can examine French mercantilism and compare it to other forms of the system by reading BCcampus's "**Competing Mercantile Economies.**"
- Given the importance of the American market to the British, it's no wonder that some of the most sophisticated financial and commercial regulations were utilized in the British colonies to prevent the rapidly growing colonies from developing their own internal industries. Digital History's "**British Mercantilism and the Cost of Empire**" lays out the specific impacts that mercantile ideas and policies had on British North America.
- Students can more deeply explore the competition among western European empires by examining some or all of the documents from the **2013 AP World History DBQ** ("Analyze connections between regional issues and European struggles for global power in the mid-eighteenth century") in an experiential setting (e.g., jigsaw, rotation station, research project).

DESIGNING INSTRUCTION

Source Exploration 4.3-C: Global Consequences of the Atlantic Economy

SOURCES TO EXPLORE

Source 8 Map of worldwide silver trade c. 1700

Source 9 Excerpted from Russell R. Menard, "Transport Costs and Long-Range Trade, 1300–1800," in *The Political Economy of Merchant Empires*, 1991

WHY THESE SOURCES?

This map and excerpt help students expand their understanding of the global economy, the roles played by various states and regions, and the ways different states used particular strategies to manage their economies.

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 close observation as well as change over time, ask students to compare the details in source 8 to those in source 1 and discuss what continuities and changes between 1610 and 1700 are documented in the maps.
- To encourage students to think like geographers, ask them to discuss how additional details provided in source 9 regarding the sources of silver production could be represented with symbols on the source 8 map. Once the class reaches a consensus, students can annotate source 8 with this additional information.
- To provide practice making claims of comparison, ask students to create a Venn diagram or graphic organizer to record how source 9 describes silver trade and production in Spain and Japan and then create claims based on this information.

Observe-and-Analyze Questions

1. According to the map, what were some general trends of trade in 1700?
2. Prior to the early modern period, China received most of its silver from Japan. According to source 9, why did China's silver increasingly come from Spain during the 17th century?
3. As trade became more global, products purchased from other countries were increasingly paid for in silver, which was valued by most countries. Revisit source 7. If other countries found themselves in a situation similar to the one described by Colbert, what would likely happen to their supply of silver?
4. Use the sources to create a sentence comparing the role of two countries in the silver trade, using a word like *but*, *while*, or *although* to express differences.

KEY TAKEAWAYS

- The map demonstrates that goods were now being transported and traded all over the world, including American silver to China and Asian goods to Europe. (Q1)
- Unlike Japan, the Spanish had access to mercury, which helped their production process. Also, Spanish mines in America contained larger deposits of silver than the mines in Japan. These factors allowed Spanish mines to remain profitable enough to “outproduce and outlast” Japanese competitors. (Q2)
- If a country continually imported more than it exported, then more silver would leave the country to pay for imports than would come into the country as payment for exports. Over time, this would likely lead to a silver shortage. (Q3)
- Students’ sentences should demonstrate an understanding of how China imported silver and Japan and Spain produced it or how Spanish silver production increased while Japanese silver production declined. (Q4)

WHAT’S NEXT?

- There are many excellent collections of online resources students can explore to better understand silver’s global influence, particularly as it affected trade interactions between China and the Americas. These include **“China and Europe: 1500-1800,”** The Silver Trade parts 1 and 2 from Columbia University’s Asian Topics in World History series and Money Museum’s **“The Impact of Silver from the New World—How the Peso as First Global Currency Came into Being in 16th Century AD.”**
- Students can investigate the legacy of Potosí, a city in the Andes rich with silver mines, in Aeon’s **“The First Global City”** and Zócalo Public Square’s **“How a 16th-Century Bolivian Silver Mine Invented Modern Capitalism.”**
- Students can more deeply explore the impact of American silver production and the Chinese demand for silver by examining some or all of the documents from the **2006 AP World History DBQ** (“Analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century”) in an experiential setting (e.g., jigsaw, rotation station, research project).

Assess 4.3: Reexamining the Origins and Impact of the Western European Empires in the North Atlantic

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 4.3.

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.

EUROPEAN MARITIME EMPIRES

Writing activity: causation paragraphs (evaluating a starter claim)

Examine the starter claim below. Then follow the directions to provide relevant evidence, replace the starter claim, and write body paragraphs to support the new claim.

European maritime empires impacted the Atlantic economy.

Prewriting

- List how all the relevant evidence you've examined **supports** the starter claim.
- List how all the relevant evidence you've examined **challenges** the starter claim.

Writing

- Revise the claim to more accurately reflect the evidence.
- Using the information listed in (a) and (b), create body paragraphs that support your revised claim.

Key Concept: Early Modern Islamic Empires

EARLY MODERN
PERIOD

Lesson Planning 4.4: Source Explorations

The following source explorations position students to explore the characteristics of the early modern Islamic empires. Students will initially look at the impact of military technology and state building in the development of the Ottoman, Mughal, and Safavid caliphates. They will then engage in a deeper study of the motivations behind the social and religious policies that these empires enacted and enforced through the power of the state. Students will use paintings and firsthand accounts to understand the self-conception of these empires.

Learning Objective 4.4

Compare the territorial expansion, political structure, and cultural facets of the early modern Ottoman, Mughal, and Safavid empires.

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

Comparison

Given its emphasis on the characteristics of three empires, LO 4.4 challenges students to explore the choices made by the early modern Islamic caliphates by pursuing questions of comparison. Identifying for students a key question or starter claim aligned to LO 4.4 (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 Mughals and Ottomans have similar political and cultural traits?
 - ◆ Did geography or religious traditions more directly contribute to the differences between early modern Islamic states? *
- Sample starter claims:
 - ◆ The Mughal and Ottoman states were very similar.
 - ◆ Geographic factors caused early modern Islamic states to develop differently.

**This instructional frame is most closely aligned with the writing activity on page 216.*

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

EARLY MODERN PERIOD

MAKING THEMATIC CONNECTIONS

Governance

LO 4.4's focus on the establishment and government of the major Islamic caliphates of this era provides opportunities to foster thematic connections to topics of governance, including:

- initial formation of the Umayyad and Abbasid caliphates (LO 3.1)
- state building by western European empires in the early modern period (LO 4.3)

MAKING GEOGRAPHIC CONNECTIONS

Regionalization

The development of three Islamic caliphates in East Asia during approximately the same time period provides an opportunity for students to consider the idea of the broader region of the Middle East as well as the ways in which these "gunpowder empires" shaped themselves in interaction with each other as a distinctive political and cultural region in Afro-Eurasia.

4.4 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 4.4-Intro: Early Modern Islamic Empires	<p>Source 1 Major empires and states in the Islamic World 650–1700 (chart)</p> <p>Source 2 Early modern Islamic empires c. 1683 (map)</p>
SE 4.4-A: Territorial Expansion and Military Innovation	<p>Source 3 Excerpted from Gábor Ágoston, <i>Guns for the Sultan: Military Power and the Weapons Industry in the Ottoman Empire</i>, 2005</p> <p>Source 4 <i>Emperor Aurangzeb at the Siege of Golconda, 1687</i> (painting)</p>
SE 4.4-B: Cosmopolitanism in the Early Modern Islamic Empires	<p>Source 5 Excerpt from Bartholomäus Georgiewitz, <i>The Trials and Tribulations that the Christian Tributes and Slaves Held by the Turks Suffer</i>, 1544</p> <p>Source 6 Akbar presiding over religious discussions in the Ibadat khana, from the <i>History of Akbar</i>, a biography of Mughal Emperor Akbar the Great written by his court historian, c. 1603 (painting)</p>

SE 4.4-C: Varieties of Religious Policies in Early Modern Islamic Empires	<p>Source 7 Inscription carved on the walls of the citadel of Bender, Moldova, in Eastern Europe by Ottoman emperor Suleiman in 1538</p> <p>Source 8 Excerpted from Rudi Matthee, "Was Safavid Iran an Empire?," <i>Journal of the Economic and Social History of the Orient</i>, 2010</p> <p>Source 9 Adapted from Nikki Keddie and Yann Richard, <i>Modern Iran: Roots and Results of Revolution</i>, 2006</p>
Assess 4.4: Reexamining Early Modern Islamic Empires	Writing activity: comparison paragraphs (answering a key question)

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 4.4: Compare the territorial expansion, political structure, and cultural facets of the early modern Ottoman, Mughal, and Safavid empires.

Essential Knowledge Statements	Planning Notes
<p>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.</p>	<p><input checked="" type="checkbox"/> The time line and map in SE 4.4-Intro illustrate the consolidation and territorial expansion of the Islamic empires over the course of the early modern period.</p> <p><input checked="" type="checkbox"/> The diffusion of weaponry is addressed by both sources in SE 4.4-A.</p> <p><input type="checkbox"/> The decline of nomadic societies in Central Asia is not explicitly referenced in these sources.</p>
<p>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.</p>	<p><input checked="" type="checkbox"/> The painting in SE 4.4-B portrays Mughal Emperor Akbar as being respectful to leaders of other faiths by hosting them in the Ibadat Khana.</p> <p><input checked="" type="checkbox"/> Source 5 in SE 4.4-B provides the perspective of a member of a religious minority who spent years enslaved in the Ottoman Empire.</p> <p><input type="checkbox"/> While the included sources provide two perspectives on the religious policies of two empires, secondary sources that provide an overview of the goals and limits of religious tolerance in these empires are not included.</p>

EARLY MODERN PERIOD

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.

- Religious tensions in the empires are explored in SE 4.4-C.
- Source 9 in SE 4.4-C references Safavid suppression of the Sufis, which can be expanded upon in class discussion.
- The included sources do not explore the emergence of Sufi beliefs or why various empires treated them differently.

DESIGNING INSTRUCTION

EARLY MODERN PERIOD

Source Exploration 4.4-Intro: Early Modern Islamic Empires

SOURCES TO EXPLORE

Source 1 Major empires and states in the Islamic world 650–1700 (chart)

Source 2 Early modern Islamic empires c. 1683



WHY THESE SOURCES?

These sources give students who are unfamiliar with the early modern Islamic caliphates an opportunity to place them in geographical context and to see the transition that Islamic civilization underwent from its geopolitical birth through the 16th century.

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 1, which centuries had few major Islamic states? Which centuries had many?
2. Examine source 2. Given the information in source 1, how does the number of early modern Islamic empires compare to the number in prior eras?
3. Based on the information in source 2 and your knowledge of geography, what difficulties would each early modern Islamic empire encounter if it attempted to expand its territory?
4. Complete the sentences below to create initial inferences and generate questions based on the information in the sources.

I think _____ because _____.

I wonder _____ because _____.

EARLY MODERN PERIOD

MEETING LEARNERS' NEEDS

- To provide students with historical context, use KWL or other activities to assess student background knowledge on Islam and, if needed, review content related to LO 3.1 to increase their familiarity with Islamic beliefs and political history.
- To provide practice with contextualization and geographic thinking, ask students to compare source 2 to climate and/or elevation maps to discern how geographic factors may have influenced the borders of these three empires.
- To help students examine change over time, ask them to compare the source 2 map to the maps of the earliest Islamic states included in the instructional materials for LO 3.1 to create initial claims of change over time and to visualize how territorially unified the political world of Islam was in the earliest periods shown in the source 1 chart.

KEY TAKEAWAYS

- The second through seventh centuries and the 16th and 17th centuries have the fewest major Islamic states. From 1100 to 1400, there are consistently four or five major Islamic states. (Q1)
- There are fewer major Islamic states in 1683 (three) than in most of the other centuries shown on the time line. (Q2)
- The Safavid Empire had two large states that would be obstacles to expansion on their eastern and southern borders, while mountains and water limited expansion in other directions. Most of the Mughal Empire was surrounded by water, with the tallest mountains in the world limiting expansion opportunities to the north and the Safavids ready to actively oppose expansion to the west. The Ottoman Empire would have difficulty spreading much farther into Arabia or North Africa because of desert terrain, and would have to overcome mountainous terrain in Europe to expand to the northwest. (Q3)
- Students' responses will vary, especially depending on prior exposure to Islamic empires. Some students might want to explore information about earlier development of Islam and Islamic states (What is the difference between Sunni and Shia traditions? What is a caliphate?) or might infer that Shia Islam has been primarily confined to a specific region over time. (Q4)

WHAT'S NEXT?

- The Victoria and Albert Museum's "**The Age of the Mughals**" provides an overview of the Mughal Empire, reviewing its rise and explaining the relationships of the major emperors with art.
- "**Episode 26: History of the Ottoman Empire, Part 1**" and "**Episode 27: History of the Ottoman Empire, Part 2**" from the 15 Minute History podcast can provide students with more background knowledge about the Ottoman Empire's origin and history.
- There are many accessible resources online for students who need more background on the basic tenets of Islam, such as the TED-Ed video "**The Five Major World Religions**" and the resources for teaching Islam on Khan Academy (see "**Introduction to Islam**" and "**The Five Pillars of Islam**").

DESIGNING INSTRUCTION

EARLY MODERN PERIOD

Source Exploration 4.4-A: Territorial Expansion and Military Innovation

SOURCES TO EXPLORE

Source 3 Excerpted from Gábor Ágoston, *Guns for the Sultan: Military Power and the Weapons Industry in the Ottoman Empire*, 2005

Source 4 *Emperor Aurangzeb at the Siege of Golconda, 1687* (created in the late 18th century)



Anne S. K. Brown Military Collection, Brown University Library

Observe-and-Analyze Questions

1. According to source 3, what type of unique "technological dialogue" occurred in the Ottoman Empire?
2. Revisit the source 2 map. How might the location of Istanbul (labeled there as Constantinople) be related to the developments described in source 3?
3. Examine source 4. What aspects of the siege did the Mughal artist who created this painting a century later choose to emphasize? How do these aspects relate to the outcome of the siege?
4. Create a claim of causation based on the evidence you have examined so far. Use a word like *because* or *so* to connect cause and effect in a single sentence.

WHY THESE SOURCES?

Both sources emphasize the impact of new gunpowder technology, and students can engage in comparative work by considering the context of these weapons as well as their utilization, particularly as shown in the secondary source.

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 create connections across units, extend discussion about the importance of Constantinople/Istanbul by contextualizing the city's strategic location and vital role in classical and postclassical trade networks. This context will help students understand why many consider the Ottoman conquest of the city (see World History Encyclopedia's "**1453: The Fall of Constantinople**") to be a historical turning point.
- To reinforce the relevance of this topic, facilitate a discussion about how often important innovations represent a synthesis of prior ideas or modifications of available methods by either providing prompts that spur student reflection or having students react to recent examples of this dynamic.
- To promote close observation and historical sourcing, provide students with focused time to individually examine the visual details of the painting and the citation followed by group discussion utilizing close observation or historical sourcing protocols.

KEY TAKEAWAYS

- Source 3 indicates that Muslim artisans in the Ottoman Empire (particularly in Istanbul) had access to knowledge about mining, metalworking, gun-making, engineering, and shipbuilding that diffused from western and eastern Europe as well as the Islamic East and suggests they could combine the best of these ideas and techniques. (Q1)
- Istanbul could receive ships from European and North African ports while also being on the edge of Europe and Asia. It was ideally located in the center to absorb ideas diffusing from Asia to Europe and vice versa. (Q2)
- The artist who created source 4 included many cannons all shooting at once in front of many warriors on horseback. The artist also devoted a great deal of space to what is likely the Mughal Emperor and gave him a glow, possibly to signal importance or holiness. The fact that the siege was won through treachery, not firepower, does not seem to be something the artist wanted to portray, perhaps because it would be difficult to depict or does not highlight the military power of the Mughal Empire. (Q3)
- Students' sentences should demonstrate appropriate use of conjunctions to create a claim of causation supported by accurate information. For example, students might use *because* or *so* to highlight how the location of Istanbul led to the Ottomans adopting and adapting varied military technologies. (Q4)

WHAT'S NEXT?

- The Islamic caliphates during this period were the last major empires to be formed by nomadic societies. Subsequently, the steppes and open plains would increasingly come under the control of sedentary societies. Peter Golden's *Central Asia in World History* explores this topic in the beginning of Chapter 8: "**The Age of Gunpowder and the Crush of Empires.**" Alex Roland's article "**The Irony of Gunpowder**" provides additional evidence on the impact of gunpowder on nomadic peoples.
- *The Turkish Letters*, written by the European ambassador Ogier Ghiselin de Busbecq, remains one of the great sources on the construction of Ottoman governance and military structure. An excerpt in Fordham University's **Modern History Sourcebook** discusses the military organization of the janissaries and the Ottoman war machine.

DESIGNING INSTRUCTION

EARLY MODERN
PERIOD

Source Exploration 4.4-B: Cosmopolitanism in the Early Modern Islamic Empires

SOURCES TO EXPLORE

Source 5 Excerpted from Bartholomäus Georgiewitz, *The Trials and Tribulations that the Christian Tributes and Slaves Held by the Turks Suffer*, 1544. Georgiewitz was a Hungarian who was taken prisoner after the Ottomans invaded Hungary and then lived as a slave in the Ottoman Empire for 13 years. He published this pamphlet in the Netherlands roughly seven years after he escaped.

Source 6 Akbar presiding over religious discussions in the Ibadat khana, from the *History of Akbar*, a biography of Mughal Emperor Akbar the Great written by his court historian, c. 1603.



Chester Beatty Library: Dublin

Observe-and-Analyze Questions

1. What Ottoman practices are described in source 5? According to the author, what were the effects of these practices?
2. Examine the details provided about the author of source 5. How might these details about the author's background and audience affect how historians view his claims? What other sources would be ideal for weighing the claims of the author?
3. Describe the scene depicted in source 6. How does the artist portray Mughal Emperor Akbar (seated under the red cover)? How does this portrayal contrast with the portrayal of the Ottomans in source 5?
4. Complete the sentences to create initial inferences and generate questions based on the information in the sources.

I think _____ because _____.

I wonder _____ because _____.

EARLY MODERN PERIOD

WHY THESE SOURCES?

These sources highlight the different strategies Ottoman and Mughal societies used to deal with the religious pluralism they faced. Students also have an opportunity to grapple with the sourcing on both documents and to consider how personal experiences as well as social status might impact the portrayal of Islamic elites.

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 geographic and historical context, project or provide basic facts on the religious makeup of the Ottoman and Mughal empires prior to presenting the sources.
- To reinforce the relevance of this topic, facilitate a discussion before or after the source exploration about the challenges that governments face, both in the present and in the past, when balancing widely held traditions of faith and culture with the rights of religious and cultural minorities.
- To provide practice with historical sourcing, remind students of protocols they can employ and provide dedicated time for small groups to source the documents prior to answering the questions. Informing students that they will explore other points of view on these issues may also prevent them from viewing these sources as authoritative.

KEY TAKEAWAYS

- Source 5 claims that the Ottomans stole children from Christian families to train them for the military and prevented them from learning about the Christian faith. The author describes these policies as causing extreme heartbreak for Christian families as their children were seduced into becoming enemies of the Christian religion and Christian people. (Q1)
- The author is writing to people in Europe who are mostly Christian. The author also spent 13 years enslaved by Turks. Both factors would likely lead the author to condemn Turkish policies and focus on how they affected Christians. Sources such as Ottoman government records or any surviving primary accounts from the Christians forced into the army or other witnesses to this practice would be useful in confirming the descriptions in source 5. (Q2)
- Source 6 shows a meeting of religious leaders hosted by the Mughal Emperor in a meeting area specifically built for the purposes of discussing religion. Akbar is seated only slightly higher than the other attendees and is looking at them with an open, outstretched hand, in a posture similar to that of several others. These postures and gestures are possibly meant to convey that all of the attendees are respectively listening or talking. It appears that the artist wants to portray Akbar as respectful of other religions, a depiction that differs greatly from how source 5 portrays the Ottomans. (Q3)

- Students might infer that projecting respect for other religions was very important to Akbar, especially if they remember that source 1 listed the Mughal Empire as a state where Muslims were the minority. They might create questions to assess how accurately sources 5 and 6 represent the policies toward religious minorities in those states or wonder how the Safavids' treatment of religious minorities compares to that of the Ottomans and Mughals. (Q4)

WHAT'S NEXT?

- To provide students with more in-depth knowledge of the Ottoman Empire's treatment of religious minorities, consider lesson plans from "**Rethinking the Region**," a project supported by the British Council and the Social Science Research Council. Students who need a more comprehensive perspective on the devshirme system could read the article "**Devshirme System**" from World History Commons.
- The Ottoman and Spanish empires emerged at around the same time and enacted specific policies regarding those practicing the Jewish faith in their realm. My Jewish Learning's "**The Sephardic Exodus to the Ottoman Empire**" discusses the creation of a vibrant Jewish community throughout the Ottoman Empire and provides contrasts between Ottoman and Spanish policies.
- The legacy of Mughal tolerance for religious minorities is complicated, especially given the vast differences between Akbar and Aurangzeb. Crash Course World History's "**The Mughal Empire and Historical Reputation**" provides an overview of the religious policies of both emperors. Further resources include the *Diplomat's* "**The Real History of Hindu-Muslim Relations Under Akbar**," which summarizes Akbar's policies, and the *Hindu BusinessLine's* "**Not Quite a Fanatic**," which reviews Audrey Truschke's book on Aurangzeb and his complicated legacy.

DESIGNING INSTRUCTION

Source Exploration 4.4-C: Varieties of Religious Policies in Early Modern Islamic Empires

SOURCES TO EXPLORE

Source 7 Inscription carved on the walls of the citadel of Bender, Moldova, in Eastern Europe by Ottoman emperor Suleiman in 1538

Source 8 Excerpted from Rudi Matthee, "Was Safavid Iran an Empire?," *Journal of the Economic and Social History of the Orient*, 2010

Source 9 Adapted from Nikki Keddie and Yann Richard, *Modern Iran: Roots and Results of Revolution*, 2006

WHY THESE SOURCES?

These sources are intended to help students discover differences in the political structure and bureaucratic sophistication of the Ottoman Empire and the Safavid Empire. One of the secondary sources also exposes to students to the idea that some historians debate whether the Safavid state is worthy of being designated an empire. Together, the sources should allow students to grasp key contrasts that will help them create claims of comparison.

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 claims made by Emperor Suleiman in source 7. What type of authority is Suleiman claiming? Over what territories?
2. According to source 8, how did the Safavid Empire differ from the Ottoman and Mughal empires? What is similar about the claims made by the Safavid government during its campaign to conquer new territories and the claims made by Suleiman in source 7?
3. How do the Safavid religious policies described in sources 8 and 9 compare to Ottoman and Mughal policies regarding religious minorities that you have previously examined?
4. Create two claims of comparison based on the evidence available in the sources. Consider using a word like *while*, *although*, or *but* to express both similarities and differences in one sentence.

Source Exploration 4.4-C: Varieties of Religious Policies in Early Modern Islamic Empires

EARLY MODERN
PERIOD

MEETING LEARNERS' NEEDS

- To provide practice with historical sourcing, give students time to discuss or write down observations about the author, historical situation, and audience of source 7 and explore how these can be used to contextualize Suleiman's words.
- To assist novice readers, remind students of strategies for using context clues to understand the meaning of words and/or preview some of the more difficult words or phrases prior to reading.
- To encourage geographic thinking, ask students to refer to the political map of the three empires in SE 4.4-Intro and provide physical maps of the region to contextualize source 8's description of "inaccessible mountains and remote deserts."

KEY TAKEAWAYS

- Suleiman is claiming that he is the leader of Muhammad's community and has both religious and political authority over the entire world, from India to the former Byzantine territories. (Q1)
- Source 8 describes the Safavids as having fewer economic and military resources than the Mughal and Ottoman empires. Unlike those Sunni empires, the Safavids were Shia. However, the Safavid king's justifications for expansion and authority were very similar to the claims made by Suleiman—tracing political authority to authority granted by God. (Q2)
- After the Safavids gained power, their policies became more conservative and focused on conformity under Shia Islam. Sufis were suppressed. This approach differs from the policies of the Mughal Empire during the reign of Akbar, who promoted respect for all faiths, as well as from the policies of limited religious tolerance in the Ottoman Empire. (Q3)
- Students' sentences should demonstrate appropriate use of conjunctions to create two claims of comparison supported by accurate information. Comparisons might examine the differences among the various empires in terms of economic resources, military might, territorial expansion, and/or religious policies or characteristics. (Q4)

WHAT'S NEXT?

- The Ottoman expansion into Europe was explicitly motivated by religion and created new forms of religious interactions. Students can explore this history and the impact Turkish rule had on European society in History Today's "**The Ottomans in Europe.**"
- Perhaps the greatest symbol of Ottoman conquest is the conversion of the Hagia Sophia from the largest church in Christendom to one of the largest mosques in the Islamic world. Students can read more about the building's history on the Live Science page "**Hagia Sophia: Facts, History and Architecture.**"
- The Ottomans' access to European markets as well as Asian and African trade routes meant that foreign ideas and goods often traveled into the empire. Students can read Atlas Obscura's "**In Istanbul, Drinking Coffee in Public Was Once Punishable by Death**" to learn more about how trade and religion interacted.
- The rivalry between the Ottomans and the Safavids centered on religious and cultural differences between the Islamic sects, Sunni and Shia. *The Diplomat's* "**This 16th Century Battle Created the Modern Middle East**" focuses on the impetus for the Battle of Chaldiran as well as its religious ramifications for both the Ottomans and the Safavids.

Assess 4.4: Reexamining Early Modern Islamic Empires

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 4.4.

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.

EARLY MODERN ISLAMIC EMPIRES

Writing activity: comparison paragraphs (answering a key question)

Examine the question below. Then follow the directions to provide relevant evidence, write a thesis that accurately reflects the evidence, and create body paragraphs to support the thesis.

Did geography or religious traditions more directly contribute to the differences between early modern Islamic states?

Prewriting

- List all the relevant evidence you've examined that supports the idea that geography more directly contributed to the differences between early modern Islamic states.
- List all the relevant evidence you've examined that supports the idea that religious traditions more directly contributed to the differences between early modern Islamic states.
- Planning your thesis: Which idea is more strongly supported by the evidence? Is there an alternative idea that is stronger than both of these? Why?

Writing

- Create a thesis that fully addresses the question and accurately reflects the evidence listed in (a) through (c).
- Using your responses to (a) through (c), create body paragraphs that support your claim.

Key Concept: Land-Based Empires: Early Modern China and Russia

EARLY MODERN PERIOD

Lesson Planning 4.5: Source Explorations

Two empires would dominate most of the territory in Asia by the end of the early modern period. Just as in prior periods, a dynasty emerged to unite much of East Asia. The Qing Dynasty followed the template of prior dynasties by pursuing wars to unify China and then expanded to become the fifth largest empire in history by its height at the end of the 18th century. The emergence of the Russian Empire did not follow any prior pattern, but as the included sources illustrate, both empires followed similar ambitions of territorial expansion. Amidst the commonalities, students will discover key differences between Chinese and Russian policies as recorded in firsthand accounts.

Learning Objective 4.5

Compare the territorial expansion and foreign policies of early modern China and Russia.

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

Comparison

Given its emphasis on comparison, LO 4.5 challenges students to explore how China and Russia developed differently during the early modern period. Identifying for students a key question or starter claim aligned to LO 4.5 (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 did China and Russia carry out similar political policies during the early modern period?
 - ◆ To what extent did geographic and economic factors influence the political policies of China and Russia during the early modern period?

EARLY MODERN PERIOD

- Sample starter claim:
 - ♦ China and Russia followed completely different political policies during the early modern period.*

*This instructional frame is most closely aligned with the writing activity on page 230.

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

MAKING THEMATIC CONNECTIONS

The state

Given that the expansion of the Russian and Chinese states during the early modern period began as the Mongol empire declined, LO 4.5 provides opportunities to foster thematic connections with the following:

- the emergence of the Mongol Empire and the political consequences that reverberated across Eurasia (LO 3.4)

MAKING GEOGRAPHIC CONNECTIONS

Spatial reorganization

Because LO 4.5 addresses the expansion of both the Chinese and Russian empires, it necessarily addresses the way space is organized as well. Students will come to understand that regions that had once been independent, such as Central Asia, now fall within the borders of Russia or the Ming Dynasty.

4.5 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 4.5-Intro: Land-Based Empires – Early Modern China and Russia	<p>Source 1 The Chinese Empire during the Qing Dynasty 1644–1750 (map)</p> <p>Source 2 Excerpted from William T. Rowe, <i>China’s Last Empire: The Great Qing</i>, 2009</p> <p>Source 3 Russian territorial acquisitions 1501–1796 (map)</p> <p>Source 4 Excerpted from Nancy Shields Kollmann, <i>The Russian Empire 1450–1801</i>, 2017</p>
SE 4.5-A: Ming and Qing Imperial Expansion	<p>Source 5 Qing emperor depicted in the style of a Tibetan Buddhist, mid-1700s (painting)</p> <p>Source 6 Qing emperor depicted in the attire of an upper-class Mongol, 1730 (painting)</p> <p>Source 7 Qing emperor, 1699 (painting)</p>

SE 4.5-B: Russian Imperial Expansion	Source 8 Excerpted from Geoffrey A. Hosking, <i>Russia and the Russians: A History</i> , 2011, in which he describes Russian expansion
SE 4.5-C: Russian and Chinese Engagement with the West	Source 9 Adapted from Qing Emperor Qianlong's response to British King George III's request for trade, 1793 Source 10 Adapted from Captain John Perry, <i>The State of Russia Under the Present Czar</i> , 1716. John Perry served the British navy and later Czar Peter the Great as naval engineer.
Assess 4.5: Reexamining Land-Based Empires	Writing activity: comparison paragraphs (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 4.5: Compare the territorial expansion and foreign policies of early modern China and Russia.

Essential Knowledge Statements	Planning Notes
<p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The first map in SE 4.5-Intro shows China's territorial expansion during the 17th and 18th centuries. <input checked="" type="checkbox"/> Source 2 in SE 4.5-Intro mentions the Qing Dynasty doubling the imperial boundaries of China. <input type="checkbox"/> Although China's tribute-based diplomacy is not explicitly covered in the source exploration, an additional source in the What's Next? section can be used to explore the topic.
<p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Source 4 in SE 4.5-Intro explains the scale of Russia's expansion. <input checked="" type="checkbox"/> Source 8 in SE 4.5-B explains how the demand for fur encouraged Russian expansion, which in turn diminished nomadic societies in central Asia and Siberia. <input type="checkbox"/> The collapse of the Golden Horde is not explicitly explained in the sources.

EARLY MODERN PERIOD

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.

- Source 9 in SE 4.5-C shows the Qing Dynasty's reluctance to trade with Great Britain.
- Source 10 in SE 4.5-C describes the trade relationship between Great Britain and Russia, which was promoted by the Czar.
- While the provided sources reference Russian importation of ship innovations, the specifics of Peter the Great's wider efforts to technologically and culturally transform Russia to more closely reflect western European states, including the creation of St. Petersburg, are not covered in the documents.

DESIGNING INSTRUCTION

EARLY MODERN PERIOD

Source Exploration 4.5-Intro: Land-Based Empires – Early Modern China and Russia

SOURCES TO EXPLORE

Source 1 The Chinese Empire during the Qing Dynasty 1644–1750



Source 2 Excerpted from William T. Rowe, *China's Last Empire: The Great Qing*, 2009

Source 3 Russian territorial acquisitions 1501–1796



Source 4 Excerpted from Nancy Shields Kollmann, *The Russian Empire 1450–1801*, 2017

Observe-and-Analyze Questions

1. According to the maps, how did Chinese and Russian territory expand between the 16th and 18th centuries?
2. From c. 600 to c. 1450, both the Russians and the Chinese were under Mongol rule. How does the collapse of Mongol rule explain the progression of empire building you identified in question 1?
3. Based on the maps and passages, what challenges were likely faced by the leaders of both empires in the late 18th century?
4. Complete this sentence to compare and contrast the Russian and Chinese empires between 1450 and 1750.

Although both the Russian and Chinese empires expanded between 1450 and 1750, _____.

EARLY MODERN PERIOD

WHY THESE SOURCES?

These sources give students context for understanding the dramatic changes that occurred during the expansion of these two empires. These expansions happened relatively quickly and impacted multiple 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 clear comparisons, have them create Venn diagrams to compare Russian and Chinese expansion, using both the maps and the textual sources.
- To more clearly contextualize the change over time illustrated in these sources, identify the regions and states from previous time periods that are now part of the Russian or Chinese empire.
- To provide practice with inferential reasoning, ask students to brainstorm possible motivations behind Russian and Chinese imperial expansion and consider what geographical and political obstacles might have influenced the new borders of the empires.

KEY TAKEAWAYS

- The Chinese began on the eastern seaboard and progressively conquered territories to the west. Russia expanded primarily to the east. (Q1)
- The weakening and collapse of Mongol rule gave both empires the opportunity to regain control and to expand into areas formerly controlled by the Mongols. (Q2)
- Both empires would have had to manage very diverse ethnic populations over large territories. (Q3)
- Students' sentences should demonstrate an understanding that although both the Russian and Chinese empires expanded during this era, the Russians pushed to the east while the Chinese empire spread to the west. (Q4)

WHAT'S NEXT?

- If students are struggling to understand the broader context of Chinese civilization, the World History Encyclopedia's article on the **Ming Dynasty** will help contextualize Chinese expansion during the Ming and Qing dynasties.
- Similarly, students might want to explore the history of the Russian Empire before its expansion. ThoughtCo's "**What Was the Golden Horde?**" discusses Mongol governance over Russia, and Crash Course World History's "**Russia, the Kievan Rus, and the Mongols**" and TED-Ed's "**Where Did Russia Come From?**" both explain how the city of Moscow evolved into a state that eventually grew into what came to be called Russia.
- Oregon State University Ecampus's video "**Russian Expansion Under Peter and Catherine the Great**" covers the tactics and growth of Russia under both leaders.

DESIGNING INSTRUCTION

Source Exploration 4.5-A: Ming and Qing Imperial Expansion

SOURCES TO EXPLORE

Source 5 Qing emperor depicted in the style of a Tibetan Buddhist, mid-1700s



Historic Collection / Alamy Stock Photo

Source 6 Qing emperor depicted in the attire of an upper-class Mongol, 1730



Paul Fearn / Alamy Stock Photo

Observe-and-Analyze Questions

1. What differences are observable among these paintings of Qing emperors?
2. How might the Qing Dynasty's expansion and absorption of other areas relate to the differences between the paintings?
3. Previous Chinese emperors had been associated with Confucianism, which prioritized scholarship and intense study. Given this historical background, which painting was likely intended for an ethnic Chinese audience? Why would a Qing emperor feel the need to create a painting specifically for a Chinese audience?
4. Create a sentence comparing how the paintings portray the emperor, using a word like *but*, *while*, or *although* to highlight both similarities and differences.

EARLY MODERN PERIOD

Source 7 Qing emperor, 1699



Historic Collection / Alamy Stock Photo

WHY THESE SOURCES?

Viewing these portraits as strategically crafted “representations” will aid students’ analysis. Encourage students to look back at the maps from the first source exploration to gain insights into the intentions behind these representations. This approach can help students make connections between the dates of key events and the dates associated with the portraits.

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 and reinforce the relevance of this topic, precede the images with an examination of how modern-day leaders from various fields (e.g., politics, business, entertainment) present themselves. Facilitate a class discussion about what type of image or reputation these leaders seem to be projecting and what choices they make to support this image.

- To encourage close observation, provide students with time to record observations of each image and then ask them to share specific details (e.g., an object, color, pattern, person) that they noted.
- To provide practice with comparison and causation, ask students to discuss differences between the paintings (e.g., the “feeling” of each painting, what each image included) and create initial hypotheses regarding why the same emperor would be portrayed in such different ways.

KEY TAKEAWAYS

- Each painting depicts the emperor in different types of clothing and different settings: resembling a Tibetan Buddhist; dressed in the clothing of an upper-class Mongol; and sitting in a room filled with books, with one book open as though being read. (Q1)
- The Qing Dynasty expanded greatly and absorbed many ethnic groups, such as Tibetans and Mongols. These paintings might have attempted to make the emperor appear less foreign by portraying him in styles or clothing familiar to people who had recently been conquered. (Q2)
- The 1699 painting was likely intended for ethnic Chinese audiences because it portrays the emperor reading in a library setting. As mentioned in source 2, Qing emperors were not ethnic Chinese, so it is possible that they would want to project an image of legitimacy. (Q3)
- Students’ sentences could emphasize similarities in the facial expressions of the emperor (such descriptions will be highly subjective, but some may describe the emperor as thoughtful or contemplative) as well as the differences in setting, wardrobe, and even scale (e.g., the emperor takes up much more of the space in source 7). (Q4)

WHAT'S NEXT?

- While the transition from Ming to Qing governance is the fulcrum of this learning objective, students should still be given multiple opportunities to explore the stability of the Ming Dynasty. Consider using the Asian Art Museum’s exhibit “**Beliefs and Religions of the Ming Dynasty (1368–1644)**” or Encyclopaedia Britannica’s entry “**Ming Dynasty.**”
- The transition from Ming to Qing rule under the Manchu is a tale full of subterfuge and ambition. ThoughtCo’s “**The Fall of the Ming Dynasty in China in 1644**” covers the internal and foreign intrigue that left the Manchu as the leaders of the Chinese state.
- Students can explore the tactics and ideas the Qing used to expand their empire through Hamilton College’s “**China Expands West,**” which describes how the Qing conquered the Zunghar, and Richard J. Smith’s “**Mapping China and the Question of a China-Centered Tributary System,**” which analyzes the tribute system.

DESIGNING INSTRUCTION

Source Exploration 4.5-B: Russian Imperial Expansion

SOURCES TO EXPLORE

Source 8 Excerpted from Geoffrey A. Hosking, *Russia and the Russians: A History*, 2011, in which he describes Russian expansion

WHY THIS SOURCE?

This source was chosen to help students gain background on how and why the Russian empire was able to expand quickly and extensively over much of Asia. It also provides students the opportunity to examine a historian's clear argument of causation to contextualize the causes and effects of Russian expansion eastward.

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 support for unfamiliar vocabulary, review strategies for using context clues to determine meanings or preview tier 2 words such as "exploitation" and "rapidity."
- To help students build context, provide or project a map indicating the names and locations of indigenous groups that live within the current boundaries of Russia, such as the APECS map "**Indigenous Peoples of the North, Siberia, and Far East of the Russian Federation.**"
- To help students follow Hosking's argument, ask them to draw direct comparisons between Spanish governance in the Americas and the expansion of Russia into Siberia. Students would also benefit from drawing comparisons between the way indigenous people were treated in Russia and the way they were treated in the Americas.

Observe-and-Analyze Questions

1. What economic opportunities motivated the Russians to extend their empire eastward?
2. According to the source, what allowed Russia to successfully conquer Siberia? How did Siberia's location (see the large yellow area in source 3) likely contribute to the fact that only a small, tribal population had developed there?
3. A few centuries before Russia's eastward movement, Europe experienced an economic revival during which the middle class grew and the economy recovered. How do you think this process was related to Russia's eastward imperial expansion?
4. Use information from the source to complete the following sentences.

Russia was able to expand eastward because _____.

Russia was able to expand eastward, but _____.

Russia was able to expand eastward, so _____.

KEY TAKEAWAYS

- The Russians were motivated to expand eastward because they were looking to profit from the fur trade. (Q1)
- The indigenous groups living in Siberia possessed only primitive weapons and were divided by old feuds. Because Siberia was located in the north and was far removed from major oceans, it likely did not have the climate or the resources to support much population growth. (Q2)
- The middle class in Europe was able and willing to pay top prices for the furs coming in from Russian territories. Without a market for furs, the Russian empire would not have had a motive to rapidly expand to the east. (Q3)
- Students' sentences should demonstrate an understanding of why Russia was able to expand eastward (e.g., local tribes lacked organization and unity) as well as the complications and consequences of that expansion (e.g., some of the tribes put up resistance, Russians were able to access more fur to sell to Europe). (Q4)

WHAT'S NEXT?

- Russia's expansion into Siberia was a multi-generational process that seems obvious in retrospect but that was difficult at the time. Russia Beyond's "**How Siberia Became Part of Russia**" and "**The Fur Trade History**" from ESDAW explore the history of the fur trade and the Siberian expansion.
- While the expansion of the Russian empire is the cornerstone of this learning objective, the growth of the Russian state was an important precursor of this process. Students may benefit from reading the last two excerpts in Modern History Sourcebook's "**Peter the Great and the Rise of Russia, 1682–1725.**"
- Siberia continues to be a territory of geopolitical importance. Students can investigate editorials such as "**Why China Will Reclaim Siberia**" from the *New York Times* to contextualize why recent trends in migration and economic development in and around Siberia may potentially fuel future tensions between Russia and China.

DESIGNING INSTRUCTION

Source Exploration 4.5-C: Russian and Chinese Engagement with the West

SOURCES TO EXPLORE

Source 9 Adapted from Qing Emperor Qianlong's response to British King George III's request for trade, 1793

Source 10 Adapted from Captain John Perry, *The State of Russia Under the Present Czar*, 1716. John Perry served the British navy and later Czar Peter the Great as naval engineer.

WHY THESE SOURCES?

While prior source explorations illuminated the similarities between Russian and Chinese expansion in the early modern period, these sources highlight a key contrast—how each nation reacted to the rise of European states. Both primary sources provide opportunities for students to use historical sourcing to deepen their understanding of the two nations' perspectives and to contextualize the policies of each nation by examining how each leader viewed his current level of economic development.

Observe-and-Analyze Questions

1. Examine how Emperor Qianlong describes Qing China and Great Britain in source 9. What is his tone throughout the letter? How do his words describing each country differ?
2. Why did the Russian government hire John Perry from England?
3. According to the sources, how do Russian Czar Peter the Great and Qing Emperor Qianlong differ in their views of Britain? What information from the sources might account for this difference?
4. Compare the viewpoints of Czar Peter the Great and Emperor Qianlong by completing the following sentences.

Czar Peter the Great sought help from the British because _____.

Czar Peter the Great actively sought help from the British, but Emperor Qianlong _____.

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 understand the Chinese emperor's response in source 9, review Confucianism and Confucian values as well as Tang Dynasty emperors' reactions to Buddhism.
- To help students make clear comparisons, ask them to identify similarities and differences by using a comparison chart or Venn diagram before writing comparative statements.
- To provide practice with inferential reasoning, host a collaborative brainstorming session about why the Chinese and Russians saw the West through different lenses. Provide key characteristics of the Russian empire to help promote fruitful discussion.

KEY TAKEAWAYS

- The emperor's tone seems haughty. He emphasizes the scope of China's influence and the impressive diversity and quality of goods they possess. In contrast, the words he associates with British goods ("no value") and Britain's understanding of China ("excusable ignorance") convey a condescending, dismissive tone. (Q1)
- The Russians were attempting to build a fleet and make their rivers more navigable. Hiring someone who had engineering experience with naval matters would help the Czar reach this goal. (Q2)
- The Qing emperor argues that British things have little value to him, but he lived far away from Britain and, based on his comments about very few Europeans living in China or being allowed in court, likely had little exposure to Europe. On the other hand, the Czar had firsthand knowledge of English "arts in building and equipping" ships, which may have influenced his decision to hire experts from Britain. (Q3)
- Student responses should provide specific reasons why Peter the Great sought help from the British, such as his observation of British knowledge and technology, as well as cite actions of Emperor Qianlong that contrasted with those of Peter, such as rejecting British attempts to initiate more trade and contact. (Q4)

WHAT'S NEXT?

- Peter the Great's efforts to dramatically overhaul his country's economic and cultural structures to better compete with western European empires make him a singular figure in global history. Biography's article "**Peter the Great**" provides a succinct overview, while the Guggenheim provides a more comprehensive resource titled "**The Early 18th Century: The Age of Peter the Great.**"
- The most important component of China's attempt to limit Western interaction came in its implementation of the Canton system, which students can read about in Encyclopaedia Britannica's "**Canton System.**"
- One of the most illuminating incidents in the relationship between Western Christianity and the Qing Dynasty came about in the Chinese Rites Controversy, which can be explored in Columbia University's Asia for Educators article "**19th Century: European Encroachment and the Assault on Traditional Chinese Thought**" or the Modern History Sourcebook's "**The Chinese Rites Controversy, 1715.**"

Assess 4.5: Reexamining Land-Based Empires

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 4.5.

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.

CHINESE AND RUSSIAN POLITICAL POLICIES

Writing activity: comparison paragraphs (evaluating a starter claim)

Examine the starter claim below. Then follow the directions to provide relevant evidence, replace the starter claim, and write body paragraphs to support the new claim.

China and Russia followed completely different political policies during the early modern period.

Prewriting

- List how all the relevant evidence you've examined **supports** the starter claim.
- List how all the relevant evidence you've examined **challenges** the starter claim.

Writing

- Revise the claim to more accurately reflect the evidence.
- Using the information listed in (a) and (b), create body paragraphs that support your revised claim.

Key Concept: Early Modern Religion

EARLY MODERN
PERIOD

Lesson Planning 4.6: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 4.6.

Learning Objective 4.6

Examine the continuities and changes in religions during the early modern period.

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

LO 4.6 challenges students to explore religious development during the early modern period by pursuing questions of continuity and change over time. Identifying for students a key question or starter claim aligned to LO 4.6 (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 was the early modern period a turning point for religious development in Europe, the Americas, and South Asia?
 - ♦ To what extent did the syncretic religious practices that developed in the early modern period represent continuity?
- Sample starter claims:
 - ♦ The early modern period was a turning point for religions.
 - ♦ Syncretic religions were forces of change.

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

EARLY MODERN PERIOD

MAKING THEMATIC CONNECTIONS**Culture**

The transformations in religious practice during the early modern period provide students with the opportunity to examine how cultural diffusion and religious tensions can impact demographic, economic, and political development. LO 4.6 provides opportunities to foster thematic connections between:

- the challenges of various Islamic empires regarding religious diversity and diffusion (LO 4.4)
- the diffusion of Islam in the opening of the trans-Saharan trade routes (LO 3.5)
- the spread of Buddhism and Christianity in the classical era (LO 2.7)

MAKING GEOGRAPHIC CONNECTIONS**Comparison of world regions**

More so than in any other learning objective from this unit, in LO 4.6 students will be exploring how demographic and political changes in multiple global regions (the Americas, Europe, and Southeast Asia) triggered transformations in religious practice. The cultural changes that resulted from the events of the early modern period created a religious landscape that, for most world regions, looks very similar to the present, and students can discover this by exploring or revisiting world maps that illustrate religious trends.

4.6 SOURCE OVERVIEW

Essential knowledge statements for LO 4.6:

- **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.

The list below provides examples of primary and secondary sources that can support key questions for LO 4.6. 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 4.6:

- Many students are unfamiliar with the core tenets of Sikhism, and an introduction to the basics will help them contextualize the emergence of new faiths during this time. Consider excerpting essays from **“Introduction to Sikhism,”** produced by Harvard’s The Pluralism Project.
- The story of Buddhism’s spread through Southeast Asia is often one of fits and starts, with each culture developing unique variations of Buddhism. The Buddhist’s World’s **“Buddhism in Southeast Asia”** discusses how the variant forms, particularly Theravada, spread through the region.
- A number of rich primary sources related to the Protestant Reformation can be utilized for instruction. Consider, for example, documents from Fordham University’s **Reformation Europe sourcebook**, such as Martin Luther’s **Letter to the Archbishop of Mainz** and **“Address to the Nobility of the German Nation”** or documents gathered for AP European History DBQs (2018’s **“Evaluate whether the Thirty Years’ War was fought primarily for religious or primarily for political reasons”** or 2013’s **“Analyze the arguments and practices concerning religious toleration from the sixteenth to the eighteenth century”**).
- The emergence of the indigenous and mestizo populations of New Spain’s practice of worshipping the Virgen de Guadalupe marks one of the major transformations of Catholicism in the Americas. Jeannette Peterson’s **“The Virgin of Guadalupe: Symbol of Conquest or Liberation?”** explores the origin and transmission of this practice.
- The practice of Haitian Vodun has triggered suspicion and misapprehension, and *Smithsonian* magazine’s **“The Trial That Gave Vodou a Bad Name”** traces the development of certain practices and Europeans’ reactions to them.

Key Concept: Early Modern Western Society and Culture

Lesson Planning 4.7: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 4.7.

Learning Objective 4.7

Examine the continuities and changes in early modern society and culture.

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

LO 4.7 challenges students to explore society and culture during the early modern period by pursuing questions of continuity and change over time. Identifying for students a key question or starter claim aligned to LO 4.7 (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 was the early modern period a turning point for Western social and cultural development?
 - ♦ To what extent were social hierarchies disrupted by the emergence of the Atlantic system?
- Sample starter claim:
 - ♦ Traditional elites continued to dominate societies through the early modern period.

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

MAKING THEMATIC CONNECTIONS

Society

The economic impacts of transatlantic exchange challenged existing hierarchies. LO 4.7 allows students to examine the ways in which elites maintained their power, created new class and caste systems, and integrated new ideas, and provides opportunities to foster thematic connections between:

- the birth of the transatlantic slave trade and the creation of extractive economies (LO 4.2)
- the use of coerced labor to maintain social order in Mesoamerican societies (LO 3.7)
- the creation of complex labor structures and social hierarchy in the classical era (LO 2.5)

MAKING GEOGRAPHIC CONNECTIONS

Comparison of world regions

During this era, transatlantic exchange brought new economic opportunity as well as new forms of coerced labor and caste to the Americas. However, many elites in Europe sought to control the impact of those changes, often attempting to impose legal and social hierarchies designed to limit the potential for social upheaval. Many of these hierarchies continue to influence social and cultural norms in every region of the world.

4.7 SOURCE OVERVIEW

Essential knowledge statements for LO 4.7:

- **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 list below provides examples of primary and secondary sources that can support key questions for LO 4.7. 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?

EARLY MODERN PERIOD

Sample sources for LO 4.7:

- Students often find the Renaissance an attractive time period to study because of the opportunity for a lot of visual work. Encyclopaedia Britannica's entry "**The Early Italian Renaissance**" can provide background knowledge. The Art Story's "**Artworks and Artists of High Renaissance**" features about a dozen seminal paintings with descriptions, while the Vatican has a fantastic virtual tour of the **Sistine Chapel**, fully panoramic and zoomable. Finally, ThoughtCo's piece "**The Renaissance Writers Who Shaped the Modern World**" describes some of the great literature of the era.
- Students can more deeply explore the continuation of power and landownership in Europe by examining some or all of the documents from the **2007 AP European History DBQ** ("Describe and analyze concepts of nobility in France over the period from the late sixteenth century to the late eighteenth century") in an experiential setting (e.g., jigsaw, rotation station, research project).
- The Scientific Revolution is often studied as a separate phenomenon from the greater intellectual forces around it, but Tuan C. Nguyen's "**A Short History of the Scientific Revolution**" traces how scientists were responsive to the broader movements of their time as well as how several of the important scientists emerged.
- Societal changes in the Americas led to the rise of new social classes, such as the transatlantic merchant class, which students can read about in the essay "**Merchants**" in the National Humanities Center's *Becoming American* series. However, land was still the basis of power in Europe, as explained in an excerpt from ***The History of Parliament: The House of Commons 1690–1715*** (particularly the first five paragraphs).
- Racial categories abounded in Spanish America as new hierarchies were established and intermarriage proliferated. The article "**Casta Paintings**" from the University of Texas's *Not Even Past* site explores the role of casta paintings in society and how they documented racial hierarchies. Another source students might enjoy is George Mason University's "**Scandal at the Church**," which focuses on the intersection of religion, church, and marital fidelity in Mexico.

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. Some 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.

Page intentionally left blank.

The Early Modern Period, c. 1450 to c. 1750

PERFORMANCE
TASK

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:

Compare how maritime and land-based empires built and maintained power during the early modern period.

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.

PERFORMANCE TASK

Source 1

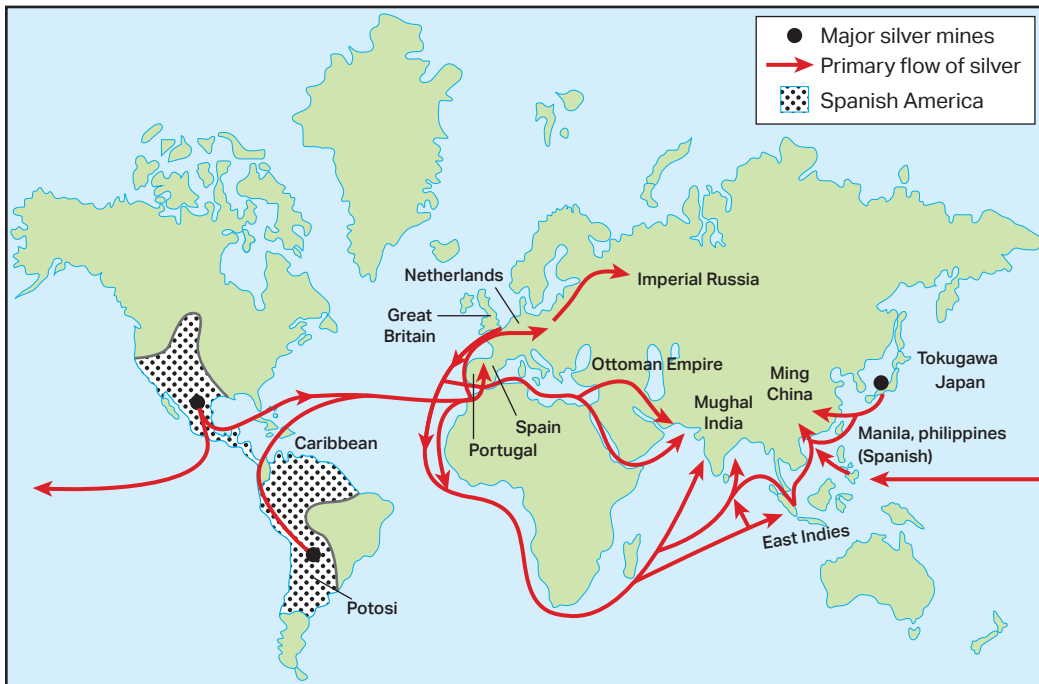
Diary of Nicolo Barbaro, a Venetian surgeon present at the Siege of Constantinople by the Ottoman Empire, 1453

But still these evil Turks did not cease at any hour of the day or the night bombarding the gate, where the repairs had been made, with all their force: their whole strength was concentrated on this gate, with shots from their great cannon, which had a circumference of fifteen palme,* from their other cannon, and also from great numbers of guns, countless bows and many hand guns which continually fired at those who were making the repairs.

*Roughly 12 feet

Source 2

Primary flow of silver 1570–1750



Source 3

An illustration from the *History of Akbar*, a biography of Mughal Emperor Akbar the Great written by his court historian, c. 1603. The men depicted as presenting gifts to Akbar are ambassadors from Badakhshan, a region in Central Asia.

**PERFORMANCE
TASK**



Chester Beatty Library: Dublin

PERFORMANCE
TASK

Source 4

The “Sacred Edict,” which was adopted by the Qing Dynasty as a set of rules to govern all territories under the emperor’s control, c. 1670

- Esteem most highly family devotion and brotherly submission, in order to give due importance to human moral relations.
- Cultivate peace and concord in your neighborhoods, in order to prevent quarrels and litigations.
- Do away with errant teachings, in order to exalt the correct doctrine.
- Lecture on the laws, in order to warn the ignorant and obstinate.
- Explain ritual decorum and deference, in order to enrich manners and customs.
- Warn against sheltering [army] deserters, in order to avoid being involved in their punishment.
- Promptly pay your taxes, in order to avoid being pressed for payment.

Source 5

Sir William Temple, *Observations upon the United Provinces of the Netherlands*, c. 1668

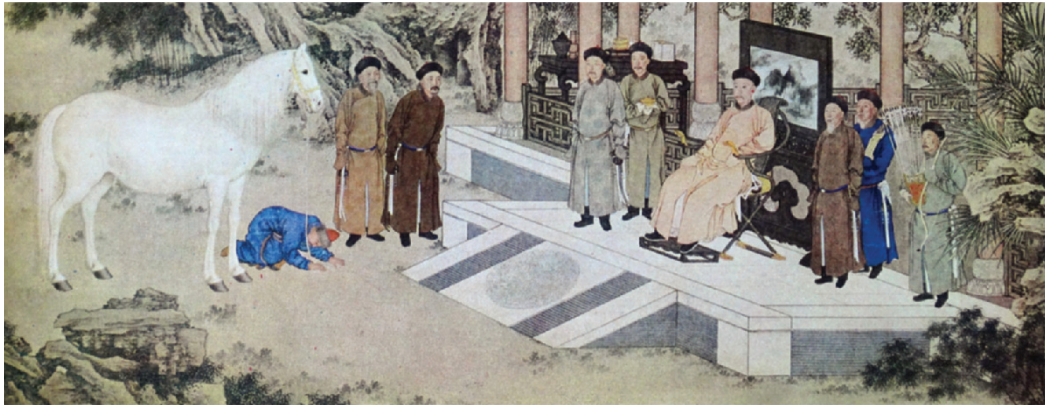
The great application of the Dutch Provinces to the fishing trade off the coasts of England and Scotland employs an incredible number of ships and seamen and supplies most of the Southern parts of Europe with a rich and necessary commodity.

Lastly, I shall mention the mighty advance they have made towards controlling the whole commerce of the East Indies through their successes against the Portuguese and their many wars and victories against the natives. The Dutch have forced the natives to sign treaties of commerce, exclusive to all other nations, and to allow forts to be built upon straits and passes that are the entrances into the shipping lanes of the islands of Indonesia. This has been achieved by so many of their people and mariners manufacturing every year so many great ships for such voyages.

By its conduct and application, the Dutch East India Company has managed Indonesia like a commonwealth rather than a trade. They have raised a state in the Indies, governed by a company, but otherwise functioning like a sovereign state, making war and peace with the greatest local kings and able to bring to sea forty or fifty war boats and thirty thousand men by the lowest estimate.

Source 6

Detail of Giuseppe Castiglione's painting of Kazaks offering horses in tribute to Emperor Qianlong, c. 1757

**PERFORMANCE
TASK**

World History Archive / Alamy Stock Photo

Source 7

From Adam Smith, *The Wealth of Nations*, 1776

The maintenance of this monopoly on trade with the American colonies has until now been an important, or perhaps the only, aim of British dominion over her colonies. The Spanish war, which began in 1739, was principally a colony quarrel. Britain's main objective in the war was to prevent the search of British ships which carried on an illegal trade with the Spanish colonies. This whole experience is, in reality, a bounty which has been given in order to support a monopoly.

**PERFORMANCE
TASK**

TASK A: ANALYZE THE PROMPT AND SOURCES

Compare how maritime and land-based empires built and maintained power during the early modern period.

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.

**PERFORMANCE
TASK**

Source	Relevant characteristics of maritime or land-based empires during the era	Evidence from the source
1		
2		
3		
4		
5		
6		
7		
Related details from outside the sources		

PERFORMANCE TASK

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 each type of empire as well as characteristics that are common to both types of empires.

Characteristics of maritime and land-based empires in the early modern period		
Unique characteristics of maritime empires and their use of power	Unique characteristics of land-based empires and their use of power	Characteristics both types of empires had in common regarding their use of power

Plan your thesis

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

- i. Maritime and land-based empires that built and used their power in the early modern period were very similar.
 - ii. Maritime and land-based empires that built and used their power in the early modern period were 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.

**PERFORMANCE
TASK**

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 early modern-period trends or developments that will contextualize your thesis.

**PERFORMANCE
TASK**

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: _____

Page intentionally left blank.

Performance Task: Scoring Guidelines

EARLY MODERN PERIOD

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.

Page intentionally left blank.

Appendix



APPENDIX A

**Expanding Essential
Knowledge Resources**

Contents

Expanding Essential Knowledge: Geography and World Regions A3

Expanding Essential Knowledge: The Early Modern Period A21

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**

Page intentionally left blank.

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.)

Page intentionally left blank.

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.	

Page intentionally left blank.

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: They use tools.

Step	Notes
1: Create initial questions to uncover important missing details.	<i>Who uses tools? What tools? Why? What are the tools used for?</i>
2: Record your notes from the content summary paragraph (or other source of new information).	<i>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)</i>
3: Expand the sentence by incorporating new, specific details.	<i>Geographers use geospatial data, satellite technologies, and geographic information systems (GIS) to show and examine human and environmental patterns across space and time.</i>
4: Create additional questions related to this concept.	<i>Which tools do they use the most? How has the use of tools changed over the last few years?</i>

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.

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: They trade.

Step	Notes
1: Create initial questions to uncover important missing details.	<i>Who trades? What do they trade? Why? What happens when they do?</i>
2: Record your notes from the content summary paragraph (or other source of new information).	<i>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</i>
3: Expand the sentence by incorporating new, specific details.	<i>As humans trade natural resources, they often build or expand transportation networks.</i>
4: Create additional questions related to this concept.	<i>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?</i>

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. These 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 Early Modern 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 4.1

CAUSES AND CONSEQUENCES OF IBERIAN MARITIME EXPLORATION AND COLONIALISM

4.1.A The search for direct access to African and Asian markets

In the 15th century, Europe experienced urban growth and an expansion of its commercial economy. As a result, western European demand for both Asian trade goods and the African gold to pay for these goods increased significantly. European governments and traders responded to this increased demand by seeking direct access to Asian and African markets. Cutting Muslim and Italian merchants out of Afro-Eurasian trade routes was seen as the easiest way to reduce costs. Portuguese monarchs were the first to sponsor exploration in the early 15th century, and they established colonies on Atlantic islands, such as Cape Verde, and trading posts along the African coast. Outside of Portugal, fragmented Iberian states were gradually unifying into what would become the Kingdom of Spain. The completion of the Reconquista in 1491 unified the peninsula religiously, while the House of Habsburg unified Spain politically in the early 15th century. As Spanish monarchs consolidated power, they began surpassing Portuguese investment in maritime exploration. At the end of the 15th century, Spain completed its conquest of the Canary Islands and secured outposts on the North African coast. Sugar, produced on Atlantic island plantations that imported enslaved Africans, made some Iberian colonies quite profitable.

4.1.B Diffusion of Asian maritime technology

Starting in the late postclassical era, a variety of Asian and Muslim maritime technologies spread to Europe. These included the compass, rudder, lateen sail, and astrolabe. As a result, Europeans began to improve shipbuilding by combining these innovations with local advances in metal refining and woodworking. Europeans also adapted advances in gunpowder and firearms for use on naval ships. The Portuguese were the first to utilize these technologies and apply Arabian geographic knowledge to explore the West African coast starting in the mid-1400s. As Iberian sailors began conducting voyages in the Atlantic, they sought to map the path of ocean currents just as Indian Ocean sailors had done centuries before. Knowledge of currents helped Iberian expeditions reach both the Caribbean and South Asia in the 1490s and helped them circumnavigate the globe by 1522.

4.1.C Iberian maritime colonization

After the initial voyages of Christopher Columbus, the Spanish established settlements and *encomiendas* in the Caribbean. While early efforts to mine gold failed, these settlements succeeded in raising cattle for leather production. In Central and South America, Spanish expeditions encountered the Aztec and Inca empires. The devastating spread of European diseases and the superiority of Spanish weapons aided Spain's conquest of these empires. The profits yielded from Spanish silver mines in Mexico and the Andes Mountains, as well as the cultural legacy of the Reconquista, inspired further colonial expansion in the Americas. Supported by Pacific trade in American silver, the Spanish also established an Asian colonial presence in the Philippines. In the same period, the Portuguese colonized Brazil. Over time, Brazil's economy became heavily tied to sugar production on plantations that utilized enslaved laborers. The Portuguese extended their trading-post empire throughout Afro-Eurasia. Unlike in eastern South America, sophisticated, powerful states such as the Kingdom of Kongo, the Tokugawa Shogunate, and the Mughal and Ming dynasties limited Portuguese settlement to coastal ports established only with the permission of local rulers.

Page intentionally left blank.

Content Summary 4.2

COLUMBIAN EXCHANGE AND ATLANTIC SLAVERY

4.2.A: Columbian Exchange

The development of Atlantic trade and migration, and the accompanying biological exchanges, had demographic and environmental consequences in both the Americas and Afro-Eurasia. This process has been labeled by historians as the Columbian Exchange. In Eurasia, plants from the Americas, such as corn and the potato, contributed to population growth and increased feed for livestock. In Africa, corn in particular facilitated greater food security and deforestation. This expanded the agricultural frontiers of African empires, such as that of the Asante. In the Americas, Afro-Eurasian viruses such as smallpox, measles, and yellow fever devastated local populations, which lacked immunity to these diseases. The resulting demographic collapse limited the Amerindian's ability to slow the rate of European settlements. Eurasian domesticated animals (notably pigs, sheep, cattle, and horses) significantly impacted the environment of the Americas. Foraging by these animals compacted the soil and eradicated indigenous plants and grasses. Expanding livestock frontiers also brought European settlers into conflict with Amerindians. The eventual Amerindian adaptation to the presence of Eurasian livestock led to the development of the first pastoral and equestrian hunting and gathering communities in the Americas.

4.2.B: The formation of plantation and extractive economies

The global demand for silver and declining silver production in Japan supported the development and expansion of extractive economies in the Americas. By the mid-1500s, Spain had established large mining settlements in Potosi and Zacatecas, where large deposits of silver had been discovered. Mining efficiency increased as Spaniards developed new iron mining tools and new extraction techniques, such as the patio process. In addition to profitable mining ventures, Spain, as well as Portugal, established plantations in the Americas. Asian crops—such as sugar, indigo, and rice—and American tobacco were produced in large quantities to meet growing European demand for these crops. By the 17th century, other maritime empires established their own plantation colonies in the Caribbean and North America. Iberian colonies originally relied upon Amerindian forms of coerced labor, like the *mit'a*, for mining and plantation operations.

4.2.C: Coercive labor systems and the transatlantic slave trade

As disease decimated Amerindians, and rising living standards in Europe made it difficult for American colonies to attract indentured servants, mines and plantations became increasingly dependent on enslaved Africans for labor. The use of enslaved Africans in the Americas expanded dramatically, and the transatlantic African slave trade reached its peak in the late 18th century. Africans were skilled agriculturalists and relatively resistant to disease compared to the indigenous Amerindian population. As enslaved Africans supplanted Amerindian laborers, Europeans exploited race as a means to lower the cost of supervision in discerning between free and slave labor. Slave codes and laws created by Western empires defined slavery in terms of race. Laws classified enslaved people and their children as chattel property. Sophisticated African states and kingdoms operated as intermediaries in the transatlantic slave trade. These kingdoms exchanged prisoners of war and enslaved people with European traders to acquire goods such as European weapons and Indian cotton textiles. Trade was conducted on African terms, as fluctuations in the volume of the transatlantic slave trade were determined more by African supply than European demand.

Page intentionally left blank.

Content Summary 4.3

ORIGINS AND IMPACT OF THE WESTERN EUROPEAN EMPIRES IN THE NORTH ATLANTIC

4.3.A State building in northwestern Europe

After reaching its peak at the end of the 16th century, Spain's global empire began to decline as result of internal and external problems. Internally, Spain was unable to manage the rising inflation related to its silver production. Externally, Spain's lengthy and expensive participation in various religious wars within Europe resulted in multiple bankruptcies. Spain's trade imbalance with England and the Netherlands depleted Spain of much of its silver. In contrast, England, France, and the Netherlands increasingly centralized systems of government and taxation. Each of these countries also established professional navies and armies to help create and make profitable trade routes and colonies, which were crucial sources of tax revenue. By the early 17th century, the more financially secure states were challenging Spain's dominance in the North Atlantic by covertly supporting raids on Spanish ships and establishing colonies in North America and the Caribbean. They also established trading settlements in Asia and Africa in competition with, and sometimes at the expense of, the Portuguese.

4.3.B Competition among western European empires

In the 17th century, maritime empires, including France, England, and the Netherlands, enacted a series of policies that became known as mercantilism. Mercantilist thinkers believed that wealth was a finite resource best measured in gold and silver bullion. Accordingly, these states sought to increase exports while reducing imports in order to increase their gold and silver reserves. Mercantilist policies included raising protective tariffs and lowering or removing taxes on exports. These states also created joint-stock companies such as the Dutch East India and English East India companies. These state-supported monopolies encouraged individuals to purchase fractional ownership of the company and related ventures. The financial revolutions in England and the Netherlands created sophisticated, stable markets for credit and investment. Both countries developed national banks, stock markets, lotteries, and public credit. Innovations related to the financial revolutions allowed the English and Dutch governments to finance military expansion. As maritime empires competed for overseas territories, wars became increasingly global. The Netherlands was declining by the early 18th century, but the rivalry between the English and French empires continued, contributing to multiple conflicts throughout the 18th century.

4.3.C Global consequences of the Atlantic economy

China had the world's largest state and economy in the early modern period. Silver supplies from Japan initially met all of China's fiscal and commercial needs. As Japanese silver production declined during the Tokugawa period, supplies from Spanish mines in the Andes and Mexico were increased to meet the Chinese demand. The increase in Spanish silver production in the 16th century led to greater European participation in global trade and expanding levels of global economic integration. The Dutch and English East India companies shipped massive volumes of American silver to South and Southeast Asian and Chinese markets. In exchange, these companies brought back spices, porcelain, cotton, and silk textiles. By the early 18th century, the vast majority of silver mined in the Americas circulated in Asian economies. In addition to Atlantic shipping routes, American silver was also increasingly exported across the Pacific to Asia through the Philippines.

Page intentionally left blank.

Content Summary 4.4

EARLY MODERN ISLAMIC EMPIRES

4.4.A Territorial expansion and military innovation

At their peak during the 17th century, the combined political and military power of the Ottoman, Safavid, and Mughal empires surpassed that of any postclassical caliphate. These gunpowder empires used cannon- and gun-supported armies to gain territory. The technical superiority of their weapons led to the decline of nomadic societies in Central Asia. These armies had large, centralized bureaucracies. Collection of land-based taxes was administered through government tax collectors and aristocratic landowners. All three were primarily land-based empires, but the Ottoman Empire was also a maritime power. Ottoman navies contested for power in the Mediterranean and Indian Ocean until the end of the 16th century. Each of the three empires made efforts to promote manufacturing and trade. As a result, their commercial prosperity and tax revenues rivaled or surpassed most other early modern states. These Islamic emperors ruled with absolute authority and invested heavily in monumental architecture and elaborate court culture. By the early 18th century, the Ottoman, Safavid, and Mughal empires were in varying states of decline. Their political stability was weakened by factors such as contested imperial succession, territorial overextension, and new wealthy elites who were difficult to control.

4.4.B Cosmopolitanism in the early modern Islamic empires

The early modern Islamic empires promoted social and political cohesion by enacting policies and practices of limited religious tolerance. In the Ottoman and Safavid empires, elite military regiments offered enslaved people and prisoners of war opportunities for social advancement in exchange for converting to Islam and serving the state; for example, the Ottoman Empire's Janissary corps had considerable political and state authority. The Ottoman and Safavid emperors ruled over societies that were largely Muslim, but in the Mughal Empire the majority of subjects were Hindus. To promote stability, Mughal rulers granted Hindus official protected status as dhimmis and collected the jizya tax in exchange for religious toleration, and some Hindu elites held high positions within the Mughal Empire, acting as generals, administrators, and tax collectors. The early Mughal emperors were of Turkic origin but administered their empire in Persia. Mughal emperors such as Akbar (1556–1605) and Jahangir (1605–1627) promoted Persian literary and artistic forms and cosmopolitanism. Their courts regularly hosted Persian, Hindu, Christian, and Sufi scholars and sponsored Persian translations of Christian and Hindu texts.

4.4.C Varieties of religious policies in early modern Islamic empires

The Safavid dynasty promoted Shi'a Islam, which reasserted sectarian tensions in the Islamic world. Shi'ism became a key component of Persian identity (which continues even today in modern-day Iran). Sectarian tensions between the Sunni Ottoman Empire, whose emperor claimed the title of caliph, and the Shi'a Safavid dynasty regularly resulted in war. The Mughal emperors, who were nominally Sunni, were also regularly drawn into war with the Safavid Empire. Although Sufism had been established by Turkic families in Sufi orders, some Safavids viewed Sufism as a threat to the state orthodoxy of Shi'a Islam. While Safavid emperors became increasingly hostile to Sufism, Sufi traditions were well established within the political and social fabric of the Ottoman and Mughal empires. Sufism was a key agent in the expansion of Islam in South Asia.

Page intentionally left blank.

Content Summary 4.5

LAND-BASED EMPIRES: EARLY MODERN CHINA AND RUSSIA

4.5.A Ming and Qing imperial expansion

Ruling after the Yuan, the Ming Dynasty (1368–1644) reestablished ethnic Chinese rule. The Ming further centralized the Confucian imperial administration under an orderly and efficient bureaucracy. Under Ming rule, China experienced nearly three centuries of political stability and renewed commercial and demographic expansion. The Ming initially supported policies established by the Yuan to project Chinese power overseas. Zheng He's voyage across the Indian Ocean in the early 15th century marked the height of Ming sea power. Soon afterward, maritime expeditions were scaled back due to Confucian critiques of state support for merchants and growing concerns of external land-based threats. In the early 17th century, internal disorder and corruption increasingly weakened Ming rule. The Manchu invaded China and established their own Qing dynasty in 1644. By the late 18th century, the Qing had doubled the imperial boundaries of China through military conquest and tribute-based diplomacy. The Qing maintained Confucian principles and the examination system, and were patrons of Chinese arts and literature.

4.5.B Russian imperial expansion

Having paid tribute to the Mongols for centuries, the Duchy of Moscow overthrew the Golden Horde in the 15th century and united the Russian princes. The Russian Empire expanded into Central Asia and across the Urals into Siberia to create a trans-Eurasian empire. The establishment of military and farming settlements along the frontier were central to Russia's eastern expansion. Free peasants (Cossacks) were recruited to serve militarily on the frontier in exchange for access to land. Cossacks formed efficient cavalries and used firearms. Russia, like other gunpowder empires, diminished the autonomy of nomadic societies. Imperial expansion also facilitated state consolidation and stability. Over time, the Russian nobility increasingly yielded to the authority of the state in exchange for newly conquered lands. While Orthodox Christianity and the Russian language spread with settler colonialism, the Russian Empire was multicultural and maintained a significant Muslim minority.

4.5.C Russian and Chinese engagement with the West

Frequent succession crises and increasingly rebellious nobles undermined the power of Russian czars for most of the 17th century. Unlike western European empires, geographic obstacles limited Russian access to global markets. Tsar Peter the Great (1689–1725) repeatedly crushed rebellions by nobles to secure his power and instituted dramatic reforms. Peter modernized Russia's military and waged wars to improve Russia's access to sea trade. Peter also promoted western European technologies, cultural practices, economic methods, and education. The establishment of St. Petersburg as the czar's new capital further solidified both Russia's connection with the West and Peter's authority over Russian nobility. Unlike Russia, China's global economic strength provided little incentive to engage in Western trade or ideas. The diffusion of Western science was limited to Chinese scholars' interest in scientific knowledge shared by Jesuit missionaries. However, China's economic strength throughout the early modern period limited the incentive to increase contact or trade with the West.

Page intentionally left blank.

Content Summary 4.6

EARLY MODERN RELIGION

4.6.A: Sikhism and religious diffusion in the Indian Ocean basin

The revival of Theravada Buddhism continued in the early modern period as it was established in mainland Southeast Asia kingdoms. The political support for this form of Buddhism was an important element of state building in Burma and Thailand. Sikhism arose as a new religion in northwest India in the early 16th century. The religion was associated with the teachings of Guru Nanak—the first of 10 Sikh spiritual leaders (gurus). Many of these gurus were martyred in conflict with the Mughal Empire. Nanak's religious ideas promoted the oneness of God and the equality of all, with the latter being a reaction to the caste structure in which he was born. The equality of believers was institutionalized in the communal practice of the *langar*, where all Sikhs regardless of social standing cooked and ate together. Later gurus took Nanak's notions and works, added rites and rituals, and created a formal written scripture, the *Adi Granth*, in 1604. The scripture includes the devotional hymns of Bhakti and Sufi saints, demonstrating the influence of both Hinduism and Islam on the development of Sikhism as well as the appeal from both communities to Sikhism. Gobind Singh, the last of the 10 gurus, established the Khalsa—a group of religiously initiated warriors devoted to defending the persecuted. Sikhism spread throughout much of northwest India and later, through diasporas, around the world.

4.6.B: Early modern religious schisms

The Protestant Reformation arose from Martin Luther's protests against the Catholic Church in 1517. Protestants rejected the authority of the Catholic Church and religious practices that were rooted in church policies and church interests as opposed to having scriptural foundation. While disagreements in Biblical interpretations led to a variety of churches and denominations, Protestants shared a common commitment to reform religious practices and Christian theology based on evidence from the Bible. Many denominations adopted Martin Luther's belief that salvation came from faith as opposed to adherence to religious rituals. Protestant denominations in Switzerland, Scotland, and the Netherlands increasingly adopted John Calvin's teachings that God's salvation would be demonstrated in the righteous behavior and prosperity associated with an individual. In response to the Protestant schism, the Catholic Church underwent its own reformation, which included attempts to reduce corruption; advocating for traditional Catholic practices, such as devotion to saints and the significance of the sacraments; and efforts to develop a more educated clergy and new orders including the Jesuits, who engaged in Catholic evangelicalism and believed in the value of both a religious and nonreligious education. These reformations led to religious conflicts that divided European states and societies but also promoted literacy and education, especially among the middle classes of society.

4.6.C: New syncretic religions

The loss of Catholic adherents in Europe contributed to increased Catholic evangelicalism in the Americas in the Spanish, Portuguese, and French maritime empires. These efforts were often initiated by Jesuits and other itinerant Catholic orders, such as the Franciscans and the Dominicans. To encourage conversion, the Catholic Church in the Americas made significant accommodations with Amerindian and African religious and cultural practices to promote the appeal of Christianity. Amerindians and Africans also made Christianity their own, incorporating their local music, symbolisms, and worldviews within the practice of new hybrid Christian forms; for example, the image of Our Lady of Guadalupe and devotion to her were an important part of colonial Mexican culture. New syncretic religions also developed in the Americas, including Vodun in Haiti, which drew from African, Catholic, and Amerindian practices. Protestant maritime empires, such as England and the Netherlands, promoted their version of Christianity in the Americas to a more limited extent. The strict adherence to Biblical doctrine that was central to many Protestant faiths limited the development of syncretic religions in English and Dutch colonies. Protestant clergy typically expected the renunciation of Amerindian cultural practices with religious conversion, which limited possibilities for syncretism.

Content Summary 4.7

EARLY MODERN WESTERN SOCIETY AND CULTURE

4.7.A *The Renaissance and the Scientific Revolution*

In the late 15th century, prominent families from Italian states, some of which had been profiting from Mediterranean trade for centuries, began to amass significant wealth through banking ventures. A cultural phenomenon emerged as wealthy families, such as the Medicis of Florence, began to commission art and architecture that celebrated classical Greek and Roman culture. At the same time, Italian scholars were gaining more awareness of, and access to, Greco-Roman authors. In addition to rediscovering old works in Rome, Byzantine scholars who fled to Italy when the Ottomans conquered Constantinople brought with them classical texts preserved by Byzantine and Islamic empires. As a whole, this Renaissance, or rebirth of ideas and art forms celebrating human potential, laid the foundation for empiricism and rationalism. Renaissance ideals diffused across northern Europe in the 16th century, influencing Christian humanism and the earliest leaders of the Reformation. As the Age of Discovery uncovered entire continents previously unknown to Europeans, many humanists began to reexamine the scientific consensus in astronomy, physics, biology, and medicine. The discoveries made by 16th- and 17th-century scientists challenged conclusions endorsed by classical thinkers and Church leaders. While the Catholic Church initially condemned this Scientific Revolution, even prosecuting Galileo, it later supported scientists such as Isaac Newton.

4.7.B: *Continuities in western European social hierarchies*

While early modern developments contributed to broad changes in western European society, traditional elites largely retained their social status and privileges. Decades of labor shortages resulting from the Black Death disrupted the manorial system. As they centralized their powers, western European monarchs favored freeing serfs in order to tax them as free laborers. By the 16th century, traditional elites rarely owned serfs. Instead, these nobles allowed peasants to farm portions of their estates in exchange for rent. This arrangement provided nobles with continuous revenue streams. While the rise of powerful monarchies diminished the political influence of traditional elites, the nobility retained control of powerful institutions that defended traditional privileges. Despite the political power amassed by French kings, such as Louis XIV, French nobles repeatedly blocked efforts to make them pay taxes through the Estates General and parliaments (appeals courts). In England, King Charles I's attempts to diminish Parliament, a lawmaking body dominated by land-holding elites, resulted in a civil war that dethroned the king. The 1688 English Bill of Rights further codified limits to royal authority and the superior role of Parliament.

4.7.C Changes in early modern social hierarchies

After centuries of condemning money lending between Christians, early modern Church leaders began to tolerate, and even utilize, banks. Demand for financial services increased as maritime empires sought capital for standing armies, ships, and colonial ventures. As a result, banks and banking families grew in scale, quantity, and sophistication. The emergence of Atlantic trade boosted the wealth of merchants. The development of joint stock companies and other financial tools allowed investors to profit from mercantile ventures. These economic developments increased the size and prominence of this bourgeoisie—a middle social class between elites and peasants. While some in this middle class attained wealth that rivaled or surpassed that of traditional elites, few were granted elite privileges or political power. The Atlantic trade also introduced other social classifications based on race. As the transatlantic slave trade developed, many colonial laws codified enslaved people and their children as the property of their owners. Enslaved people did not have legal means to independently achieve freedom. In rare instances enslaved people were freed; however, those who were freed were typically barred from owning property or obtaining high-profile positions throughout the Americas. Spanish and Portuguese colonists of African or Amerindian descent were explicitly classified as lower social classes of minimal opportunities for social advancement.

UNDERDEVELOPED SENTENCES FOR CONTENT SUMMARIES

The table below provides a suggested underdeveloped sentence for each content summary paragraph.

EK	Paragraph Title	Underdeveloped Sentences
4.1.A	The search for direct access to African and Asian markets	As they unified, they sent people to find a new way and settle new places.
4.1.B	Diffusion of Asian maritime technology	Foreign knowledge and technology combined with local technology helped them go far.
4.1.C	Iberian maritime colonization	One country settled a whole lot of it, while another settled some and then lots of little places.
4.2.A	Columbian Exchange	During the new trade all sorts of things spread that affected both sides.
4.2.B	The formation of plantation and extractive economies	Since they wanted stuff, the colonies made money by digging it out and growing lots of them.
4.2.C	Coercive labor systems and the transatlantic slave trade	When they died, people from elsewhere were brought in to keep the system running.
4.3.A	State building in northwestern Europe	They became organized in many ways and made their own in many places.
4.3.B	Competition among western European empires	They made rules to keep their money and new ways of putting their money together for things.
4.3.C	Global consequences of the Atlantic economy	When they couldn't get it from one country, they went to another, which made lots of trade happen.
4.4.A	Territorial expansion and military innovation	The spread of new weapons helped these empires grow, hurting the people from there.
4.4.B	Cosmopolitanism in the early modern Islamic empires	Two of the three made rules to make it okay for many people.

Expanding Essential Knowledge

The Early Modern Period

4.4.C	Varieties of religious policies in early modern Islamic empires	They treated religions differently and sometimes fought each other over religion.
4.5.A	Ming and Qing imperial expansion	A stable dynasty was invaded, but the new dynasty expanded while keeping some old ways.
4.5.B	Russian imperial expansion	After they collapsed, it was able to grow all the way across and push aside the people who lived there.
4.5.C	Russian and Chinese engagement with the West	While one country wanted lots of stuff from there, the other country did not need that stuff.
4.6.A	Sikhism and religious diffusion in the Indian Ocean basin	A new religion arose as an old one spread in this region.
4.6.B	Early modern religious schisms	Two kinds of changes to the religion led to lots of conflicts but also increased learning and spread ideas.
4.6.C	New syncretic religions	With everything more connected, they started to blend like the many variations that happened in those places.
4.7.A	The Renaissance and the Scientific Revolution	The spread of old ideas and new discoveries led to intellectual movements and more discoveries.
4.7.B	Continuities in western European social hierarchies	If you had it, you were higher than others, made more of it than others, and could influence more than others.
4.7.C	Changes in early modern social hierarchies	People who traded and handled money did better, while they were seen as property and ranked at the bottom.

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.	

Page intentionally left blank.

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: As they unified, they sent people to find a new way and settle new places.

Step	Notes
1: Create initial questions to uncover important missing details.	<p><i>Who unified? How?</i></p> <p><i>Who sent who? To find a way to where?</i></p> <p><i>Where did these people settle?</i></p> <p><i>Why was it important to find a "new way"?</i></p> <p><i>What was wrong with the "old way"?</i></p>
2: Record your notes from the content summary paragraph (or other source of new information).	<p><i>During completion of the Reconquista (Christian conquest of Iberian territories) multiple states unifying to become Spain</i></p> <p><i>Ottomans gaining more control over Eurasian trade and increasing demand for luxury goods (like Asian silk and African gold)</i></p> <p><i>Iberian (Portuguese and Spanish) explorers - sent to find new ways to trade directly with Asia; same explorers to establish new settlements (around Africa, Atlantic islands)</i></p>
3: Expand the sentence by incorporating new, specific details.	<p><i>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.</i></p>
4: Create additional questions related to this concept.	<p><i>Where exactly are these islands in the Atlantic? What is the climate like there? Did the Spanish and Portuguese have to fight locals to control these islands?</i></p> <p><i>Why was sugar so valuable?</i></p> <p><i>If the demand for these goods was so high, why didn't any other European states explore before Portugal and Spain?</i></p>

Content Summary Sample

This is an example of a completed content exploration organizer with exemplary student responses for content summary paragraph 4.1.A: The search for direct access to African and Asian markets.

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.

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: He came back with many things that helped in many ways.

Step	Notes
1: Create initial questions to uncover important missing details.	<i>Who came back? What were the things he brought back? Where did he go? Why? Where did he come back to? How did these things help? Who did they help?</i>
2: Record your notes from the content summary paragraph (or other source of new information).	<i>Peter the Great, Czar of Russia in early 1700s Traveled to western Europe (the Netherlands, England) to recruit allies for a war and learn Western technology Returned with knowledge of ship technology (which helped him build a navy), Western education and customs, and the potato Started new universities, forced nobles to follow Western customs Potato helped diets of poor farmers</i>
3: Expand the sentence by incorporating new, specific details.	<i>Peter the Great, an early 18th-century Russian czar, returned from this Grand Embassy in western Europe with technology, knowledge, and new foods that helped improve Russia's education, culture, and economy.</i>
4: Create additional questions related to this concept.	<i>Why did Dutch and English shipbuilders provide Peter with ship technology? How did the Russian people react to Western clothing and customs? How did Peter have the power to make so many changes? How did Peter get a warm-water port?</i>

Content Summary Sample

This is an example of a completed content exploration organizer after a lesson on the Grand Embassy of Peter the Great. This sample lesson could complement the source-exploration activities for the key concept Land-Based Empires: Early Modern China and Russia. 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. These 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 2 Course Toolkit: Supports for Instructional Design

Contents

Starter Claims: A Tool for Instruction and Assessment	B3
Key Questions, Performance Tasks, and Instruction.....	B7
Differentiating Writing Activities	B13
Explaining Historic and Geographic Relationships: Resources for Instruction and Assessment	B15
Observation and Historical Sourcing	B19
Using Course Materials in Instruction	B25
Pre-AP World History and Geography Themes	B29

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?

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.

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.

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.

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

Plan your thesis
 Underline the simple position below that you believe has the strongest evidence to support it.

- The postclassical period was primarily a period of political continuity in Islamic states.
- 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 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.

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.

Page intentionally left blank.

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	<ul style="list-style-type: none"> ▪ Focus on clear events, dynamic processes, and/or developments ▪ Address short-term and long-term causes and effects
Comparison	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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? <p>*Prompts can include more than one theme, especially if a turning point in one theme does not disrupt a continuity in another.</p>

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	<p>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.</p> <p>Sentence stems to help students explain causes:</p> <ul style="list-style-type: none"> ▪ The underlying causes were _____ . ▪ A contributing factor was _____ . ▪ The problems were exacerbated by _____ . ▪ Ultimately, the trigger was _____ . <p>Sentence stems to help students explain effects:</p> <ul style="list-style-type: none"> ▪ An immediate result was _____ . ▪ A long-term effect was _____ . ▪ An unintended consequence was _____ . ▪ Although X had planned for Y, the end result was _____ .
------------------	--

Explaining Historic and Geographic Relationships: Resources for Instruction and Assessment

Comparison	<p>Comparisons are limited when students lean on the repeated use of the words <i>same</i> and <i>different</i>. When writing claims of comparison, students can use other phrases to express more diverse insights with greater depth.</p> <ul style="list-style-type: none"> ▪ Words and phrases to express similarities: <i>like, same, both, similar, equally, also, in common, as well as</i> ▪ Words and phrases to express differences: <i>different, differ, as opposed to, although, while, instead of, on the other hand, however, even though, in contrast, more</i>
Continuity and Change over Time	<p>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.</p> <ul style="list-style-type: none"> ▪ Chronological framing: <i>decade, century</i> ▪ Describing duration of continuity/change: <i>short term, long term</i> ▪ Contextualizing changes: <i>previously, before, until that time, evolved</i> ▪ Describing pace and pattern of change: <i>turning point, abrupt, explosive, gradual, gentle, drawn-out, sluggish</i> ▪ Describing continuity: <i>persistent, continued, enduring, ongoing, lasting, maintained, sustained</i>

Page intentionally left blank.

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.”

Observation and Historical Sourcing

- 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?

Page intentionally left blank.

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.

Using Course Materials in Instruction

<p>Scenario 2: State/local standards explore a topic in more detail than the most relevant key concept or learning objective does.</p>		
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, Early Modern Period, Modern Period, and Contemporary Period.

THEME: HUMANS AND THE ENVIRONMENT

Dynamic processes

The Columbian Exchange

- 4.1.C: Impact of European disease on Amerindian population
- 4.2.A: Exchange of flora, fauna, and diseases across the Atlantic
- 4.2.B: Plantations and cash crops
- 4.2.C: Decline of Amerindian population from disease

Environment and industry

- 5.3.B: Resource extraction, mining and drilling for resources
- 5.4.C: Mass production of food
- 5.7.A: Urbanization and changes in the living environment

The environmental movement

- 6.7.A: The rise of the environmental movement

THEME: GOVERNANCE

Dynamic processes

State sponsorship of religion and/or religious minorities

- 4.1.A: The Reconquista
- 4.4.B: Mughal and Ottoman empires and religious tolerance
- 4.4.C: Religious conflict in the Islamic world
- 4.6.B: Christian sectarian violence in Europe
- 5.1.A: The Enlightenment and political legitimacy
- 5.2.B: The French Revolution and the decline of divine right
- 6.7.C: Reactions to political globalization

Economic policies

- 4.1.C: Trading-post colonization and colonies in the Americas
- 4.3.A: Rise of English, French, and Dutch sea-based empires
- 4.3.B: Mercantilism and empire
- 5.1.C: Middle class challenges traditional political elites
- 5.3.A: State protection of industrial economies
- 5.5.C: Neocolonialism (economic colonialism)
- 6.2.A: The Mexican Revolution and political reform
- 6.2.B: The Russian Revolution and the rise of authoritarianism
- 6.2.C: The Chinese Revolution
- 6.3.A: Economic intervention by the government

State creation

- 4.3.A: Rise of English, French, and Dutch sea-based empires
- 5.1.A: The Enlightenment and political legitimacy
- 5.1.B: Independence movements in the Americas
- 5.1.C: Middle class challenges traditional political elites
- 5.2.A: Success of American independence movements
- 5.2.B: The French Revolution and the decline of divine right
- 5.2.C: Rise of nation-states and democracy
- 5.6.A: Resistance to colonialism in Africa and Asia

- 5.6.B: Self-rule in Australia and Canada
- 6.1.C: Treaty of Versailles and new nation-states
- 6.4.C: Decolonization

State decline

- 5.2.B: The French Revolution and the decline of divine right
- 5.5.B: Expansion of Russia and Austria, contraction of Ottoman and Qing empires
- 6.1.C: Treaty of Versailles and new nation-states
- 6.4.C: Decolonization

War

- 4.1.A: The Reconquista
- 4.3.A: Rise of English, French, and Dutch sea-based empires
- 4.4.A: Gunpowder, weapons, and military innovations
- 4.4.C: Religious conflict in the Islamic world
- 4.6.B: Christian sectarian violence in Europe
- 5.2.A: Success of American independence movements
- 5.6.A: Resistance to colonialism in Africa and Asia
- 6.1.A: Nationalism and World War I
- 6.1.B: Industrial warfare
- 6.1.C: Treaty of Versailles and new nation-states
- 6.2.A: The Mexican Revolution and political reform
- 6.2.B: The Russian Revolution and the rise of authoritarianism
- 6.2.C: The Chinese Revolution
- 6.3.B: Rise of fascism
- 6.3.C: Militarism in Japan
- 6.4.A: Appeasement and isolationism
- 6.4.B: Total warfare and genocide
- 6.4.C: Decolonization
- 6.5.A: The Cold War and military alliances
- 6.5.B: The Cold War and proxy wars
- 6.5.C: End of the Cold War

Political leaders' use/control of religion

- 4.1.A: The Reconquista
- 4.4.B: Mughal and Ottoman empires and religious tolerance
- 4.4.C: Religious conflict in the Islamic world
- 4.5.A: Qing Dynasty's continued emphasis on Confucian principles
- 4.6.B: Christian sectarian violence in Europe

Pre-AP World History and Geography Themes

- 5.1.C: Middle class challenges traditional political elites
- 5.2.B: The French Revolution and the decline of divine right
- 6.2.A: The decline of traditional religious authority during the Mexican Revolution
- 6.2.B: The decline of traditional religious authority during the Russian Revolution
- 6.2.C: The decline of traditional religious authority during the Chinese Revolution

Enduring structures

Levels of centralization/bureaucratic control

- 4.5.A: Expansion of the Ming through military and bureaucracy
- 5.1.A: The Enlightenment and political legitimacy
- 5.1.C: Middle class challenges traditional political elites
- 5.2.C: Rise of nation-states and democracy
- 5.3.A: State protection of industrial economies
- 5.6.C: Modernization of the military and the state in the Ottoman and Qing empires
- 6.2.A: The Mexican Revolution and political reform
- 6.2.B: The Russian Revolution and the rise of authoritarianism
- 6.2.C: The Chinese Revolution
- 6.3.A: Economic intervention by the government
- 6.3.B: Rise of fascism
- 6.3.C: Militarism in Japan
- 6.6.A: International organizations
- 6.7.C: Reactions to political globalization

Role of codifying/creating laws

- 4.1.A: The Reconquista
- 4.4.B: Mughal and Ottoman empires and religious tolerance
- 4.4.C: Religious conflict in the Islamic world
- 4.6.B: Christian sectarian violence in Europe
- 5.1.A: The Enlightenment and political legitimacy
- 5.2.B: The French Revolution and the decline of divine right
- 6.2.A: The Mexican Revolution and political reform
- 6.2.B: The Russian Revolution and the rise of authoritarianism
- 6.2.C: The Chinese Revolution
- 6.3.B: Rise of fascism
- 6.3.C: Militarism in Japan
- 6.6.A: International organizations

Diffusion/influence of political ideas

- 5.1.A: The Enlightenment and political legitimacy
- 5.1.B: Independence movements in the Americas

- 5.1.C: Middle class challenges traditional political elites
- 5.2.A: Success of American independence movements
- 5.2.B: The French Revolution and the decline of divine right
- 5.2.C: Rise of nation-states and democracy
- 5.7.B: Marxist challenge to the nation-state
- 6.2.A: The Mexican Revolution and political reform
- 6.2.B: The Russian Revolution and the rise of authoritarianism
- 6.2.C: The Chinese Revolution
- 6.3.B: Rise of fascism
- 6.3.C: Militarism in Japan
- 6.6.A: International organizations
- 6.7.C: Reactions to political globalization

THEME: ECONOMIC SYSTEMS

Dynamic processes

Global trade

- 4.1.A: European desire for Asian and African goods
- 4.1.C: Portuguese trading-post empire
- 4.3.A: European trading settlements in North America, Asia, and Africa
- 4.3.C: Silver and the global economy
- 5.4.B: Global spread of the Industrial Revolution
- 5.4.C: Technology and the global economy
- 5.5.A: Economic motivation for imperialism
- 5.5.C: Neocolonialism
- 5.7.C: Migration for economic opportunity
- 6.5.A: Cold War military build-up as economic engine
- 6.5.B: Cold War economic development as tool of diplomacy
- 6.6.A: International organizations and neoliberalism to promote free trade
- 6.6.B: Expansion of manufacturing in Asia, postindustrial economy in Europe and U.S.
- 6.7.B: Expansion of global economy and income gaps

Modes of production

- 4.2.B: Creation of the plantation system
- 5.2.B: Bourgeoisie and the nation-state
- 5.3.A: Origins of industrialization
- 5.3.B: Mass production and consumerism
- 5.3.C: Expansion of the Industrial Revolution
- 5.4.A: The second industrial revolution
- 5.4.B: Global spread of the Industrial Revolution

Pre-AP World History and Geography Themes

- 5.6.C: Modernization of economies in Asia
- 6.6.B: Expansion of manufacturing in Asia, postindustrial economy in Europe and U.S.

Labor systems

- 4.2.C: Slavery in the Americas
- 5.7.C: Migration for economic opportunity

Enduring structures

Economic policies

- 4.1.C: Portuguese trading-post empire
- 4.3.A: European trading settlements in North America, Asia, and Africa
- 4.3.B: Mercantilism and joint-stock companies
- 5.5.A: Economic motivation for imperialism
- 5.5.C: Neocolonialism
- 6.2.A: State-run economy in Mexico
- 6.2.B: Communism and planned economy in USSR
- 6.2.C: China and Marxism for an agrarian economy
- 6.3.A: The Great Depression and state intervention
- 6.3.C: Japan, military build-up as economic policy
- 6.5.A: Cold War military build-up as economic engine
- 6.5.B: Cold War economic development as tool of diplomacy
- 6.6.A: International organizations and neoliberalism to promote free trade
- 6.6.B: Expansion of manufacturing in Asia, postindustrial economy in Europe and U.S.

Impact of economic systems

- 4.7.C: Rise of new economic elites
- 5.1.C: Rise of the middle class
- 5.2.B: Bourgeoisie and the nation-state
- 5.6.C: Modernization of economies in Asia
- 5.7.A: Social implications of industrialization
- 5.7.B: Responses to industrialization, Marxism
- 6.7.A: Consumerism
- 6.7.B: Expansion of global economy and income gaps
- 6.7.C: Reactions to the global economy

Industrial Revolution

- 5.3.A: Origins of industrialization
- 5.3.B: Mass production and consumerism
- 5.3.C: Expansion of the Industrial Revolution

- 5.4.A: The second industrial revolution
- 5.4.B: Global spread of the Industrial Revolution
- 5.5.A: Economic motivation for imperialism
- 5.5.B: Economic contraction in Asia

THEME: CULTURE

Dynamic processes

Religion and the state

- 4.4.B: Mughal and Ottoman religious tolerance
- 4.4.C: Sectarian conflict in the Islamic world
- 4.5.A: Confucianism and the state
- 4.6.B: Sectarian conflict in Christendom
- 5.1.A: The Enlightenment and the rise of secularism

Syncretism and sectarianism

- 4.4.B: Mughal and Ottoman religious tolerance
- 4.4.C: Sectarian conflict in the Islamic world
- 4.6.A: Sikh syncretism and spread of Theravada Buddhism
- 4.6.B: Sectarian conflict in Christendom
- 4.6.C: Religious syncretism in the Americas

Cultural change and diffusion

- 4.6.A: Sikh syncretism and spread of Theravada Buddhism
- 4.6.C: Religious syncretism in the Americas
- 4.7.A: Muslim and Greco-Roman learning in the Renaissance
- 5.1.A: The Enlightenment and the rise of secularism
- 5.7.B: Marxist philosophy
- 6.6.C: Global popular culture

Social and political philosophy

- 4.7.A: Muslim and Greco-Roman learning in the Renaissance
- 5.1.A: The Enlightenment and the rise of secularism
- 5.5.A: Social Darwinism
- 5.7.B: Marxist philosophy

Globalization of culture

- 6.6.C: Global popular culture
- 6.7.C: Cultural protests of globalism

THEME: SOCIETY

Dynamic processes

Demographic changes

- 4.2.C: Demographic decline of the Amerindian population
- 5.7.C: Demographic change through migration
- 6.4.B: Genocide and ethnic cleansing
- 6.6.C: Intensification of migration and demographic change

Reinforcement of hierarchies

- 4.7.B: Land ownership promotes social status
- 4.7.C: New economic and racial hierarchies
- 5.5.A: Social Darwinism as justification for hierarchies
- 6.3.B: Fascism and racism
- 6.4.B: Genocide and ethnic cleansing
- 6.7.B: Expanding economic and social inequality in the global economy

Enlightenment-based challenges

- 5.1.A: Enlightenment questions traditional hierarchies
- 5.1.C: Origins of the middle class
- 5.2.B: French Revolution bourgeoisie compete with clerical and landed elites
- 5.2.C: Reform and expansion of rights
- 5.7.B: Marxist and socialist resistance to industrial class structures

Challenges to Hierarchical Systems

- 5.1.A: Enlightenment questions traditional hierarchies
- 5.1.C: Origins of the middle class
- 5.2.B: French Revolution bourgeoisie compete with clerical and landed elites
- 5.2.C: Reform and expansion of rights
- 5.5.A: Social Darwinism as justification for hierarchies
- 5.6.B: Colonial resistance to imperial hierarchies
- 5.7.A: Emergence of new class identities in the Industrial Age
- 5.7.B: Marxist and socialist resistance to industrial class structures
- 6.2.A: Mexican Revolution challenges social hierarchies
- 6.2.B: Russian Revolution attempt at social equality
- 6.2.C: Chinese Revolution agrarian struggle against hierarchy
- 6.6.C: Intensification of migration and demographic change

Social change through conflict

- 5.2.B: French Revolution bourgeoisie compete with clerical and landed elites
- 5.7.B: Marxist and socialist resistance to industrial class structures
- 6.2.A: Mexican Revolution challenges social hierarchies
- 6.2.B: Russian Revolution attempt at social equality
- 6.2.C: Chinese Revolution agrarian struggle against hierarchy

Industrial society

- 5.1.C: Origins of the middle class
- 5.5.A: Social Darwinism as justification for hierarchies
- 5.6.B: Colonial resistance to imperial hierarchies
- 5.7.A: Emergence of new class identities in the Industrial Age
- 5.7.B: Marxist and socialist resistance to industrial class structures