

Pre-AP[®] World History and Geography

TEACHER RESOURCES

The Classical and Postclassical Periods

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.

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PRE-AP EQUITY AND ACCESS POLICY

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

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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.

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APPENDIX

A1 Expanding Essential Knowledge Resources

B1 Course Toolkit: Supports for Instructional Design

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Introduction to Pre-AP World History and Geography



About Pre-AP



Introduction to Pre-AP

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

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

DEVELOPING THE PRE-AP COURSES

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

PRE-AP EDUCATOR NETWORK

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

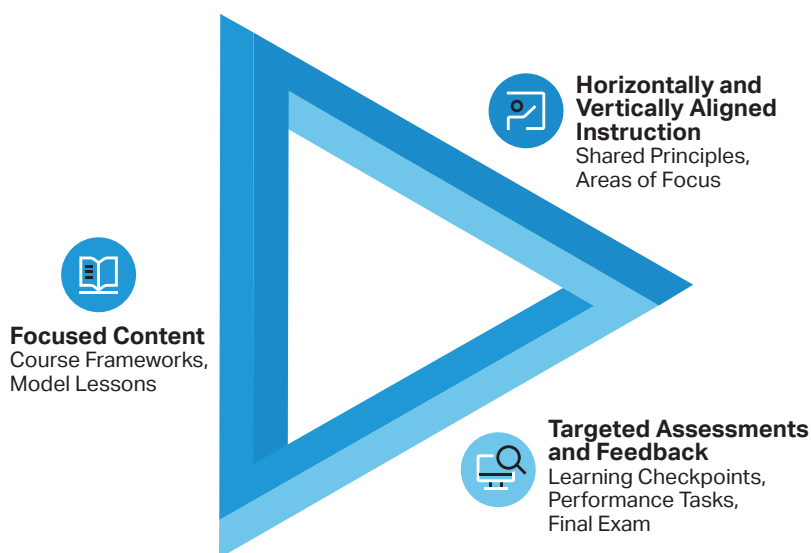
HOW TO GET INVOLVED

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

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

Pre-AP Approach to Teaching and Learning

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



FOCUSED CONTENT

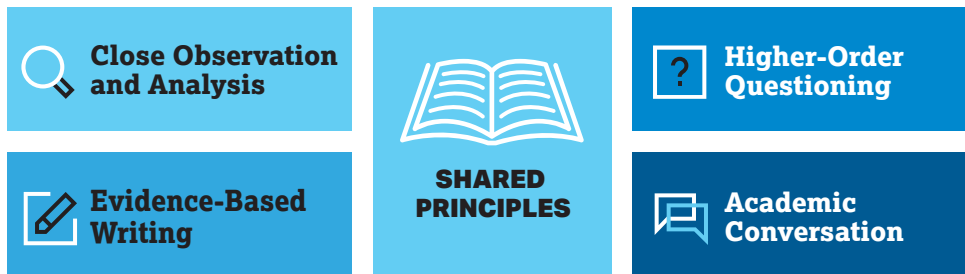
Pre-AP courses focus deeply on a limited number of concepts and skills with the broadest relevance for high school coursework and college and career success. The course framework serves as the foundation of the course and defines these prioritized concepts and skills. Pre-AP model lessons and assessments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

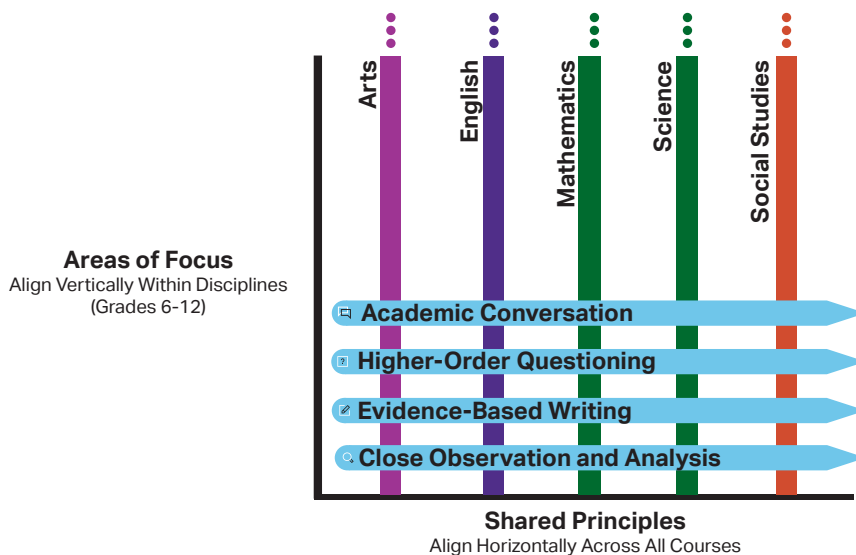
With strategic support, students frequently engage in writing coherent arguments from relevant and valid sources of evidence. Pre-AP courses embrace a purposeful and scaffolded approach to writing that begins with a focus on precise and effective sentences before progressing to longer forms of writing.

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

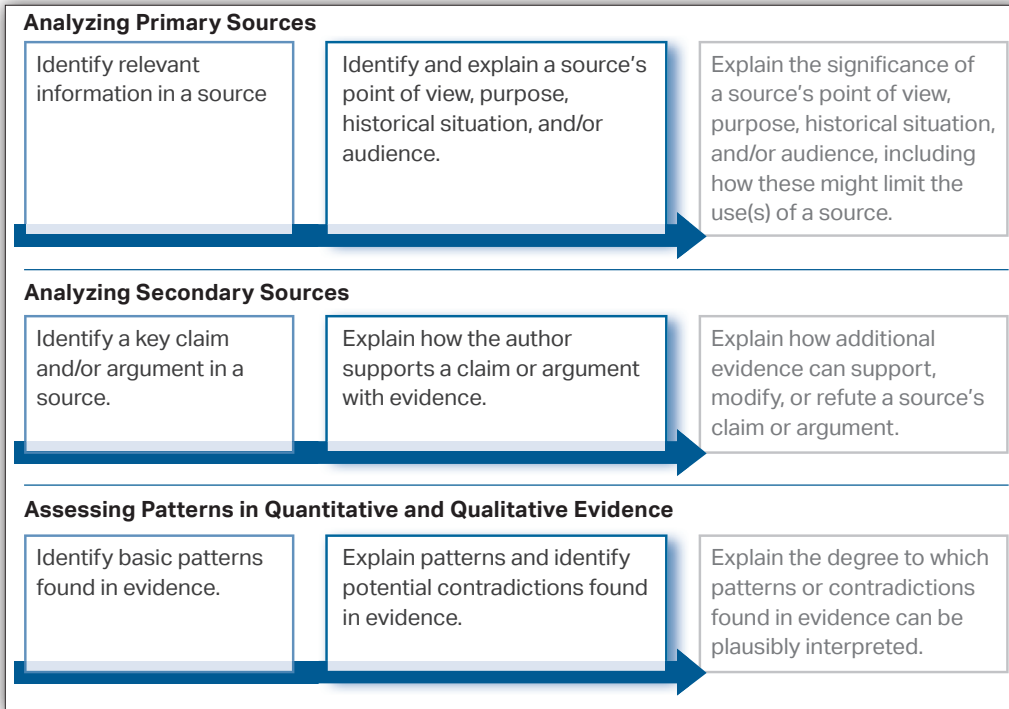
The Pre-AP World History and Geography areas of focus, described below, are practices that students develop and leverage as they engage with content. These areas of focus are vertically aligned to the practices embedded in other history and geography courses in high school, including AP, and in college,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

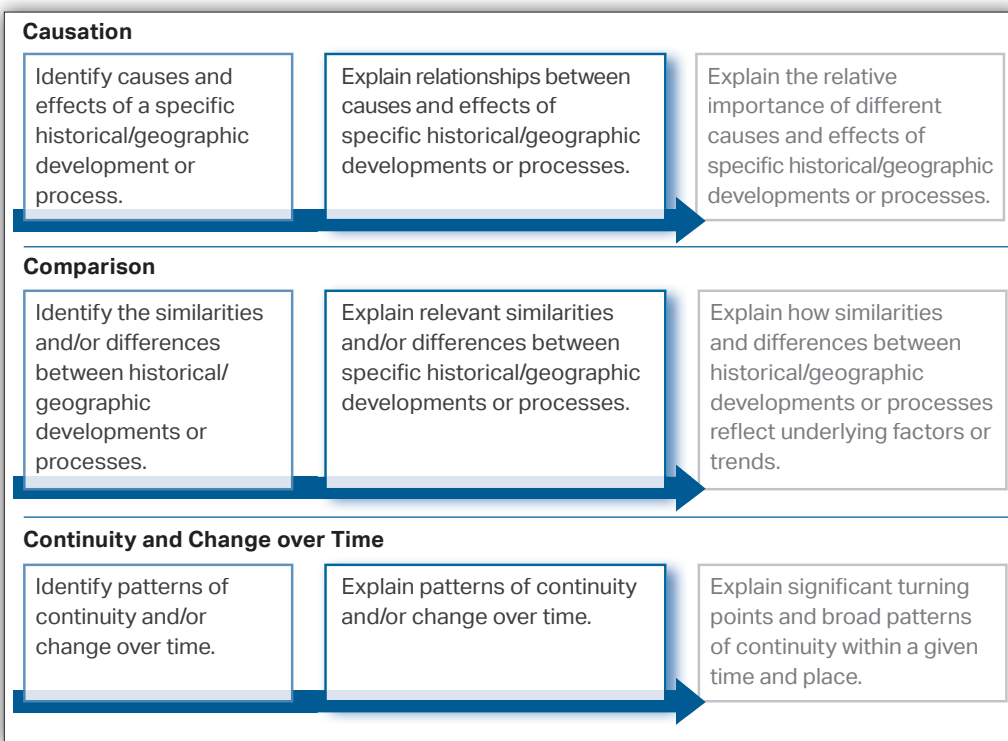
Historians and geographers do not merely examine sources for the purposes of acquiring knowledge; they seek to understand and form arguments about historical perspectives. Like these disciplinary experts, students learn to determine a source's value by asking disciplinary questions. This process involves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

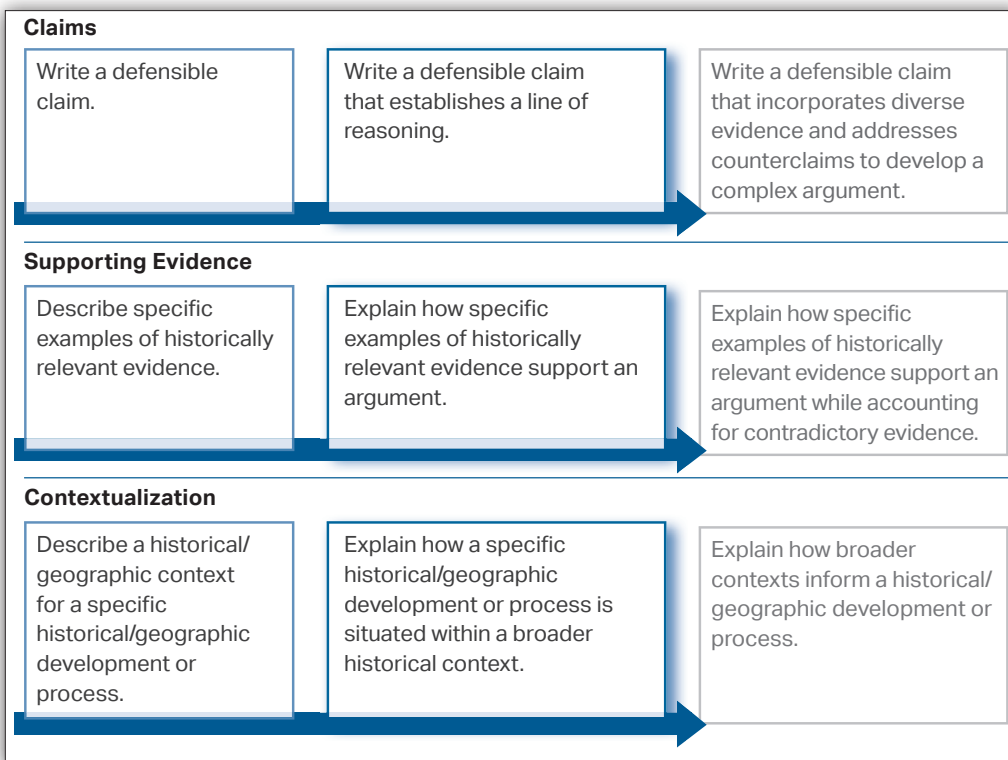
History and geography are investigative disciplines. Regularly pursuing inquiries of comparison, causation, and continuity and change over time helps students build the investigative techniques used by historians and geographers. With practice, these techniques become habits of mind. As students learn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

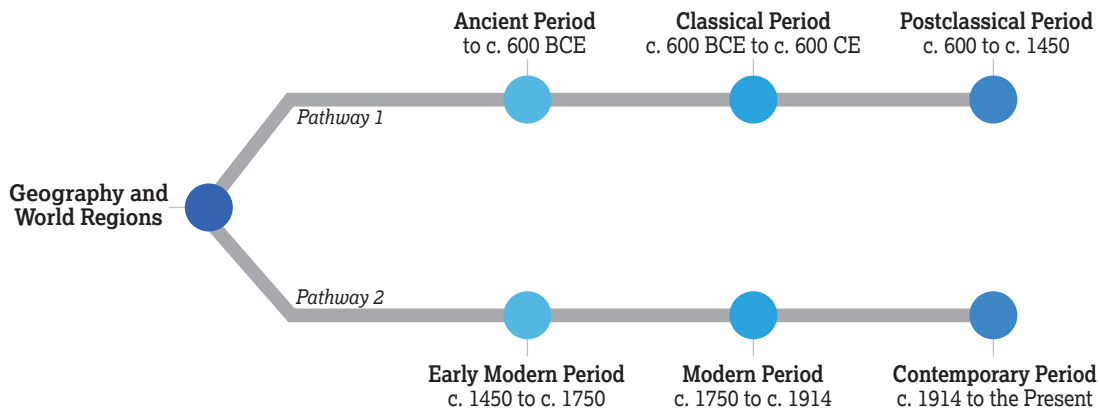
PROFESSIONAL LEARNING

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 1

Model Lesson and Assessment Sequence

PLAN

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

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

TEACH

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

Shared Principles

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

Areas of Focus

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

ASSESS AND REFLECT

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

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

The Ancient Period, to c. 600 BCE

~35 Class Periods Total

Human Adaptation and Migration in the Paleolithic World

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

Causes and Effects of the Neolithic Revolution

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

Origins of Complex Urban Societies in the Ancient World

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

Pastoralism in Ancient Afro-Eurasia

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

Learning Checkpoint 1

State Formation in Ancient Afro-Eurasia

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

Development of Ancient Afro-Eurasian Religions

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

Development of Ancient Afro-Eurasian Societies

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

Learning Checkpoint 2

Performance Task

Source Analysis and Outline

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

~35 Class Periods Total

Classical Empires in East Asia

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

South Asian States and Dharmic Religions

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

Greek and Hellenistic States in the Classical Mediterranean

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

The Classical Roman Mediterranean

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

Learning Checkpoint 1

Classical Societies in Afro-Eurasia

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

Trade Networks and Cultural Encounters in the Classical World

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

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

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

Learning Checkpoint 2

Performance Task

Source Analysis, Outline, and Essay

The Postclassical Period, c. 600 to c. 1450

~35 Class Periods Total

Early Islamic States

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

Postclassical States: Byzantine Empire and European Kingdoms

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

Postclassical States in East Asia

LO 3.3 Examine political continuity and change in postclassical China.

The Mongols and the Revitalization of the Silk Roads

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

Learning Checkpoint 1

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

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

Long-Distance Trade and Diffusion in the Indian Ocean Basin

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

Postclassical Americas

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

Learning Checkpoint 2

Performance Task

Source Analysis, Outline, and Essay

Pre-AP World History and Geography Course Framework

INTRODUCTION

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

The course framework was designed to meet the following criteria:

- **Focused:** The framework provides a deep focus on a limited number of concepts and skills that have the broadest relevance for later high school and college success.
- **Measurable:** The framework's learning objectives are observable and measurable statements about the knowledge and skills students should develop in the course.
- **Manageable:** The framework is manageable for a full year of instruction, fosters the ability to explore concepts in depth, and enables room for additional local or state standards to be addressed where appropriate.
- **Accessible:** The framework's learning objectives are designed to provide all students, across varying levels of readiness, with opportunities to learn, grow, and succeed.

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

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

COURSE FRAMEWORK COMPONENTS

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

- Areas of Focus: Connected Disciplinary Skills
- Key Concepts

AREAS OF FOCUS: CONNECTED DISCIPLINARY SKILLS

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

Skill Alignment with AP

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

Evaluating Evidence

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

Explaining Historical and Geographic Relationships

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

Incorporating Evidence

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

KEY CONCEPTS

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

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

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

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 Neoc Confucianism 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>

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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).

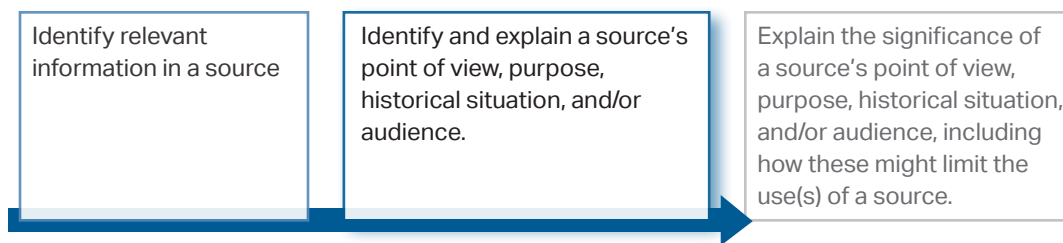
AREAS OF FOCUS: CONNECTED DISCIPLINARY SKILLS

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.

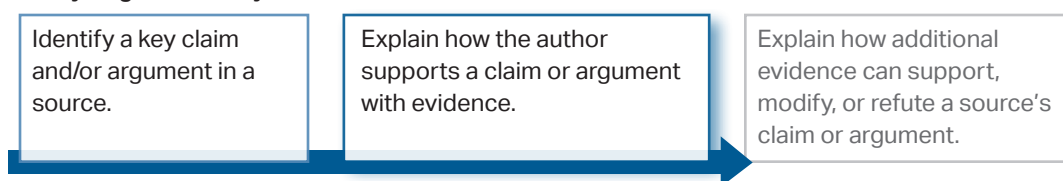
Course assessments are designed around the goal that students fully master the skills in the left column and demonstrate consistent proficiency of skills in the center column. While the skills in the right column may be explored in Pre-AP with grade-appropriate scaffolds, independent proficiency of these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

Evaluating Evidence

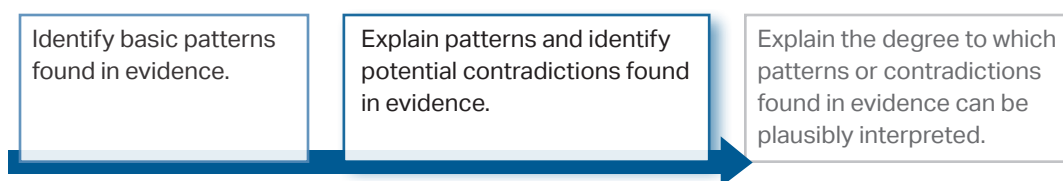
Analyzing Primary Sources



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



Sarban Neering / 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?
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.

CLASSICAL PERIOD

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.

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.

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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.
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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.
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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.

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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

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The Classical Period

c. 600 BCE to c. 600 CE



Classical Period

c. 600 BCE to c. 600 CE



Overview

While the ancient period witnessed the creation of the first states, many of the political structures we associate with sophisticated governance did not emerge until the classical period. Increasingly, complex bureaucracies formalized and stabilized imperial states. Imperial states tackled ambitious policy goals such as catalyzing commerce, creating cultural cohesion, and building or expanding transportation networks on an unprecedented scale, impacting the everyday lives of people within and beyond their borders. This unit will explore the unique natures of the largest classical empires as well as how these states became more interconnected over the course of this period. Unlike during the ancient period, when the impact of historical developments was typically limited to a single region, these new connections ensured that emerging religious beliefs, changes in trade routes, shifts in consumer demands, and the rise and decline of states in the classical period regularly produced ripple effects that were transregional in scale.

COURSE FRAMEWORK CONNECTIONS

Key Concepts	Learning Objectives <i>Students will be able to ...</i>
Classical Empires in East Asia	LO 2.1 Trace the origins, expansion, and consolidation of the Han Dynasty.
South Asian States and Dharmic Religions	LO 2.2 Describe the growth and key characteristics of South Asian religious and political development.
Greek and Hellenistic States in the Classical Mediterranean	LO 2.3 Summarize the political and cultural impact of Greek city-states and the Hellenistic states.
The Classical Roman Mediterranean	LO 2.4 Examine the continuities and changes in the social, political, and economic structures of the classical Roman Mediterranean world.
Classical Societies in Afro-Eurasia	LO 2.5 Compare labor structures, social hierarchies, and gender relations in classical Afro-Eurasia.

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Trade Networks and Cultural Encounters in the Classical World	LO 2.6 Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period.
The End of Classical Empires and the Consequences in Afro-Eurasia	LO 2.7 Summarize the consequences of the collapse of the Han and Roman empires during the classical period.

UNIT AT A GLANCE

Key Concept	Pre-AP Instructional Resources	Suggested Timing
Classical Empires in East Asia	2.1 source explorations Content Summary 2.1	1–1.5 weeks
South Asian States and Dharmic Religions	2.2 source explorations Content Summary 2.2	1–1.5 weeks
Greek and Hellenistic States in the Classical Mediterranean	Lesson-planning resources Content Summary 2.3	1–1.5 weeks
The Classical Roman Mediterranean	2.4 source explorations Content Summary 2.4	1–1.5 weeks
Learning Checkpoint 1		
Classical Societies in Afro-Eurasia	Lesson-planning resources Content Summary 2.5	1–1.5 weeks
Trade Networks and Cultural Encounters in the Classical World	2.6 source explorations Content Summary 2.6	1–1.5 weeks
The End of Classical Empires and the Consequences in Afro-Eurasia	Lesson-planning resources Content Summary 2.7	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.

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Key Concept: Classical Empires in East Asia

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Lesson Planning 2.1: Source Explorations

Though the Roman Empire is the classical state that is usually most familiar to students (and adults), the achievements of the Han Dynasty arguably match or surpass any other state from the period. Just as the Romans adapted bureaucratic and political structures from Athenian and Hellenistic states, the Han built and expanded their state using the Qin's solid bureaucratic foundation. The source explorations provided are designed to help students discover, and appreciate, the origins and scale of Han achievements.

Learning Objective 2.1

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

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; continuity and change over time

Given its emphasis on origins and effects, LO 2.1 challenges students to explore the Han Dynasty by pursuing questions of causation and continuity and change over time. Identifying for students a key question or starter claim aligned to LO 2.1 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
 - ◆ How did conditions, individuals, and groups contribute to the creation of the first Chinese dynasties?
 - ◆ What effects did the Qin and Han dynasties have on China?
- Sample starter claims:
 - ◆ The Han Dynasty governed like the Qin Dynasty.
 - ◆ The Han Dynasty changed East Asia. *

* *This instructional frame is most closely aligned with the writing activity on page 88.*

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

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MAKING THEMATIC CONNECTIONS

Governance

The scale and structure of the states created by the Qin and Han in the classical period were unprecedented in many ways. LO 2.1 provides opportunities to foster thematic connections to topics of governance, including:

- the scale and structure of East Asian states in the ancient period (Yellow River valley civilizations, Mandate of Heaven) which will help students to contextualize Qin and Han development (LO 1.5)
- the development of other classical empires in South Asia (LO 2.2) and the Mediterranean (LO 2.3 and 2.4), which can be previewed to illustrate comparisons
- the effects of Han policy on regional and transregional trade (EK 2.6.A's exploration of the Silk Roads)

MAKING GEOGRAPHIC CONNECTIONS

Spatial reorganization

Political consolidation in China resulted in more than just the reduction of regional political borders. Qin and Han policies directly or indirectly led to economic, religious, and cultural changes that could serve as case studies of spatial reorganization.

2.1 SOURCE EXPLORATIONS OVERVIEW

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Sources at a Glance	
Instructional Resource	Sources and Activities
SE 2.1-Intro: Classical Empires in East Asia	<p>Source 1 Map of the Warring States of China c. 280 BCE</p> <p>Source 2 Adapted from the words of Qin Shihuangdi (ruled 221–210 BCE), who conquered all the warring states and established the Qin Dynasty, becoming the first emperor to unite China. He ordered this inscription on a stone tower that was built on Mount Langya (east of Linzi on the coast of China).</p>
SE 2.1-A: Transition from a Feudal to a Centralized State Under the Qin Dynasty	<p>Source 3 Excerpted from Han Fei Tzu, <i>Basic Writings</i>, c. third century BCE</p> <p>Source 4 Excerpted from Edgar Kiser and Yong Cai, "War and Bureaucratization in Qin China: Exploring an Anomalous Case," <i>American Sociological Review</i>, 2003</p>
SE 2.1-B: Political and Philosophical Expansion of the Han Dynasty	<p>Source 5 Excerpted from Brett Hinsch, <i>Women in Early Imperial China</i>, 2010</p> <p>Source 6 Map of the Han Dynasty c. 100 BCE</p>
SE 2.1-C: Economic and Religious Foundations of the Han Dynasty	<p>Source 7 Adapted from the <i>Confucian Analects</i>, compiled by followers in the fifth century BCE and widely spread in the Han Dynasty during the second and third centuries CE, translated by James Legge, 1893</p> <p>Source 8 Adapted from <i>Tao Te Ching</i> (sacred text of Daoism), by credited author Laozi, written in the fourth century BCE, translated by Dwight Goddard in 1919</p>
Assess 2.1: Reexamining Classical Empires in East Asia	Writing activity: causation claim (evaluating a starter claim)

The notes on the following page 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 2.1: Trace the origins, expansion, and consolidation of the Han Dynasty.	
Essential Knowledge Statements	Planning Notes
<p>EK 2.1.A Transition from a feudal to a centralized state under the Qin Dynasty</p> <p>The Qin unified warring feudal states into a single centralized state through wars of conquest and established law codes informed by Legalism.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The map and primary source in SE 2.1-Intro illustrate the territorial unification that was achieved by the Qin Dynasty. <input checked="" type="checkbox"/> The primary and secondary source in SE 2.1-A convey the tone and themes of Legalist teaching as well as the political effects of promoting this philosophy. <input type="checkbox"/> Specific aspects of the Qin Dynasty, such as opposition to other religions and the inability to maintain political unity after Qin Shihuangdi's death, are not addressed by the sources.
<p>EK 2.1.B Political and philosophical expansion of the Han Dynasty</p> <p>The Han established an expansive centralized empire that built upon Qin bureaucratic structures by implementing systems of Confucian meritocracy.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The secondary source and map in SE 2.1-B compare the territorial, political, and economic development of the Qin and Han and provide clear explanations about how the Han built on Qin foundations and expanded. <input type="checkbox"/> While source 3 reflects the ways in which Confucian values permeated Han culture, these sources provide few specifics about the central role of Confucianism in the bureaucratic structures of the Han state. Specifically, the intent and long-ranging effects of the Han examination system for civil servants are key topics to examine for students to build a deep understanding the Han Dynasty's character and longevity.
<p>EK 2.1.C Economic and religious foundations of the Han Dynasty</p> <p>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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The primary sources from SE 2.1-C provide a sampling of Confucian and Daoist beliefs and set up discussions of how these belief systems could coexist in China. <input type="checkbox"/> The included sources do not reference specifics about Han economic development and how it related to social development in East Asia. Sources and activities related to the Silk Roads are plentiful and widely available, but the related social factors (the lack of slavery, the relative economic freedom, and the prosperity experienced by artisans) are equally important and will illuminate contrasts with other states students will study.

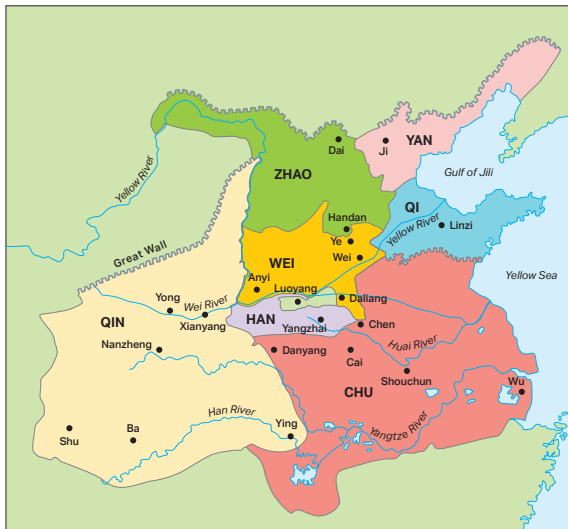
DESIGNING INSTRUCTION

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Source Exploration 2.1-Intro: Classical Empires in East Asia

SOURCES TO EXPLORE

Source 1 Map of the Warring States of China
c. 280 BCE



Source 2 Adapted from the words of Qin Shihuangdi (ruled 221–210 BCE), who conquered all the warring states and established the Qin Dynasty, becoming the first emperor to unite China. He ordered this inscription on a stone tower that was built on Mount Langya (east of Linzi on the coast of China).

WHY THESE SOURCES?

Today, concepts of political authority, territoriality, and standardized measurements are often taken for granted because they are part of our everyday reality. These sources help students to contextualize how the unification of the area we now know as China made these ideas a reality for the first time. Students can discover for themselves the obstacles that Qin Shihuangdi had to overcome as well as his methods for convincing his subjects that Qin rule would be enduring and beneficial.

Observe-and-Analyze Questions

1. During the Warring States period, many states mounted military campaigns in attempts to conquer other states. Consider the map. Which states had to defend all of their borders against potential invasion? Which states had to defend a small portion of their borders against potential invasion?
2. Consider the map and the changes described in the last two lines of the Mount Langya tower inscription. What would be the benefits likely to result from these changes? Why would these achievements be such a change from the past?
3. Given the location of the stone tower on which Qin Shihuangdi made his inscription, who was the intended audience and what was the tower's purpose? How does the use of the term *pacify* instead of *conquer* reflect the audience and purpose?
4. Finish the sentence below to describe the transition China went through between 260 BCE and 210 BCE.

Although China was divided into small, warring states in 260 BCE,

_____.

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 practice sophisticated observation and analysis, provide time for them to focus on source 1 and record some "What do you notice?" notes (e.g., the fortified borders, the number of states, differences between the shape and size of states) before moving on to source 2 and the questions.
- To boost engagement and to have students practice creating inferences, ask them to predict (before reading source 2) which state is most likely and least likely to win the battle between the warring states solely using evidence from the map.
- To provide reading support, confirm that students know the term *inscription*, since it is central to understanding source 2 and has little context. For other challenging words (*inaugurated*, *pacify*, *standardized*), review strategies for how to utilize context clues to help determine word meanings.
- To model historical sourcing, discuss how the topics Qin Shihuangdi references are products of the time and place. For example, ask what the line "and there is harmony between father and sons" likely means given historical context (e.g., the end of war, fathers and sons no longer having to be soldiers).

KEY TAKEAWAYS

- In 260 BCE, the Wei and Han states had potential invaders on all sides as a result of their locations. In contrast, the Qin and Yan states shared only a small portion of their border with potential invaders, with the Yan state having the additional advantage of only bordering two rival states. (Q1)
- Given the many borders dividing China and the state of war that existed between states, it is likely that each state had its own writing script and system of measurements during and before the Warring States period. Uniform measures, tools, and writing would help people from different states who were now under the same dynasty communicate and trade with each other. (Q2)
- The tower was located in an eastern province, which likely represented one of the last states Qin Shihuangdi conquered as he expanded from the west. Knowing that local people would see the stone tower, he likely wanted to portray his rule as authoritative yet beneficial. Using the term *pacify* highlights the idea that there might be peace going forward, whereas *conquer* would have focused on the violence necessary to win authority. (Q3)
- Completed sentences should emphasize how the political unity achieved by the Qin Dynasty was a departure from the small, divided states during the Warring States period. (Q4)

WHAT'S NEXT?

CLASSICAL
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.
- To contextualize how foundational the Qin's territorial unification was to creating what we now know as China, have students compare political maps of China before, during, and after the Qin. Include later dynasties, such as the Han, that build on this foundation, and guide students to note the degree to which Qin Dynasty territory overlaps with modern-day Chinese borders.
- Examining the Terracotta Army commissioned by Qin Shihuangdi will help students more vividly understand the power amassed by the first emperor as well as set up comparisons with prior examples of monumental artwork and architecture. Lessons can be based on sources such as TED-Ed's "**The Incredible History of China's Terracotta Warriors**," the Smithsonian's "**Emperor Qin Shihuang's Terracotta Army**," and *National Geographic's* "**Terra-Cotta Warriors in Color**."
- Students can investigate the degree to which historical evidence supports Qin Shihuangdi's claims made in source 2 (he "pacified" regions, united China under a standard writing system, etc.) by exploring maps of Qin unification and expansion, examining Prime Minister Li Si's achievement in standardizing Chinese writing, and reading the "**Making Orders Strict**" section of *The Book of Lord Shang*, which helped form the bureaucratic systems of the Qin state.
- Though the Qin did unite China for the first time, several pieces of evidence allow students to discover weaknesses of Qin rule. Having students look at **the BBC's China Profile time line** showing the relatively short length of Qin rule could spark inquiries into why the dynasty was short-lived. Materials from the Stanford Education History Education Group (SHEG) lesson "**Fall of the Qin Dynasty**" can also be incorporated.
- Shihuangdi's choice of name (the former King Zheng chose the title of Shihuangdi for himself, which translates as "First Emperor") is an interesting case study of branding and political legitimacy. Exploring the use of this title and other leadership titles (e.g., Caesar, president) will help highlight how these unprecedented developments spurred new vocabulary.

DESIGNING INSTRUCTION

Source Exploration 2.1-A: Transition from a Feudal to a Centralized State Under the Qin Dynasty

SOURCES TO EXPLORE

Source 3 Excerpted from Han Fei Tzu, *Basic Writings*, c. third century BCE

Source 4 Excerpted from Edgar Kiser and Yong Cai, "War and Bureaucratization in Qin China: Exploring an Anomalous Case," *American Sociological Review*, 2003

WHY THESE SOURCES?

American cultural values often promote independent thinking and celebrate the rebel. The drastic contrast provided by Han Fei Tzu's contention that ideal civil servants empty their heads to trust and obey everything their superiors tell them provides a vivid introduction to Legalism. These concepts set the foundations for the study of Chinese dynasties to come and have cultural echoes in the present.

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 connect the tenets of Legalism, ask the class to take a stand on issues referenced in sources 3 and 4, such as how leaders most effectively engender obedience and loyalty, how much freedom subordinates should have to disagree with leaders, or what balance of incentives and punishments best motivate subordinates. Debates like these will help students more readily contextualize the implications of Legalism.
- To encourage close observation, provide students with plenty of time to annotate or discuss source 3. Having students discuss observation prompts (e.g., *Tell a partner two things that stood out to you*) or historical sourcing (e.g., *What are your early thoughts on the audience and purpose of this source?*) will help ensure this rich source is not merely skimmed for content.
- To provide reading support for unfamiliar vocabulary, preview words that have limited context (e.g., *nondiscriminatory, incentive, aristocratic*).

Observe-and-Analyze Questions

1. The first source is an example of Legalist philosophy; the second source defines Legalism. According to the ideas of Legalism, what should be the relationship between rulers and their ministers?
2. Revisit the claims Kiser and Cai make in the last sentence regarding the aristocracy's reaction to Qin reforms. How would aristocratic families who expected "preferential treatment" likely react to Han Fei Tzu's statements in the first passage?
3. Emperor Qin Shihuangdi was a fervent supporter of Legalism who, on occasion, ordered books of other philosophies to be burned. How does his inscription on Mount Langya relate to Han Fei Tzu's Legalist teachings in source 3?
4. Use the sources to complete the following sentences.

Han Fei Tzu taught that Legalist principles would be beneficial because _____.

Han Fei Tzu taught that Legalist principles would be beneficial, but _____.

Source Exploration 2.1-A: Transition from a Feudal to a Centralized State Under the Qin Dynasty

- To help build reading stamina, provide longer excerpts from source 4, which is available in full on **JSTOR**. The simple but insightful concept chart on the top of page 515 (Figure 1.A) can also be used to extend and deepen discussion on bureaucracy.

CLASSICAL
PERIOD**KEY TAKEAWAYS**

- Both sources indicate that Legalism promoted obedience, order, and deference as the foundations of good government. In this philosophy, it was incumbent upon rulers to find people who would obey without question and to clearly outline and adhere to a hierarchal bureaucracy. (Q1)
- Han Fei Tzu argues that a good government depends on officials who give their complete loyalty and do not resist any dangerous or lowly assignments. Officials from aristocratic families who were used to avoiding such assignments would likely have been displeased by these statements. (Q2)
- Qin Shihuangdi emphasized the national benefit of his absolute sovereign rule and associated following his rules with the establishment of order—both of which are supported by the principles of Legalism. (Q3)
- Students' sentences should demonstrate an understanding of Han Fei Tzu's association of good governance with Legalist principles and how such practices undermined traditional aristocratic privileges. (Q4)

WHAT'S NEXT?

- Although source 4 introduced students to claims about the centralization of authority achieved by the Qin, it provides little detail. The China Education Center has an accessible article ("**History of Qin Dynasty 221–206 BC**") on the impact of the bureaucracy and how it brought local and regional elites under the control of the imperial government. In addition to providing students with a more well-rounded view of the Qin, it could be used to fuel discussion about the necessity for bureaucracy in any large and sophisticated organization (governments, businesses, universities, etc.).
- Concise overviews of the Qin Dynasty highlight how, despite its relative brevity, it set up the foundations for the Han and other dynasties. Examples include "**The Early Chinese Empire: The Qin and the Han**" on the Asia for Educators website and "**Qin Dynasty**" on the World History Encyclopedia. Sections of documentaries such as BBC's *First Emperor: The Man Who Made China* or episode 1 of PBS's *The Story of China* can also serve this purpose.
- Exploring the "burning and burying of scholars" campaign, either through tertiary summaries or Li Si's writing justifying the campaign, will provide interesting context to Qin Shihuangdi's claims in source 2 that he was "pacifying" the states. Students can also discuss how these actions relate to the claims about Legalism in sources 3 and 4 as well how such policies could have affected the longevity of the Qin state.
- Source 1 shows that the Qin began the long tradition of fortifying the western border with defensive walls. To help students explore this strategy further, have them read History.com's "**The Great Wall of China.**" Students can discover the reasons for building the wall and make inferences about continuing threats to China by steppe peoples in future time periods.

DESIGNING INSTRUCTION

Source Exploration 2.1-B: Political and Philosophical Expansion of the Han Dynasty

SOURCES TO EXPLORE

Source 5 Excerpted from Bret Hinsch, *Women in Early Imperial China*, 2010

Source 6 Map of the Han Dynasty c. 100 BCE



* Western territories were not directly ruled by the Han but paid tribute and pledged political loyalty.

WHY THESE SOURCES?

SE 2.1-A's set of sources explained the values of Legalism and the central role bureaucracy played in sustaining the first imperial government in China. These next sources illustrate what the Qin, and later, the Han, accomplished through those bureaucracies.

The economic systems, territory, and sophistication of the infrastructure of these dynasties rivaled or surpassed that of any state in the classical period. These sources also preview how the Han Dynasty represented both continuity and change from the Qin Dynasty.

THINKING AHEAD

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

MEETING LEARNERS' NEEDS

- To encourage students to think like a geographer, provide them with a physical map of China containing no political or population information and ask them to discuss which areas would be the most difficult for an East Asian empire to conquer. This will help familiarize students with China's geography and its impact on political spatial organization.

Observe-and-Analyze Questions

- What are some similarities and differences between the Han and Qin empires mentioned or depicted in these sources?
- According to Hinsch, what were some of the benefits and drawbacks of the Han Dynasty's systems of government and trade?
- Instead of basing a government on Legalism, the Han Dynasty required government employees to pass an examination focused on Confucian principles. The Han Dynasty founded schools of Confucian thought. Based on Hinsch's description of Confucian ideas, how did this differ from Legalism?
- Use the sentence frame to compare and contrast the Qin and Han dynasties.

While both the Qin and Han dynasties _____, only the Han Dynasty _____.

Source Exploration 2.1-B: Political and Philosophical Expansion of the Han Dynasty

CLASSICAL
PERIOD

- To provide reading support, allow ample time for students to focus on source 5 and review strategies for breaking up the passage, such as stopping to take notes or write down questions after every paragraph. While students might benefit from a preview of some of the more difficult words, many of the words can be understood by using context clues.
- To encourage close observation, assign each student or small group a section of each source (e.g., a paragraph in source 5 or a quadrant of source 6) to revisit for one minute. At the end of the minute, ask students to share with the class something interesting they noticed in either their first or second examination.

KEY TAKEAWAYS

- Both empires built “lengthy canals, impressive fortifications, grand irrigation works, and an admirable network of roads” through a combination of efficient bureaucracy and political unity. Hinsch states that trade expanded during the Han Dynasty, and the map shows that the boundaries of the Han Dynasty were larger than those of the Qin Dynasty. (Q1)
- The Han Dynasty’s government was efficient but inaccessible to most people. The Han’s trade network brought in a diverse array of goods, but also contributed to a disparity of wealth. (Q2)
- Whereas Legalism taught that unquestioned obedience to the emperor was the highest priority, Confucian values involved sacrificing individual interests for “the strength of the kin group.” (Q3)
- Students’ sentences should demonstrate an understanding of similarities between the Qin and Han dynasties (e.g., bureaucratic political structures, creating a large political state) as well as the differences (e.g., Han promotion of Confucian principles instead of Legalist philosophy). (Q4)

WHAT’S NEXT?

- Source 5 addresses the growing influence of Confucianism in the Han Dynasty and the growing divide between wealthy merchants and poor farmers. To help students understand why Confucius supported farming over merchant activity, have them read excerpts from “**Who was Confucius?**” on the *National Geographic* website or watch the TED-Ed video “**Who was Confucius?**”
- Students can put these sources in conversation with the “**Edict of Emperor Wen on the Primacy of Agriculture**” to gain an understanding of why agriculture was vital to keeping the Mandate of Heaven.
- Excerpts from the *Confucian Analects* highlighting the role of filial piety in maintaining social harmony, such as those available on the Asia for Educators website, can deepen student understanding of Han society.
- Source 6 shows that the Han Dynasty extended farther west than the Qin Dynasty but only identifies a few major roads. Examining maps of the Silk Roads developed during the Han Dynasty will help students contextualize the value of the narrow strip of western territory the Han added to their realm.

DESIGNING INSTRUCTION

Source Exploration 2.1-C: Economic and Religious Foundations of the Han Dynasty

SOURCES TO EXPLORE

Source 7 Adapted from the *Confucian Analects*, compiled by followers in the fifth century BCE and widely spread in the Han Dynasty during the second and third centuries CE, translated by James Legge, 1893

Source 8 Adapted from *Tao Te Ching* (sacred text of Daoism), by credited author Laozi, written in the fourth century BCE, translated by Dwight Goddard in 1919

WHY THESE SOURCES?

For those more used to Western cultural traditions, the principles of Confucianism and Daoism can be difficult to comprehend. These two excerpts of sacred texts provide snapshots of what these faiths prioritized and what leadership qualities were prized above all. By examining these texts, students should be able to reach some conclusions about how Han rulers who promoted religious ideas such as these might differ from the rulers of the Qin Dynasty, who were more likely to follow Legalist models of leadership.

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, conduct a brief discussion on what makes an effective leader before introducing the sources. Students will likely have passionate opinions that they can later compare and contrast with how these sacred texts describe effective leadership.

Observe-and-Analyze Questions

- What makes a good political leader, according to Confucius and Laozi?
- Examine how the two passages describe the ideal relationship between leaders and their people. How do the ideal relationships illustrated in these passages compare to Legalist ideals?
- Emperors during the Qin period banned and burned texts that failed to conform to Legalism. Han rulers supported the creation of both Confucian and Daoist schools. How are these actions consistent with the philosophies each dynasty supported?
- Use the frames to compare the ideals of Legalism (sources 3 and 4), Confucianism (source 7), and Daoism (source 8).

While Legalism taught that leaders should _____, Confucianism _____.

While a common theme in both the Confucian text and the Daoist text is _____, only the Daoist text _____.

Source Exploration 2.1-C: Economic and Religious Foundations of the Han Dynasty

CLASSICAL
PERIOD

- To assist novice readers, provide plenty of time to read the passages, which are full of figurative language and conceptual arguments. Prompt students to stop to take notes or have a brief chat with a partner multiple times per document to check for understanding and break up the cognitive load.
- To help students make connections, project or provide excerpts of the Legalist texts.

KEY TAKEAWAYS

- Confucius states that it is most important for the leader to maintain the confidence of the people and model good behavior. Laozi states that a leader should practice restraint and gently persuade the people. (Q1)
- Legalism emphasized that disloyalty and putting anything above the interests of the emperor would be grounds for punishment. The philosophies of Confucius and Laozi put the responsibility on the leader to inspire positive behavior in his people. (Q2)
- Banning texts that did not align with the emperor's wishes is consistent with Legalism's principle of obedience to a sovereign ruler. Han rulers' support of schools conforms with Confucian and Daoist ideals of supporting the needs of the people. (Q3)
- Students' sentences should demonstrate an understanding of the contrasts between Legalism (its prioritization of loyal obedience), Confucianism (its connection between order and contentment), and Daoism (its focus on influencing the will of the people in gentle, almost imperceptible, ways). Students should also be able to identify that, in contrast to Legalist ideals, the Confucian and Daoist texts both associate good governance with earning the people's confidence, although Daoism favored methods that were more indirect.

WHAT'S NEXT?

- Each document provides an account of a belief system that was commonplace in Han China. Students can explore the excerpt "**The Secret of Caring for Life**" on Columbia University's Asia for Educators website to examine how Daoist thought spread into every aspect of life. By putting this document in conversation with the *Tao Te Ching*, students will gain a more sophisticated understanding of the Daoist religion.
- Time lines of the Han Dynasty can both help students develop a sense of chronology and illustrate how long the Han endured. This can lead to discussions about the degree to which differences between Qin and Han policies can be connected to the comparative longevity of these states.
- Unlike the religious traditions that developed in Southwest Asia, the belief systems referenced in sources 7 and 8 are not exclusive in nature. Emphasizing this fact can allow students to determine in which situations people would be more likely to emphasize being Daoist and which Confucian (e.g., Confucianism informing government policies or social rituals, Daoism informing one's "inner life").
- Excerpts from the latter half of episode 1 of the PBS documentary series *The Story of China* can provide further insight into the sophistication and scale of the Han imperial state.

Assess 2.1: Reexamining Classical Empires in East Asia

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 2.1.

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.

CLASSICAL EAST ASIA

Writing activity: causation claim (evaluating a starter claim)

Examine the starter claim below. Then follow the directions to provide relevant evidence and replace the starter claim by writing a thesis that more accurately reflects the evidence.

The Han Dynasty changed East Asia.

- Which specific historical evidence could be used to **support** the claim? Explain how.
- Which specific historical evidence could be used to **challenge** the claim? Explain how.
- Using your thinking from (a) and (b), write a one- to three-sentence thesis that supports, refutes, or revises the position.

Key Concept: South Asian States and Dharmic Religions

Lesson Planning 2.2: Source Explorations

While historical knowledge of South Asia during the ancient period is quite limited, several texts from the classical period survived. The following sources provide students with samples from and commentary on the sacred texts that formed two of today's largest religions as well as documents produced by two sophisticated states—the Mauryan and Gupta empires.

Learning Objective 2.2

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

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; causation

Given its emphasis on growth and characteristics, LO 2.2 is an opportunity for students to pursue causation questions, such as why these characteristics emerged, as well as to analyze how South Asia changed over the course of the classical period. Identifying for students a key question or starter claim aligned to LO 2.2 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key question:
 - ♦ To what extent was the Gupta Empire a continuation of the Mauryan Empire? *
- Sample starter claims:
 - ♦ The Gupta Empire was a continuation of the Mauryan Empire.
 - ♦ The classical period was a time of continual religious and political change in South Asia.

* *This instructional frame is most closely aligned with the writing activity on page 100.*

MAKING THEMATIC CONNECTIONS

Governance; culture

LO 2.2 introduces many of the first religious and political characteristics to spread across the entire South Asian region. To contextualize the unprecedented nature of these developments, it may be helpful to revisit the basic facts about ancient Indus valley civilizations.

MAKING GEOGRAPHIC CONNECTIONS**Spatial reorganization**

As students examine the intensity of empire building in classical South Asia, the extensive road systems and infrastructure established by these empires, and the diffusion of religions, they should regularly discuss how these developments resulted in spatial reorganization. As more regions were brought under the umbrella of the Mauryan Empire and, later, the Gupta Empire, they were gradually reorganized in response to the imposition of new political and religious structures.

2.2 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 2.2-Intro: South Asian States and Dharmic Religions	<p>Source 1 Map of Mahājanapada Period c. 500 BCE</p> <p>Source 2 Map of South Asian political boundaries c. fifth century CE</p>
SE 2.2-A: Reactions to Vedic Religion and Brahmanism	<p>Source 3 Adapted from Johannes Bronkhorst, "The Historiography of Brahmanism," from <i>History and Religion: Narrating a Religious Past</i>, 2015</p> <p>Source 4 Excerpted from Jacob N. Kinnard, <i>The Emergence of Buddhism: Classical Traditions in Contemporary Perspective</i>, 2010</p>
SE 2.2-B: The Mauryan Empire and the Spread of Buddhism in India	<p>Source 5 Adapted from Ashoka's Rock Edicts and Pillar Edicts. Ashoka was an emperor who ruled nearly all of the Indian subcontinent as the Mauryan Empire, c. third century BCE.</p> <p>Source 6 Map illustrating the spread of Hinduism and Buddhism c. 400 BCE–600 CE</p>
SE 2.2-C: The Gupta Empire and the Revival of Hinduism in India	<p>Source 7 Comments by Marcus du Sautoy, professor of mathematics at the University of Oxford, on the origins of the symbol of zero, 2017</p> <p>Source 8 Excerpted from J. Michael McKnight, <i>Kingship and Religion in the Gupta Age</i>, 1976</p> <p>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</p>
Assess 2.2: Reexamining South Asian States and Dharmic Religions	Writing activity: continuity-and-change-over-time 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.

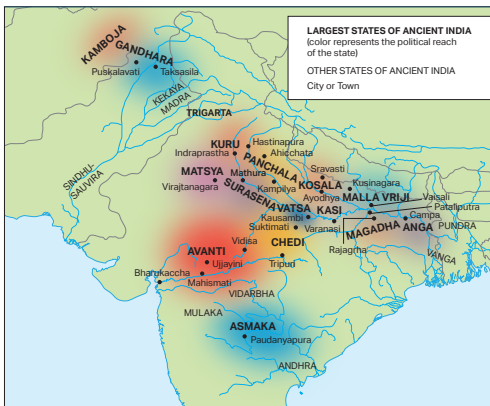
LO 2.2: Describe the growth and key characteristics of South Asian religious and political development.	
Essential Knowledge Statements	Planning Notes
<p>EK 2.2.A Reactions to Vedic religion and Brahmanism Buddhism and Upanishadic Hinduism arose in late Vedic South Asia as a reaction to the ritualism of Brahmanism.</p>	<p><input checked="" type="checkbox"/> The two secondary sources in SE 2.2-A provide arguments for why Brahmanism declined and how Vedic “reinventions” such as the Upanishads influenced the development of Hindu and Buddhist beliefs.</p> <p><input type="checkbox"/> While source 4 explains how Hinduism and Buddhism shared common terminology and origins, the source does not clearly specify Hindu and Buddhist dogma or beliefs.</p>
<p>EK 2.2.B The Mauryan Empire and the spread of Buddhism in India Buddhism’s monastic organization and appeal to lower classes, as well as support from merchants and the Mauryan Empire, contributed to Buddhist literary and artistic traditions diffusing throughout South Asia.</p>	<p><input checked="" type="checkbox"/> The territorial fragmentation prior to the Mauryan and Gupta Empires is illustrated in the map included in SE 2.2-Intro.</p> <p><input checked="" type="checkbox"/> The map in SE 2.2-B illustrates where Buddhism spread and provides clues about the ways in which Ashoka’s actions contributed to the spread of Buddhism.</p> <p><input type="checkbox"/> The role that merchants, monasteries, and the appeal of the beliefs themselves played in the spread of Buddhism are not explored in the sources.</p>
<p>EK 2.2.C The Gupta Empire and the revival of Hinduism in India The Gupta Empire was characterized by advances in science and mathematics and the sponsorship and revival of Hinduism.</p>	<p><input checked="" type="checkbox"/> The territorial footprint of the Gupta Empire is contrasted with the South Asian political fragmentation of prior centuries in SE 2.2-Intro.</p> <p><input checked="" type="checkbox"/> A primary and secondary source in SE 2.2-C provide glimpses of the advances in math and science made in the Gupta Empire.</p> <p><input checked="" type="checkbox"/> Source 8 explores the rise of the Gupta and broadly suggests that this coincided with Hindu revival, but this will need to be explored more concretely.</p> <p><input type="checkbox"/> The sources do not provide details on the specific policies of the Gupta Empire related to its territorial growth and promotion of Islam.</p>

DESIGNING INSTRUCTION

Source Exploration 2.2-Intro: South Asian States and Dharmic Religions

SOURCES TO EXPLORE

Source 1 Map of Mahājanapada Period c. 500 BCE



Source 2 Map of South Asian political boundaries c. fifth century CE



Observe-and-Analyze Questions

1. Describe what changed in South Asia between 500 BCE and 450 CE as depicted in these maps.
2. What are some examples of how rivers coincide with the political boundaries and settlement patterns illustrated in each map?
3. Why did the mapmaker in source 2 choose to mark some areas as "core" to an empire while other lines mark the "outer boundaries" of the empire? What does that suggest about the nature of these empires?
4. Use information from both maps to complete the sentence frame.

While South Asia was _____ in 500 BCE, _____.

WHY THESE SOURCES?

These sources were chosen to illustrate the growth from small, regional, diffusely defined states to the larger centralized states with greater reach and cultural influence. These maps prepare students for conversations about the centralization and consolidation that will occur in South Asia on political fronts as well as the unifying effect religious development will have during the period.

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 who might have difficulty interpreting maps, encourage them to compare how color and shading are used differently in each map. In small groups, students could discuss why the mapmakers made these stylistic choices.
- To provide additional context, distribute or display a political map of the Mauryan Empire after exploring the sources and ask students how the new information could change their understanding of the other maps.
- To provide practice with inferential reasoning, ask students to predict the challenges a political ruler would encounter in trying to unify the states in source 1. Remind students to draw on their knowledge of states previously studied to create their inference.

KEY TAKEAWAYS

- The map of South Asia in 500 BCE depicts overlapping city-states, while the map of South Asia in 450 CE depicts two larger empires. (Q1)
- Many of the nation-states in 500 BCE are located along the same rivers. In 450 CE, many of the outer boundaries of the empires run along or close to rivers. (Q2)
- Core areas may be where most of the people and resources are located or perhaps where the center of government resides. The outer boundaries might show the official boundaries of each empire's territory. (Q3)
- Students' sentences should demonstrate an understanding of the transition that occurred in South Asia during the classical period from small, overlapping city-states in 500 BCE to a more geographically and politically unified state by 450 CE. (Q4)

WHAT'S NEXT?

- The role of geography in shaping human settlement and political boundaries in both periods can be explored and compared. Comparing sources 1 and 2 to climate and vegetation maps of South Asia, such as **those available at geography.name**, will fuel discussion and preview future topics on environmental adaptation in South Asia.
- Time lines or summaries contextualizing South Asia's political transformations during the classical period, such as WorldAtlas's "**Timeline of South Asian History**" or the **time line** on the PBS website for *The Story of India*, will help students build a basic chronology for the sources they will explore.

DESIGNING INSTRUCTION

Source Exploration 2.2-A: Reactions to Vedic Religion and Brahmanism

SOURCES TO EXPLORE

Source 3 Adapted from Johannes Bronkhorst, "The Historiography of Brahmanism," from *History and Religion: Narrating a Religious Past*, 2015

Source 4 Excerpted from Jacob N. Kinnard, *The Emergence of Buddhism: Classical Traditions in Contemporary Perspective*, 2010

WHY THESE SOURCES?

These sources were chosen to provide students with key examples of how South Asia shifted from traditional Brahminism to Buddhism and Upanishadic Hinduism. The documents provide an opportunity for students to understand the relationship between the changes made to Vedic tradition and shifts in regional political power.

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 Bronkhorst, how did political change in South Asia affect Vedic Brahmanism?
2. According to Kinnard, what religious practices did the Upanishads emphasize? How did growing popularity of these new religious practices likely impact the frequency of sacrificial rituals and the importance of the priests who were required to perform them?
3. The text of the Upanishads was mostly attributed to a group of anonymous authors. A central theme in the Upanishads was to question authority. How might these factors have affected the development of Hinduism and Buddhism?
4. Use the frame to write a sentence that compares the two religions.

While Vedic Brahmanism focused on _____, the Upanishads focused on _____.

MEETING LEARNERS' NEEDS

- To help students practice thematic thinking, have them compare the factors that contributed to continuity and change in the religions studied previously. Reviewing how religions focused on sacred texts (Judaism, Zoroastrianism, Buddhism) were more portable than ones centered on sacred sites will help students prepare for the dynamics described in sources 3 and 4.
- To provide support for unfamiliar vocabulary, allow students time to look up difficult words (e.g., *flux*, *efficacy*) and practice strategies utilizing context clues, either individually or in groups. Students will also be more comfortable reading if they are informed ahead of time that Hindu theological terms and concepts will be reviewed in more detail later.
- To provide additional context, make maps of South Asia available so students can locate regions mentioned in the documents and better visualize the developments being described.

KEY TAKEAWAYS

- The first centralized empires originated from the Ganges region instead of areas where traditional Vedic Brahmanism had dominated. Governments that supported Vedic Brahmanism were absorbed by states like the Mauryan Empire, which did not support Brahmanism. (Q1)
- The Upanishads emphasized the importance of individuals making ethical choices and calming their minds through meditation. Ritual sacrifices likely declined in importance as the teachings of the Upanishads, which questioned the benefits of sacrifices, became more popular. It is also likely that the priests associated with these rituals lost prestige and religious leaders became more closely associated with teaching and guiding individual behavior. (Q2)
- A tradition of questioning authority and the involvement of multiple authors would likely lead to varieties of interpretation of Hinduism and Buddhism. (Q3)
- Students' sentences should emphasize that Vedic Brahmanism focused on priestly rituals and sacrifices, while the Upanishads focused on the ideas of *samsara*, *karma*, *moksha*, and *yoga*. (Q4)

WHAT'S NEXT?

- Summaries of how the Upanishads differed from the Vedas and led to Hindu and Buddhist beliefs and practices can be found in online resources such as the **World History Encyclopedia**.
- Many print and online resources provide a comparative overview of world religions. One such video resource, TED-Ed's "**The Five Major World Religions**," explains the beliefs and practices of Hinduism and Buddhism as well as Judaism, which students have studied previously, and future topics Christianity and Islam.
- Brief summaries for rotation station or similar activities can be found by searching **Georgetown University's Berkley Center website** for major Hindu and Buddhist terms, beliefs, and texts.

DESIGNING INSTRUCTION

Source Exploration 2.2-B: The Mauryan Empire and the Spread of Buddhism in India

SOURCES TO EXPLORE

Source 5 Adapted from Ashoka's Rock Edicts and Pillar Edicts. Ashoka was an emperor who ruled nearly all of the Indian subcontinent as the Mauryan Empire, c. third century BCE.

Source 6 Map illustrating the spread of Hinduism and Buddhism c. 400 BCE–600 CE



Observe-and-Analyze Questions

1. According to the map, where did Buddhism and Hinduism spread to? Which religion does the map depict as being more widespread across large areas?
2. According to the passage, what were the intended benefits of Ashoka's reported actions?
3. How might Ashoka's actions in the passage relate to trends depicted on the map?
4. Use the sources to expand the simple sentences below.

He claimed his acts helped them.

They spread to other places.

WHY THESE SOURCES?

These documents allow students to discover multiple causes for the spread of Buddhism and Hinduism. Ashoka's edicts provide examples of how the Mauryan state both promoted Buddhist faith and values and created transportation networks that helped Buddhist missionaries reach other transportation networks. In contrast, the map, which illustrates how Buddhism spread throughout Asia while being displaced by Hinduism in South Asia, should create some cognitive dissonance that will prepare students for the Hindu revival that occurred under the Gupta Empire.

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, ask students to discuss the words used in the map key. Examining the purpose behind the mapmaker's use of different terms to describe

Source Exploration 2.2-B: The Mauryan Empire and the Spread of Buddhism in India

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the geographical footprint of Buddhism and Hinduism should lead to a more nuanced understanding of the map.

- To help students think like a historian, ask them to revisit Qin Shihuangdi's tower inscription in source 2 and compare it to Ashoka's Edicts in terms of purpose, historical situation, and content. For example, students can discuss how each ruler's decision to carve their comments into stone may signal similar purposes.
- To provide support for unfamiliar vocabulary, preview terms related to Buddhist doctrine and allow time for students to apply strategies for utilizing context clues.

KEY TAKEAWAYS

- Both religions started in modern-day India and spread along the coast of Burma. Buddhism spread farther throughout Asia than Hinduism but by 500 CE was not as widespread in South Asia and Southeast Asia as Hinduism was. (Q1)
- Ashoka's planning of wells and provisions along the road was likely intended to promote trade and protect his people. (Q2)
- Ashoka's promotion of Buddhist teachings likely helped Buddhism thrive in South Asia, while the roads he helped build, along with the Silk Roads they likely connected to, likely helped Buddhism spread throughout Asia. (Q3)
- Expansions of the simple sentences should demonstrate an understanding of how Ashoka connected the roads and provisions he ordered built to benefits experienced by humans and animals as well as an understanding of where and when Buddhism and Hinduism spread. (Q4)

WHAT'S NEXT?

- Source 5 provides an entry point into a tenet of Buddhism—the respect for all living things. Revisiting or exploring overviews of Buddhist teachings can help contextualize Ashoka's repeated references to animals.
- The Metropolitan Museum of Art's **Heilbrunn Timeline of Art History** provides a brief summary of the **Mauryan Empire** with links to other essays that include examples of Buddhist art.
- A brief video that further explores Ashoka's religious priorities is the Edicts of Ashoka section of the BBC/PBS series *The Story of India*. The **time line** associated with this documentary series on PBS's *The Story of India* page will also contextualize how the Gupta Empire fits in with the dates and developments mapped in source 5.
- Beyond the efforts of Ashoka and the roads he built, there were inherent qualities of Buddhism that appealed to both lower castes and merchants. Students can examine brief summaries of practices like the establishment of monasteries, the activities of missionaries, and the welcoming of women as spiritual equals and then discuss with classmates how these elements may have contributed to Buddhism's spread.
- The emergence of syncretic artforms provides evidence of where and how South Asian culture, science, and art was spreading well beyond the areas mapped in source 5. *Ancient World Magazine's "Graeco-Buddhist Art: The Gandhara Connection"* includes several detailed images of these hybrid artforms. See suggested resources in 2.6-C for more examples of artwork illustrating classical syncretism.

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

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.

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 du Sautoy, how did humanity's understanding of mathematics change in the third or fourth century?
2. How does source 8 describe the rule of the Guptas?
3. How does the structure pictured in source 9 relate to sources 7 and 8?
4. Using the information provided by the sources, revise each pair of simple sentences into a single, sophisticated claim supported by detailed evidence.

They invented it. It was important.

They did some things the same.

They did some things differently.

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 Bhitargon so that students can identify details that will introduce them to Gupta architectural sophistication.
- To build confidence with disciplinary vocabulary, ask students to compare source 9 with the Great Wall of China and monuments from the ancient period and discuss which structures best fit the concept of monumental architecture.

KEY TAKEAWAYS

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

WHAT'S NEXT?

- Although several centuries separate the Mauryan and Gupta empires, both states faced similar challenges 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.

Assess 2.2: Reexamining South Asian States and Dharmic Religions

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 2.2.

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.

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Writing activity: continuity-and-change-over-time paragraphs (answering a key question)

Examine the prompt below. Then follow the directions to organize evidence and create a thesis that addresses all parts of the question.

To what extent was the Gupta Empire a continuation of the Mauryan Empire?

- Which specific historical evidence could be used to illustrate how the Gupta Empire was a continuation of the Mauryan Empire? Explain how.
- Which specific historical evidence could be used to illustrate how the Gupta Empire marked a change from the Mauryan Empire? Explain how.
- Write a one- to three-sentence thesis that answers the prompt and accurately reflects the evidence you have cited in (a) and (b).

Key Concept: Greek and Hellenistic States in the Classical Mediterranean

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Lesson Planning 2.3: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 2.3.

Learning Objective 2.3

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

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 political and cultural impact, LO 2.3 challenges students to explore classical Greek and Hellenistic states by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 2.3 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key question:
 - ◆ Why and how did Greek traditions influence both European and Asian communities during the classical period?
- Sample starter claims:
 - ◆ Alexander the Great spread Greek political ideas.
 - ◆ Greek political and cultural ideas spread.

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

MAKING THEMATIC CONNECTIONS

Culture

LO 2.3 provides opportunities for students to compare Greek and Hellenistic culture and philosophy to traditions that developed in other regions, including:

- the influence of Confucianism on East Asian social and political structures (LO 2.1)
- the beliefs and diffusion of Buddhism (LO 2.2), which interacted with Greek cultural diffusion in Central Asia to produce syncretic cultural forms

MAKING GEOGRAPHIC CONNECTIONS

Spatial reorganization

Classical Greece provides a case study of how physical geography can influence the ways in which states organize space. The terrain of the southern Balkan Peninsula was better suited for separate Greek city-states than a unified empire. States that achieved some level of political unification in the region (e.g., the Delian League, the successor state of Cassander) rarely endured for more than a generation. To better understand how geography contributed to the development of small, independent Greek city-states, students could examine an unlabeled elevation map of the region and predict where political boundaries likely occurred.

2.3 SOURCE OVERVIEW

Essential knowledge statements for LO 2.3:

- **EK 2.3.A Greek philosophical traditions and state building**
Greek philosophical traditions explained the natural and human world through reason and observation and also shaped the republican and democratic forms of city-states.
- **EK 2.3.B Alexander the Great and the Hellenistic empires**
The empire of Alexander the Great and the successor Hellenistic empires were built upon Persian political structures and spread Greek cultural and administrative practices to West, Central, and South Asia and North Africa.
- **EK 2.3.C Greek art and architecture and their spread**
Greek philosophy and polytheistic religious traditions widely influenced the art, architecture, and culture of the Hellenistic and Roman empires.

The list below provides examples of primary and secondary sources that can support key questions for LO 2.3. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?
- What discussions related to the instructional frame could this source facilitate?
- What should students consider when interpreting this source?

Sample sources for LO 2.3:

- Maps illustrating the territorial realignment in this region (the height of the Delian League, the path of Alexander the Great's conquests, the extent of Alexander's empire, and the successor states that emerged after Alexander's death) can help students develop questions regarding change over time.
- Overviews of classical Greece's intellectual contributions can be found on sites like ed.ted.com ("**Plato's Best (and Worst) Ideas**," "**The Philosophy of Stoicism**," "**How Taking a Bath Led to Archimedes' Principle**") and ThoughtCo.com ("**How Can I Be Happy? An Epicurean and Stoic Perspective**").

- The Athenian ideal of the “golden mean” can be illustrated by excerpts from Aristotle’s *Eudemian Ethics* and Plato’s “final ranking of goods” in *Philebus*. Discussion questions can prompt students to compare this goal of moderation to other philosophies (e.g., the Middle or Eightfold Path in Buddhism) or discuss how it relates to Stoicism and Epicureanism.
- Examining the divergent views published by Athenians can help students to understand Athenian ideals of public debate and rationalism. Plato’s distrust of democracy and admiration for Spartan monarchy can be explored using excerpts from Book VIII of *The Republic* or through many recent think pieces applying Plato’s ideas to the present, such as *Classical Wisdom Weekly*’s “**Plato and the Disaster of Democracy.**” In contrast, Pericles’s Funeral Oration includes a defense of Athenian democracy and provides opportunities for historical sourcing.
- Chapter 3 of Dorothy H. Crawford’s *Deadly Companions: How Microbes Shaped Our History* provides many classical-period case studies illuminating how the spread of disease can result from migration and spatial reorganization. The section devoted to “The Plague of Athens” liberally quotes from Thucydides to illustrate the role of disease in the decline of Athens and the end of Alexander the Great’s empire.
- Images of the Alexander Sarcophagus and the archeological story behind it (see the *Wall Street Journal*’s “**Who’s in the Alexander Sarcophagus?**”) can illustrate how closely associated Alexander’s legacy was with Greek artistic forms. Recent color reconstructions of the sarcophagus and other works can be found in the *Smithsonian Magazine* article “**True Colors.**”
- As mentioned in SE 2.2-B, students can explore Greco-Buddhist art to understand Greek cultural diffusion and classical syncretism. Preserved artworks from the ancient region of Gandhara that incorporate depictions of Greek cultural figures (e.g., Atlas, Hercules, the Trojan Horse) provide accessible opportunities to practice contextualization and historical sourcing.

Key Concept: The Classical Roman Mediterranean

Lesson Planning 2.4: Source Explorations

Of all the pre-1450 topics students may have had prior exposure to, the Roman Empire is likely one of the most memorable. Many students will easily be able to envision the Colosseum, the statues, and the road network, and they may be familiar with the government system from an earlier civics class. It is easy for students to retain topics like these because they are so concrete (in some cases, literally). The provided source explorations help illustrate more subtle trends that were equally important, allowing students to uncover threads of political and cultural continuity and economic developments that were intertwined with social ones.

Learning Objective 2.4

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

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

Given its emphasis on continuities and changes, LO 2.4 challenges students to examine structures of the Roman state at different points in time. Identifying for students a key question or starter claim aligned to LO 2.4 (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 was the Roman Empire a continuation of the Roman Republic?
 - ◆ To what extent was the Roman state's transition from republic to empire a turning point for the Mediterranean world?
- Sample starter claims:
 - ◆ The Roman Empire was a continuation of earlier Greek and Roman traditions.
 - ◆ The establishment of the Roman Empire changed everything for the Mediterranean world. *

* *This instructional frame is most closely aligned with the writing activity on page 117.*

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

MAKING THEMATIC CONNECTIONS**Culture; society**

LO 2.4's emphasis on evaluating continuities and changes requires students to create thematic connections to prior topics including:

- Greek philosophical and political traditions (EK 2.3.A)
- the imperial structures and geographic influence of the Hellenistic empires (EK 2.3.B)
- Greek artistic traditions (EK 2.3.C)

MAKING GEOGRAPHIC CONNECTIONS**Spatial reorganization**

From the long-distance migrations (both voluntary and involuntary) throughout the Mediterranean Rim that occurred before and during Rome's imperial era to the effects of Rome's transportation and trade networks, the Roman period is an excellent case study of spatial reorganization. Students can explore various maps for relevant examples of how political, economic, and social developments catalyzed spatial reorganization, and vice versa.

2.4 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 2.4-Intro: The Classical Roman Mediterranean	<p>Source 1 Map illustrating the expansion of the Roman Republic 500–146 BCE</p> <p>Source 2 Map of the Roman Empire, showing the Roman dominions in the time of Trajan, c. 100 CE</p>
SE 2.4-A: Imperial Expansion and the Fall of the Roman Republic	<p>Source 3 Excerpted from Mary Beard, <i>SPQR: A History of Ancient Rome</i>, 2015</p> <p>Source 4 Adapted from a letter from Pliny the Younger, a Roman statesman, to a colleague, c. 100 CE</p>
SE 2.4-B: Political and Cultural Foundations of the Roman Empire	<p>Source 5 Excerpted from Zahra Newby, <i>Greek Athletics in the Roman World: Victory and Virtue</i>, 2005</p> <p>Source 6 Adapted from <i>The Deeds of the Divine Augustus</i>, an inscription providing a first-person account of Augustus's life and achievements, written prior to his death in 14 CE. Translated by Thomas Bushnell, 1998.</p>

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SE 2.4-C: The Roman Imperial Economy	<p>Source 7 Modern-day copy of a Roman imperial measuring table that was preserved as a result of the eruption of Mount Vesuvius in 79 CE. The Roman Empire standardized measurements by using the same mold to create relatively identical tables and then transport them throughout the empire.</p> <p>Source 8 Excerpts from letters between Pliny the Younger and Emperor Trajan, c. 98 CE</p>
Assess 2.4: Reexamining the Classical Roman Mediterranean	Writing activity: continuity-and-change-over-time claim (evaluating a starter claim)

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

LO 2.4: Examine the continuities and changes in the social, political, and economic structures of the Classical Roman Mediterranean world.	
Essential Knowledge Statements	Planning Notes
<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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The maps in SE 2.4-Intro allow students to trace territorial expansion of the Roman state. <input checked="" type="checkbox"/> A secondary and primary source in SE 2.4-A illustrate how slavery varied in form throughout the empire but was very much related to territorial expansion and economic development. <input type="checkbox"/> The documents do not detail the specific structures of the Roman Republic nor how the balance of power changed within the government over time. The assassination of Julius Caesar and Augustus’s solidifying of the empire in the aftermath are also key turning points that are not directly explained by the sources.

<p>EK 2.4.B Political and cultural foundations of the Roman Empire Greek and Hellenistic philosophical, political, and cultural practices influenced both the Roman Republic and Roman Empire.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The primary and secondary source in SE 2.4-B provide multiple perspectives on how Greek culture and traditions were emulated and explicitly celebrated in the Roman Empire. <input type="checkbox"/> The art and architectural forms central to Greek and Roman cultures are not illustrated in these sources. Exploring them through images or virtual galleries will more effectively convey the cultural continuities and changes.
<p>EK 2.4.C The Roman imperial economy The Roman Empire relied on the extensive use of slave labor, sophisticated transportation infrastructures, and standardized weights, measures, and currency.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The present-day image of a primary source in SE 2.4-C illustrates the means by which the Roman Empire standardized weights and measures across the empire. <input checked="" type="checkbox"/> Source 8 provides an example of Roman officials discussing actions to quickly protect public health through public works. <input type="checkbox"/> While the sources in 2.4-A provide some perspectives on slavery, other materials may be needed for students to more deeply explore how slavery impacted, and was impacted by, territorial expansion and economic development. <input type="checkbox"/> Specifics on the Roman roads, maps of their locations, or descriptions of the techniques that made them durable are not explored in these sources.

DESIGNING INSTRUCTION

Source Exploration 2.4-Intro: The Classical Roman Mediterranean

SOURCES TO EXPLORE

Source 1 Map illustrating the expansion of the Roman Republic 500–146 BCE



Source 2 Map of the Roman Empire, showing the Roman dominions in the time of Trajan, c. 100 CE



Observe-and-Analyze Questions

1. Based on sources 1 and 2, how did Roman territory change over time between 500 BCE and 100 CE?
2. Examine the Roman Empire map. How did geography likely affect where the empire did and did not expand? For example, why were the Romans more likely to conquer Mauretania than Arabia?
3. Nearly all tribes or states identified outside of Roman territory were typically in conflict with the Romans. Which tribes likely posed the biggest threat, and why?
4. Use the sources to complete the sentence frame.

While the Roman Republic _____, the Roman Empire _____.

WHY THESE SOURCES?

Historians continue to analyze and debate why the Roman state so successfully expanded its territory, how it transitioned from the world's first republic to an empire, and how it maintained its rule over such vast expanses for centuries. To introduce students to these questions, these maps simply illustrate both the expansion and the change in title—developments students will learn are linked historically.

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 support mastery of key disciplinary concepts, assess student understanding of the term *republic* using a KWL activity or other brief discussion protocol before or during discussion of the first question. Reaching consensus as a class on a working definition for this representative form of government will level the field for students with varying degrees of background knowledge.
- To encourage close observation, zoom in on each map individually using a projector and ask students to share things they noticed and annotated during the observation time.
- To provide practice with inferential reasoning, extend discussion of the third question by asking students to rank the tribes listed in order of the threat they posed, preparing to defend their rankings with evidence if called upon.

KEY TAKEAWAYS

- The Roman state began as small area around the city of Rome in 500 BCE but grew to be a large republic that covered much of the northern Mediterranean by 146 BCE. By 100 CE, this territory more than tripled in size. Also, sometime between 146 BCE and 100 CE, the government changed from a republic to an empire. (Q1)
- Most Roman territory is near the Mediterranean Sea or Atlantic Ocean, which would be accessible by ship from Rome. However, Arabia and other inland territories would likely take considerably more travel time to reach and possibly were harder to conquer. (Q2)
- The Germans were the closest to Rome and thus had the highest likelihood of invading the empire's capital. Another argument could be made that the Parthian Kingdom was a bigger threat because it was so far from the empire's center and may have been better positioned to invade Roman territory. (Q3)
- Students' sentences should highlight how the republic covered much of modern-day Italy, Spain, and Greece, while the empire covered the entire Mediterranean region. (Q4)

WHAT'S NEXT?

- Revisiting maps of the Han Dynasty will allow students to draw some initial comparisons. Students should be able to conclude that both states ruled large territories, but that water travel likely played a larger role in the Roman Empire, given that the Mediterranean Sea is in the middle of the empire.
- TED-Ed's "**The Great Conspiracy Against Julius Caesar**" covers Caesar's rise and popularity, the goals of the Liberators, and the intended consequences of the assassination.
- PBS's website for its series *The Roman Empire in the First Century* includes a **virtual library of primary sources**, a **time line** of the events involved in Rome's transition to empire, the family tree of **Caesar Augustus**, and **transcripts** of each episode.

DESIGNING INSTRUCTION

Source Exploration 2.4-A: Imperial Expansion and the Fall of the Roman Republic

SOURCES TO EXPLORE

Source 3 Excerpted from Mary Beard, *SPQR: A History of Ancient Rome*, 2015

Source 4 Adapted from a letter from Pliny the Younger, a Roman statesman, to a colleague, c. 100 CE

WHY THESE SOURCES?

The institution of slavery was an essential component of the Roman state's territorial and economic expansion. The large number of enslaved people in Rome both helped create a genuinely diverse society and made it difficult for peasants and other groups to gain rights and find economic security. In the end, the institution of slavery contributed to the empire's economic weakness and eventual downfall. These sources introduce students to the complexities and contradictions of slavery's role in the Roman 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 provide practice with inferential reasoning, after students have read the two sources, have them predict the impact slavery will have on the long-term health and stability of the empire.
- To reinforce the relevance of this topic, have students recall lessons about chattel slavery from American history courses and discuss which details from these sources are similar to or different from what they know about slavery in the United States.
- To practice historical sourcing, provide students with dedicated time to examine source 4. For students who need a starting point, ask them to examine how the author's position in society and intended audience likely affects the words he uses when discussing enslaved people.

Observe-and-Analyze Questions

1. According to source 3, what are some examples of how Roman perceptions of slavery varied considerably? How did the conditions, treatment, and roles of enslaved people vary within Rome?
2. How would it benefit the Roman Empire for enslaved people to know there was a possibility they could become citizens?
3. What details about Roman slavery does the primary source add to secondary source?
4. Use the sources to expand the simple sentences.
Their situations and treatment varied.
Roman culture was unique.

- To build student confidence with disciplinary vocabulary, preview words and concepts from source 3 such as *human chattel* and *cultural anxiety*.

KEY TAKEAWAYS

- The perception and attitudes toward slavery varied, but enslaved people were considered part of the Roman family, with many eventually freed and subsequently made Roman citizens. This implies a certain degree of integration and social and cultural diversity. (Q1)
- It seems plausible that enslaved people would have more incentive to serve their masters well if they knew it was possible that they could be freed and even potentially enjoy the benefits of Roman citizenship. However, in practice, the sources indicate they were typically freed only when they were too old to be productive. (Q2)
- The prices of enslaved persons fluctuated, and they could be talked about as financial matters in language similar to the purchase of land. (Q3)
- Expansions of the first simple sentence should demonstrate a nuanced understanding of how a Roman enslaved person's living conditions could vary from dangerous to luxurious, while their treatment could vary from chattel property to respected member of a free family. Expansions of the second sentence should highlight how the scale and ambiguity of Roman slavery contributed to cultural diversity as well as cultural anxieties.

WHAT'S NEXT?

- Students can begin to evaluate continuities between Roman and Greek slavery by comparing short articles on Spartan society (available from sources like **History.com**) to the descriptions of slavery in sources 3 and 4.
- Resources like World History Encyclopedia's article "**Slavery in the Roman World**" will give students the opportunity to discover the close relationship between imperial expansion and the expansion of slavery and to further assess its complex role in the rise of the Roman world.
- To build on source 3's references to the ethnic diversity of the Roman Empire, students can examine the overwhelming evidence that Greco-Roman sculptures would illustrate this diversity in their original form. Recent articles from the **New Yorker** and **Artsy** summarize why historians have reached consensus that these sculptures were often polychrome and portrayed a multitude of skin tones.

DESIGNING INSTRUCTION

Source Exploration 2.4-B: Political and Cultural Foundations of the Roman Empire

SOURCES TO EXPLORE

Source 5 Excerpted from Zahra Newby, *Greek Athletics in the Roman World: Victory and Virtue*, 2005

Source 6 Adapted from *The Deeds of the Divine Augustus*, an inscription providing a first-person account of Augustus's life and achievements, written prior to his death in 14 CE. Translated by Thomas Bushnell, 1998.

WHY THESE SOURCES?

While students can quickly grasp the close ties between Greek and Roman art and architecture, they may not realize that Greek traditions also permeated the Roman world in other vibrant, everyday ways. Both the secondary and primary source provide students with vivid examples of how the Roman world explicitly celebrated Greek culture and took pride in emulating, and potentially surpassing, Greek festivals and sacred buildings.

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 establish chronological context, provide a time line of significant dates of political development in the region so that students can quantify how much time separates the eras of Greek city-states and Hellenistic empires and these documents. Contexts, such as the fact that the first Olympics occurred in the eighth century BCE, will help students to appreciate the significance of the dates cited in sources 5 and 6.
- To practice historical sourcing, extend the examination of source 6 by asking students to note and discuss how the historical situation may have influenced Augustus's writings or what other audiences he might have had in mind in addition to those reading it at the time.

Observe-and-Analyze Questions

1. According to Newby, what was the role of Greek culture in the Roman Empire?
2. Examine the sentences from the excerpt of *The Deeds of the Divine Augustus*. What do they have in common? Given that these were written by Augustus to be published after his death, what was Augustus likely trying to achieve?
3. How does Augustus's inscription relate to the claims made in the first passage?
4. Use the sources to complete the sentence stem.

Although the Roman Empire conquered the Greek city-states, Greek culture _____.

- To encourage organization and note-taking skills, ask students to revisit the large list of deeds claimed by the emperor and sort them into different categories.

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KEY TAKEAWAYS

- Greek culture was actively promoted throughout the Roman Empire and provided platforms for Greek athletics to be celebrated. (Q1)
- Augustus wanted to make the public aware of his achievements while creating the image of a person who went to great expense to rebuild important cultural centers and infrastructure. Many of the sentences start with "I" to emphasize the credit he feels he deserves. (Q2)
- Augustus mentions the temple of Castor and the temple of Saturn; Castor and Saturn are Roman adaptations of Greek mythological figures. (Q3)
- Students' sentences should demonstrate an understanding of how Greek culture continued to flourish as a result of Roman support long after their golden age. (Q4)

WHAT'S NEXT?

- **The Roman Oration by Aristides** builds on ideas that students have examined in previous documents by providing insights into Roman strategies for winning over the populations they conquered. Students can discuss how the author's relationship to the Roman Empire affected his descriptions of the emperor and the state.
- **"The Greek Influence on Rome"** is a short article by a news organization published for Greek people around the world. In addition to reading this overview of continuities between classical Greece and Rome, students can discuss the author's argument and how the tone and word choice may be related to the intended audience.
- Language maps of the Roman Empire available online can add further complexity to the picture of the relationship between Rome and the Greek and Hellenistic worlds. Students can examine how the Greeks maintained linguistic traditions in spite of the spread of Latin elsewhere in the empire.

DESIGNING INSTRUCTION

Source Exploration 2.4-C: The Roman Imperial Economy

SOURCES TO EXPLORE

Source 7 Modern-day copy of a Roman imperial measuring table that was preserved as a result of the eruption of Mount Vesuvius in 79 CE. The Roman Empire standardized measurements by using the same mold to create tables with identical dimensions to be transported throughout the empire.



Sachan Neeraj / Shutterstock

Source 8 Excerpts from letters between Pliny the Younger and Emperor Trajan, c. 98 CE

WHY THESE SOURCES?

Whether in the present or in Roman times, secure places where civic and economic life thrive effortlessly are usually the result of a lot of thought and hard work. For example, the predictable hum of a Roman marketplace and docks regularly unloading cargo from across the Mediterranean would not have been possible without the sophisticated, standardized system of weights and measures imposed throughout the empire. These sources emphasize the Roman engineering and infrastructure initiatives that made it possible to conduct commerce inside and outside the empire, transport armies quickly and efficiently, and maintain public health despite growing population density in cities.

Observe-and-Analyze Questions

1. What was the purpose of the standardized table? Why were other empires, such as the Qin, in China, developing similar methods of measurement?
2. Compare the intended audience in the letters between Pliny and Emperor Trajan to the previous excerpt from Emperor Augustus's funerary inscription. Which sources would be likely to provide a more candid account of situations in the Roman Empire? Why?
3. How do the sources you have examined generally reflect the Roman government's efforts to address the cultural and practical needs of their citizens?
4. Using the information provided by the sources and classroom discussion, revise this simple sentence into a single, sophisticated claim supported by detailed evidence.

The Roman government did things.

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, preview the topic of measurement by asking students to examine modern-day examples of advertisements that promote a product using vague measurements and figures. Discuss what information would be necessary to evaluate the claims of the advertisements and, if students begin to discuss specific data, ask follow-up questions that guide them to verbalize our reliance on verifiable, standardized measurements to make decisions.
- To contextualize the origin of the table in source 7, use mapping applications, such as Google Street View, to virtually tour the Pompeii Archeological Park, home of the Roman buildings and artifacts preserved by eruption of Mount Vesuvius in 79 CE. Providing background on Pompeii will illustrate for students how historians draw insights on Roman society and history from both primary sources and archaeological evidence. For another connection between Pompeii and the documents, inform students that Pliny the Elder, the uncle of Pliny the Younger, perished during the volcano eruption.

KEY TAKEAWAYS

- As noted in the caption, a table was used to measure out standardized units. Ensuring consistent measures across these empires helped support long-distance commerce by creating standards all merchants could understand and record. (Q1)
- The letters between Pliny the Younger and Emperor Trajan were a private correspondence, and Pliny needed to provide details on problems to secure the funds for their solutions. Emperor Augustus, however, was addressing the public and may have omitted details that did not enhance his legacy. (Q2)
- Roman authorities promoted events that helped culture flourish, such as athletic events and festivals, but also supported practical policies like standardizing systems of measure and fixing sewer systems. (Q3)
- Revisions of the underdeveloped claim should show an understanding of how the Roman government instituted standardized weights and measures, invested in building, and maintained roads and infrastructure, all of which helped support imperial trade. (Q4)

WHAT'S NEXT?

- *National Geographic's* article "**Aqueducts: Quenching Rome's Thirst**" will allow students to explore connections between water infrastructure and the Roman Empire's ability to maintain political stability in conquered lands.
- History.com's article "**8 Ways Roads Helped Rome Rule the Ancient World**" can help students discover the many ways infrastructure helped the Roman empire expand, create stability, and promote trade. The exploration of Roman roads can also serve as a case study for how spatial reorganization impacts state, culture, economy, and society, changes which in turn often further influence spatial reorganization.

Source Exploration 2.4-C: The Roman Imperial Economy

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- Student exploration of Stanford University's ORBIS Geospatial Network Model of the Roman World can help contextualize how the fastest travel in the classical world compares to modern travel expectations. Testing out various routes could also spur conversations about the importance of maritime transportation, which was typically faster than overland transit.
- **"What Toilets and Sewers Tell Us About Ancient Roman Sanitation"** by Phys.org allows students to discover related topics, such as the importance of sewers and other infrastructure to Roman economic development and public health. However, with prompting, students should also be able to make connections between Roman sanitation and prior topics, such as the effectiveness of Roman bureaucracy and the role of enslaved people in keeping the vital systems working.
- Multiple excerpts from the articles and resources above can support rotation station or other classroom activities involving movement and examination of multiple sources.

Assess 2.4: Reexamining the Classical Roman Mediterranean

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 2.4.

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.

CLASSICAL ROMAN MEDITERRANEAN

Writing activity: continuity-and-change-over-time claim (evaluating a starter claim)

Examine the starter claim below. Then follow the directions to provide relevant evidence and replace the starter claim by writing a thesis that more accurately reflects the evidence.

The establishment of the Roman Empire changed everything in the Mediterranean world.

- Which specific historical evidence could be used to **support** the claim? Explain how.
- Which specific historical evidence could be used to **challenge** the claim? Explain how.
- Using your thinking from (a) and (b), write a one- to three-sentence thesis that supports, refutes, or revises the position.

Key Concept: Classical Societies in Afro-Eurasia

Lesson Planning 2.5: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 2.5.

Learning Objective 2.5

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

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 comparative framing, LO 2.5 challenges students to explore classical social development by pursuing questions of comparison. Questions of continuity and change may also be useful in identifying roles and traditions that are a continuation of ancient societies. Identifying for students a key question or starter claim aligned to LO 2.5 (see samples below) can set a shared, clear goal that emphasizes active investigation.

- Sample key questions:
 - ◆ To what extent did classical empires develop similar labor and structures?
 - ◆ To what extent did classical states and religions reinforce traditional gender roles?
- Sample starter claims:
 - ◆ Classical empires developed similar labor and structures.
 - ◆ The classical period was a turning point in Afro-Eurasian social development.

MAKING THEMATIC CONNECTIONS

Society

The significant social changes and continuities central to LO 2.5 provide opportunities for students to revisit the social development in ancient states (LO 1.7).

MAKING GEOGRAPHIC CONNECTIONS

Spatial reorganization

Exploring the social structures of classical empires provides many opportunities to explore the links between physical geography, social structures, and spatial organization. For example, the contrast between Roman and Han labor structures (e.g., use of slave labor versus artisan labor)

can be traced to the geographic and cultural differences between these two states. Similarly, the differing labor structures and agricultural techniques contributed to differences in spatial organization in these realms.

2.5 SOURCE OVERVIEW

Essential knowledge statements for LO 2.5:

- **EK2.5.A Labor structures in classical Afro-Eurasia**
Classical economies relied on a range of labor forms, from free peasants and artisans in Greek city-states and the Han Dynasty to slavery in the Roman Empire.
- **EK2.5.B Social hierarchy in classical Afro-Eurasia**
The social structures of classical societies were hierarchical—informed by economic divisions of labor, land ownership, and commerce and reinforced by legal codes and belief systems.
- **EK 2.5.C Gender relations in classical Afro-Eurasia**
Patriarchal social structures continued to shape gender and family relations and were both challenged and reinforced by belief systems.

The list below provides examples of primary and secondary sources that can support key questions for LO 2.5. 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 2.5:

- Many excellent charts illustrating the social structures of various classical states, sometimes labelled “social pyramids,” can be found online. Roman social hierarchy and the caste system of India are examples where classes have specific names and definitions.
- One of the best ways to promote close observation and allow students to discover social trends is to examine paintings for clues about class and hierarchy. Many Roman mosaics depicting slavery, such as those in Dougga, Tunisia, can foster discussions related to historical sourcing.
- Excerpts from classical religious texts can help students discover how religious teachings both challenged and reinforced patriarchy. Christian and Buddhist scriptures emphasizing spiritual equality and personal freedom (e.g., Paul’s words in Galatians 3:26-29 in the Bible; Mutta’s and Ubbiri’s poems in *Verses of the Elder Nuns*) can be contrasted with Ban Zhao’s *Admonitions for Women* or the restrictions placed on women in the Laws of Manu (e.g., laws 154, 160, and 161 of Chapter V; law 416 of Chapter VIII).
- **“Women in Classical Societies”** by Sarah Shaver Hughes and Brady Hughes provides social snapshots of India, China, Greece, and Rome. While this article is lengthy, various classroom strategies (e.g., jigsaw, rotation station) can be employed to help students explore one subsection at a time.

Key Concept: Trade Networks and Cultural Encounters in the Classical World

Lesson Planning 2.6: Source Explorations

Just like present-day commerce, many types of classical commerce relied more on maritime trade than trade conducted on overland routes. These source explorations build on students' knowledge of the Silk Roads and Roman roads and allow them to discover the causes and impact of Indian Ocean trade. In addition to mapping the routes and goods that traversed these routes during the classical period, these sources illustrate how Afro-Eurasia's growing interconnected network had cultural and ecological consequences.

Learning Objective 2.6

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

Causation

Given its emphasis on origins and impacts, LO 2.6 is an opportunity for students to examine classical trade networks using questions of causation. Identifying for students a key question or starter claim aligned to LO 2.6 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
 - ◆ What were the key causes and consequences of classical trade routes? *
 - ◆ To what extent did the establishment of classical trade routes influence economic and cultural development?
- Sample starter claims:
 - ◆ The development of new technologies caused the expansion of trade in the classical period.
 - ◆ Classical trade routes affected economic development.

* *This instructional frame is most closely aligned with the writing activity on page 132.*

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

MAKING THEMATIC CONNECTIONS**Economic systems**

LO 2.6's emphasis on evaluating causes and effects provides opportunities to foster thematic connections to earlier economic developments, including:

- Han investment in infrastructure and ability to sustain political stability (EK 2.1.C)
- the Mauryan Empire and the spread of Buddhism in India (EK 2.2.B)
- the growth and key characteristics of South Asian religious and political development (LO 2.2)
- the sophisticated transportation infrastructure developed in the Roman Empire (EK 2.4.C)

MAKING GEOGRAPHIC CONNECTIONS**Human adaptations to the physical environment**

At the heart of the expanding scope and sophistication of trade throughout much of the classical period were various human adaptations responding to the challenges and opportunities present in their environments. As classical empires grew in power and wealth, increasing knowledge of what resources were scarce or plentiful in other regions fueled the desire to seek out trade opportunities. The development of long-distance Indian Ocean trade was a series of adaptations to environmental challenges, and the network of Roman roads methodically modified the landscape of much of the Mediterranean Basin.

2.6 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 2.6-Intro: Trade Networks and Cultural Encounters in the Classical World	Source 1 Map of Alexander the Great's economic legacy. This map depicts the trade routes and notable resources traded in the two centuries after Alexander the Great's death in 323 BCE.
SE 2.6-A: Transportation Technologies and Long-Distance Overland Trade	Source 2 Excerpted from <i>Voyage Around the Erythraean Sea</i> , an anonymous work describing maritime trade routes written by an Egyptian merchant, first century CE. Translated by Wilfred H. Schoff. Source 3 Adapted from Yu Huan, <i>The Peoples of the West</i> , a third-century Chinese account composed between 239 and 265 CE. Translated by John E. Hill.

Lesson Planning 2.6: Source Explorations

CLASSICAL PERIOD

SE 2.6-B: Silk Roads and the Spread of Buddhism	<p>Source 4 Map of the spread of world religions c. 500 BCE–600 CE</p> <p>Source 5 Excerpted from Jason Neelis, "Buddhism and Trade," <i>Silk Road Seattle</i>, 2002</p>
SE 2.6-C: Early Trade in the Indian Ocean and Cultural and Technological Diffusion	<p>Source 6 Excerpted from Rainer F. Buschmann, <i>Oceans in World History</i>, 2007</p> <p>Source 7 Map of Asian trade networks c. 400 CE</p>
Assess 2.6: Reexamining Trade Networks and Cultural Encounters in the Classical World	Writing activity: causation 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 2.6: Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period.	
Essential Knowledge Statements	Planning Notes
<p>EK 2.6.A Transportation technologies and long-distance overland trade</p> <p>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><input checked="" type="checkbox"/> The map in SE 2.6-Intro illustrates how different regions varied in the resources they exported. The two primary sources in SE 2.6-A complement this map by showing how merchants took interest in reporting the existence of "exotic" goods back to their native lands.</p> <p><input checked="" type="checkbox"/> The primary sources in SE 2.6.A also are examples of navigational and practical travel information diffusing during the classical period, which was often just as important as innovations.</p> <p><input type="checkbox"/> The sources provided do not explore some of the causes of the increase in demand for luxury goods (e.g., increasing wealth accumulated by elites) or the consequences (e.g., prosperous artisans in Han China). In addition, the subject of why certain resources or finished products became luxury goods is not addressed.</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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The map in SE 2.6-B illustrates how closely the spread of religions, including Hinduism, adhered to travel routes. <input checked="" type="checkbox"/> The secondary source in SE 2.6-B addresses causal links, in both directions, between the development of Buddhism and Silk Road trade. <input type="checkbox"/> The specific beliefs of Mahayana Buddhism, including why Buddhists established monasteries, are not explored by the sources.
<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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The secondary source in SE 2.6-C briefly cites growing knowledge of the Indian Ocean as a cause of Indian Ocean trade and explains why the spread of Hinduism and Indic culture was an effect of Indian Ocean trade. <input checked="" type="checkbox"/> The map in SE 2.6-C shows the interconnection between land and water routes through much of Afro-Eurasia. <input type="checkbox"/> There are few details about specific innovations, such as the lateen sail, or of topics about which Indian Ocean mariners increased their understanding, such as monsoons. In addition, these sources do not explore ecological consequences of Indian Ocean trade, such as diffusion of plants like the banana.

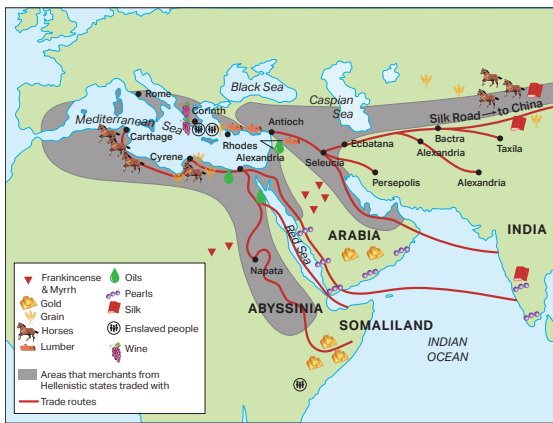
CLASSICAL PERIOD

DESIGNING INSTRUCTION

Source Exploration 2.6-Intro: Trade Networks and Cultural Encounters in the Classical World

SOURCES TO EXPLORE

Source 1 Map of Alexander the Great’s economic legacy. This map depicts the trade routes and notable resources traded in the two centuries after Alexander the Great’s death in 323 BCE.



WHY THIS SOURCE?

Few humans made the trek all the way from Rome to Chang’an. For those that did, no substantial primary sources recording the journeys have survived. However, historical evidence, from detailed travel journals to imperial economic records, corroborates longer journeys regularly made by goods. This map illustrates the traditional routes that were transporting diverse merchandise across Afro-Eurasia relatively early in the classical period.

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 map from the Hellenistic Era. Which goods would be relatively easy to transport? Which goods would be more difficult to transport?
2. If the map represents the Hellenistic world of the second and first centuries BCE, then what effect would the creation of larger empires later in the classical period likely have on the trade network pictured?
3. Use the map to complete the sentence frames.

While both China and Carthage had local supplies of _____, only China possessed _____.

There were plentiful supplies of pearls and silk in India, but India _____.

There were plentiful supplies of pearls and silk in India, so India _____.

MEETING LEARNERS' NEEDS

- To contextualize the source, highlight for students that, although this map is appearing near the end of the unit, the timeframe of the map predates many of the developments they have studied. Students might benefit from reviewing a time line of the Hellenistic empires or revisiting the Expanding Essential Knowledge content summary of 2.3.B.
- To build student confidence with disciplinary vocabulary, preview key terms related to the map, such as *overland* and *maritime trade*, as well as implicit connections to previously reviewed geography topics like resource scarcity and surplus.
- To encourage close observation and geographic thinking, ask students to record what they notice about the location of trade routes, either individually or using think-pair-share or a similar protocol. Extend the discussion of the map by asking students to share their observations and offer evidence-based inferences as to why the trade routes were typically located so close to water. Engaging in this productive struggle of theorizing may allow students to conclude that maritime transport may have offered some advantages during this time period.

KEY TAKEAWAYS

- Oils, pearls, silk, and wine could likely be transported easily. However, lumber, horses, and enslaved people would be difficult to transport. (Q1)
- The creation of the Qin, Roman, Mauryan, and, later, the Han empires would mean larger states that built improved infrastructure in their empires and that would likely expand this trade network in length and capacity. (Q2)
- Students' sentences should demonstrate an understanding of how some resources were limited to only a few regions (e.g., silk in China), some regions lacked resources that other possessed (e.g., India's lack of gold and oils), and trade could allow states to exchange surplus resources for resources they needed.

WHAT'S NEXT?

- The map gives students a good sense of where Alexander's empire was and to a certain extent why it was located in the eastern Mediterranean. Comparing source 1 to maps of the **Achaemenid Empire** and the **Roman Empire** will help students infer that this region continues to be attractive for settlement and trade throughout the classical period.
- Additional lessons can build on the portable nature of some of the luxury goods identified in Q1 by connecting them to ideas of scarcity and the disposable income that becomes more prevalent in societies with a wealthy upper class. Relevant contemporary examples, like how goods or experiences that might be seen as ordinary to locals may be perceived as exotic and valuable to others, may also help students to understand this concept.
- While Silk Roads and Roman roads have been referenced in earlier units, this map highlights the role that maritime trade played while acting in concert with land-based trade. After exploring articles like "**Roman Shipbuilding & Navigation**" from the World History Encyclopedia, students can revisit source 1 or other maps to contextualize how classical trade depended on a combination of maritime and overland routes.

DESIGNING INSTRUCTION

Source Exploration 2.6-A: Transportation Technologies and Long-Distance Overland Trade

SOURCES TO EXPLORE

Source 2 Excerpted from *Voyage Around the Erythraean Sea*, an anonymous work describing maritime trade routes written by an Egyptian merchant, first century CE. Translated by Wilfred H. Schoff.

Source 3 Adapted from Yu Huan, *The Peoples of the West*, a third-century Chinese account composed between 239 and 265 CE. Translated by John E. Hill.

WHY THESE SOURCES?

Typically, students study push-pull factors in the context of migration; however, historians have used similar language to describe how the Afro-Eurasian trade of luxury goods began. The growing wealth of elites and their desire for luxury goods incentivized traders to “pull” more goods to meet demand and find new sources of exotic goods. Artisans and merchants reacted to growing demand from distant markets by producing more luxury goods and exploring more avenues by which to “push” their exports to new customers. Along with the “scouting report” of goods passed along by these authors are practical tips that serve as examples of the increasing sophistication of maritime transport.

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, explore with students present-day examples of travel guides, including online resources about travel hacks. Examining why such resources are so popular (e.g., they save time, help with expectations and planning, provide a knowledgeable perspective on an unfamiliar location) will help students discuss purpose and audience in sources 2 and 3.

Observe-and-Analyze Questions

- Compare the country of origin of each author to the title of their work. What is similar about the purpose of both excerpts?
- What are some examples of how these authors explain trade routes or sailing practices? What does this indicate about maritime knowledge during the classical period?
- What topics prompt the authors to provide the most details? What does that say about the intended audience for these excerpts?
- Use the sources to complete the sentence frame.

While both the Egyptian and Chinese authors _____, only the Chinese author _____.

- To provide context for source 2, inform students that the Erythraean Sea is an ancient term dating back to before the full scale of the Indian Ocean became common knowledge among mariners, when many voyagers thought the Arabian Sea and the waters on the East African coast were a single body of water. The author's use of the term provides an interesting snapshot of how geographic knowledge was growing but was still incomplete.
- To build a deeper understanding of causation, ask students to discuss how the awareness of other regions displayed in the excerpts can be used to support claims of causation regarding the effects of trade.
- To help students to organize information, have them create a note-taking chart with a column for each author and rows for common topics such as the places they describe, the types of goods available in those locations, and practical advice about traveling to or visiting these places.

KEY TAKEAWAYS

- Both authors describe countries they are visiting, presumably for an audience that is unfamiliar with these far-off locations. (Q1)
- The Egyptian trader mentions the ideal time frame to travel to Muza, while the Chinese author gives detailed estimates on how wind could affect the travel time. This suggests there is consistent, practical knowledge being shared about how to safely sail in this region. (Q2)
- Both authors provide copious details about the goods available in the areas being written about. Also, the Chinese source goes into great detail about the safety of Roman roads as long as one does not travel alone. The intended audience is likely merchants or government officials who would be interested in knowing the trading potential of these areas. (Q3)
- Students' sentences should demonstrate an understanding of the similarities between the two sources in including details of the goods available in the locations they are reporting on as well as unique aspects of the Chinese source, such as the inclusion of travel-time estimates. (Q4)

WHAT'S NEXT?

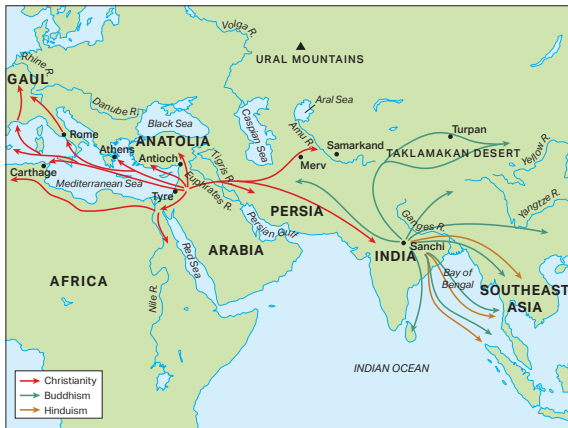
- Governments and elites that benefited from the trade of luxury goods often had a low opinion of merchant activities. Articles like World History Encyclopedia's "**Trade in the Roman World**" provide arguments for why trade expanded in spite of resistance from wealthy land owners. There are also many examples of Confucian teachings denigrating merchant activity that Han rulers often echoed in their policies.
- The Mauryan Empire was also involved in the development of trade during this time period. Comparing the innovations of the Mauryan Empire to Rome and/or the Han would give students a greater sense of how widespread innovations in trade really were.
- Students tend to think of innovation in terms of technology. Articles about innovations in trade in the Persian Empire (such as TimeMaps' "**The Persian Empire: Culture and Society**" and The Indian History's "**Mauryan Empire Achievements and Contributions**") would help broaden their views. Business houses, standardized weights and measures, and the policing of trade routes promoted trade in the early classical era. Having students look at the collective effects of all these empires on trade would allow them to practice formulating causation claims and counterclaims.

DESIGNING INSTRUCTION

Source Exploration 2.6-B: Silk Roads and the Spread of Buddhism

SOURCES TO EXPLORE

Source 4 Map of the spread of world religions c. 500 BCE–600 CE



Source 5 Excerpted from Jason Neelis, "Buddhism and Trade," *Silk Road Seattle*, 2002

WHY THESE SOURCES?

Students can memorize superficial claims about how economic and religious developments influenced each other or how both were shaped by geography; however, such connections have far more resonance when the maps themselves illustrate how often the spread of these religions overlapped with trade routes and spatial organization of states. Similarly, examining the claims of how religious developments likely influenced economic activity can help students achieve a more sophisticated, multidirectional understanding of causation and consequence in the classical period.

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. Neelis is making a causation argument. What does he argue was a significant cause of the development of Asian trade routes? What evidence does he use to support his claim?
2. Using the map, compare the geographic locations of where Christianity, Buddhism, and Hinduism started to the locations of empires and trade networks that you have previously studied. How did these likely affect the paths in which these religions spread?
3. Examine the two short sentences below. Use details from the sources to revise these sentences into longer, more sophisticated claims using conjunctions such as *because* or *so*.
Neelis argued Buddhism had effects.
The map of them spreading looks similar to other things.

MEETING LEARNERS' NEEDS

- To help students contextualize these developments, ask them to discuss in small groups how ideas spread in periods before mass communication. While some students may emphasize the invention of writing that was explored during the unit on the ancient period, others may hit on the centrality of trade routes with minimal scaffolds.
- To encourage close observation, have students examine the map and take notes before reading the excerpt. Given that the developments on the map are closely related to political developments they have previously studied, let students know that they should be able to make some inferences and educated guesses based on the details in the map.
- To provide reading support, preview words related to religious orders (*monastic* and *monastery*, *lay supporters* and *laity*, *monks*, *nuns*) or ask students to circle unfamiliar words in the first paragraph to discuss as a class before reading the next paragraph.
- To model historical thinking, extend discussion of Q3 by reviewing the ways in which causation, both in everyday settings and in the developments being studied, is multidirectional and/or reciprocal.

KEY TAKEAWAYS

- The demand for the “seven jewels” associated with Buddhism incentivized the expansion of roads and trade relationships. As Buddhism grew so did trade networks and vice versa. (Q1)
- The starting place of Christianity was within the borders of the Roman Empire and likely spread along Roman trade routes. Hinduism and Buddhism likely spread along Gupta and Han trade routes. Some areas, such as Europe, North Africa, and the Taklamakan Desert, were likely reached by a single religion much earlier than the others because only certain trade routes went there. (Q2)
- Students’ revised sentences should demonstrate an understanding of how Neelis supported his claim that Buddhism fostered trade (e.g., the increase in Buddhist demand for luxury items, the means by which merchants financially supported monks and nuns) and how the path of religious diffusion mapped in source 4 closely mirrored the route of major trade networks. (Q3)

WHAT'S NEXT?

- The geographic spread of Buddhism can be traced, in part, to the policies of the Mauryan emperor Ashoka and the Kushan King Kanishka. Articles like silk-road.com's “**Buddhism and Its Spread Along the Silk Road**” highlight the importance of political leaders in promoting Buddhism.
- The Metropolitan Museum of Art’s online companion to the **Buddhism Along the Silk Road** exhibit provides many images of Buddhist artifacts that can be traced back to various points on the Silk Roads along with an animated map that shows how different events disrupted or strengthened the spread of Buddhism.
- The interaction between the development of Buddhism and Daoism in classical China can spark conversations about cultural continuity, change, and causation. The Asia Society’s “**Buddhism in China**” article illustrates why Daoist ideals helped pave the way for Buddhism’s spread through East Asia.

DESIGNING INSTRUCTION

Source Exploration 2.6-C: Early Trade in the Indian Ocean and Cultural and Technological Diffusion

SOURCES TO EXPLORE

Source 6 Excerpted from Rainer F. Buschmann, *Oceans in World History*, 2007

Source 7 Map of Asian trade networks c. 400 CE



WHY THESE SOURCES?

The secondary source and the map were selected to help students with no prior knowledge explore the spread of Hinduism and its impacts on political and cultural life in Southeast Asia. The foundational information provided by these sources should provide students with the necessary context and content for understanding this important development.

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 build student confidence with disciplinary vocabulary, preview words and concepts used in the secondary source such as *cosmology*, *legacy*, and Hindu terminology.

Observe-and-Analyze Questions

- According to Buschmann, why did Hinduism spread through Southeast Asia?
- Examine the map. Given that boats of this era were powered by wind, which routes required the most knowledge of wind patterns? Why?
- Consider new information: Bananas originated in modern-day Indonesia (south of the Gulf of Thailand), which is located in the southeast corner of the trade map. Given that bananas can only grow in certain climates, which regions would the banana likely spread to given economic and environmental factors? Why?
- Use the sources to complete the sentence stems below. Then combine your three sentences into a sophisticated causation claim.

Hinduism spread because _____ .

Hinduism spread because _____ .
(different cause)

Hinduism spread, so _____ .

- To encourage students to think like a geographer, provide them with maps of Afro-Eurasia's physical geography and climate so that they can discuss how these factors may have informed the shape of trade routes.
- To promote interdisciplinary connections, explore the concept of monsoons through accessible scientific resources, such as "**The Science of Monsoons**" from NASA's Visualization Explorer, that can help students better understand what obstacles mariners in the Indian Ocean had to overcome.

KEY TAKEAWAYS

- Mastery of Indian Ocean currents and wind patterns made voyages across the Bay of Bengal possible, while Hinduism's ability to coexist with ideas of local gods helped it spread through Southeast Asia. (Q1)
- Knowledge of wind patterns would be most valuable on the routes venturing farthest into the ocean from Madras to Southeast Asia. If boats encountered dangerous winds or a complete lack of wind, they would not be able to anchor near land nor would they likely encounter other ships who could help them. (Q2)
- India and East Africa are on similar latitudes to Indonesia and the new trade routes connected these regions to where bananas grew. It would be conceivable that the banana plant spread to these regions. The Arabian Peninsula is mostly desert, so it is not likely that bananas took root there. (Q3)
- Students' sentences should emphasize how Hinduism spread as a result of such factors as how easily it could harmonize with local religious traditions and navigation innovations that created great connectivity across the Indian Ocean. Sentences should also note Hinduism's effect on Southeastern Asia's political development. (Q4)

WHAT'S NEXT?

- For a deeper exploration of the diffusion of bananas as a case study, students can read "**Early Africans Went Bananas**" in *Science* magazine. In addition to providing more details on how improvements in navigation impacted the Indian Ocean Rim, the article illustrates how new evidence uncovered by historians and archaeologists can challenge prior consensus.
- The multiple locations connected by sea and land routes in source 7 can contextualize the many examples of cultural syncretism that occurred during the classical period. Students can better understand how multiple cultures mixed together in trading points along the classical trade networks by exploring the following:
 - ◆ Coins issued by King Kanishka, which contain both Buddhist images and Greek letters (images hosted by **Columbia University's Kanishka course site**)
 - ◆ Hellenistic Buddhist art created in Central Asia toward the end of the classical era, which typically displayed more Buddhist traits the farther east the art was produced (see "**How did Hellenistic Trends Influence Buddhist Art and Architecture**" by Jivan-deep Kandola of the University of Warwick)
 - ◆ Manichaean art, which included elements of Zoroastrian, Buddhist, and Christian elements during the late classical period (see the University of Washington's Virtual Art Exhibit on **Manichaeism**)

Assess 2.6: Reexamining Trade Networks and Cultural Encounters in the Classical World

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 2.6.

ASSESSING WRITING

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

CLASSICAL TRADE NETWORKS

Writing activity: causation paragraphs (answering a key question)

Examine the prompt below. Then follow the directions to organize evidence and create a thesis that addresses all parts of the question.

What were the key causes and consequences of classical trade routes?

- a. What were some causes of classical trade routes?
- b. Which development was most influential in the development of classical trade routes? Why?
- c. What were some consequences of classical trade routes?
- d. Which consequence had the most influence on the development of the classical world? Why?
- e. Write a one- to three-sentence thesis that answers the prompt and accurately reflects the evidence you have cited in (a) through (d).

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

CLASSICAL
PERIOD

Lesson Planning 2.7: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 2.7.

Learning Objective 2.7

Summarize the consequences of the collapse of the Han and Roman empires during the classical 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

Causation

Given its emphasis on consequences, LO 2.7 challenges students to explore the decline of the Han and Roman empires by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 2.7 (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:
 - ◆ What best explains why and when the Han and Roman empires collapsed?
 - ◆ How did the collapse of the Han and Roman empires affect East Asia and the Mediterranean regions respectively?
- Sample starter claims:
 - ◆ Similar factors fueled the decline of the Han and Roman empires.
 - ◆ Internal problems doomed the Han and Roman empires.

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

MAKING THEMATIC CONNECTIONS

Governance

LO 2.7's examination of Han and Roman political collapse will have more resonance if students revisit what qualities allowed these states to endure for so long, including:

- Han economic innovation, bureaucratic structures, and trade (LO 2.1)
- Roman territorial expansion, imperial political structure, and transportation infrastructure (LO 2.4)

MAKING GEOGRAPHIC CONNECTIONS

Spatial reorganization

The collapse of these states resulted in economic, political, and social changes that all affected the organization of space. Particularly, many communities reacted to the decline of trade along Silk roads and Roman roads that were no longer supported by imperial armies or laws by reorganizing political space (e.g., fortified cities ruled by warlords or nobles) and adopting more self-sufficient agricultural practices (e.g., feudalism).

2.7 SOURCE OVERVIEW

Essential knowledge statements for LO 2.7:

- **EK 2.7.A Collapse of the Han Dynasty**
Nomadic frontier incursions and excessive state expropriation of resources led to the erosion of Han imperial authority as local warlords gained power.
- **EK 2.7.B Collapse of the Roman Empire**
Political instability rooted in the challenges of defending an extensive frontier facilitated Germanic invasions that contributed to the collapse of the western portions of the Roman Empire.
- **EK 2.7.C Spread of Buddhism and Christianity**
Christianity and Mahayana Buddhism, facilitated by transportation infrastructures, standardized written forms, and religious messages of salvation and spiritual equality, spread in the wake of collapsing empires.

The list below provides examples of primary and secondary sources that can support key questions for LO 2.7. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?
- What discussions related to the instructional frame could this source facilitate?
- What should students consider when interpreting this source?

Sample sources for LO 2.7:

- Given that the Han and Roman states provide two of the most monumental examples of social and political collapse, it might be worthwhile to explore the concept of why state collapse occurs. In the TED talk "**Why Do Societies Collapse?**," Jared Diamond, author of *Guns, Germs, and Steel* and *Collapse*, explains his "five-point checklist" that can be applied to Roman and Han decline.
- **Word History for Us All** hosts a teaching unit titled "**Centuries of Upheaval in Afroeurasia**" that includes several primary and secondary sources related to the collapse of classical states that could be explored through various classroom strategies (e.g., jigsaw, rotation station).
- Historians debate the impact of Emperor Constantine's decisions to establish Byzantium (later Constantinople) as the imperial capital and to codify toleration for Christians. The *History of Zosimus*, written by a 6th-century pagan historian in Constantinople, critiques Constantine's decisions, particularly in chapters 29–31 of Book 2. In contrast, the account of Sozomen, a church historian c. 450 CE, in Book 2 of his *Ecclesiastical History* (see "**Constantine Founds Constantinople, 324 CE**" from Fordham University's Ancient History Sourcebook) is more sympathetic. For more perspective on the impact of Constantine's policies, see Yale professor Paul Freedman's "**Lecture 3: Constantine and the Early Church.**"
- Students can discover the political fragmentation that occurred in the "Period of Disunity" after the fall of the Han Dynasty by reviewing time lines or maps of China that document 220–589 CE, such as those available on the Asia for Educators and Princeton University Art Museum websites.
- The *Education for Asia* article "**Did the Middle Kingdom Have a Middle Period?**" highlights the commonalities between the political decentralization of the Han and Roman states.

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Performance Task



About the Performance Tasks

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

PART 1: SOURCE ANALYSIS

Students examine a set of sources and complete three analysis tasks that will help them draft a full evidence-based essay. 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.

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

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 was the development of classical trade networks across the Mediterranean Sea similar to the development of the classical Silk Roads?

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

Chao Cuo, "Memorial on the Encouragement of Agriculture," 178 BCE. Chao Cuo was a statesman in the Han Empire responding to recent trends in trade and agriculture.

Now pearls, jewels, gold, and silver can neither allay hunger nor keep out the cold, and yet the people all hold them dear because these are things used by the ruler. They are light and easy to store, and one who holds them in his grasp may roam the world and never fear hunger or cold. ...

Among the traders and merchants ... the larger ones hoard goods and exact 100 percent profit, while the smaller ones sit lined up in the markets selling their wares. Those who deal in luxury goods daily disport themselves in the cities and market towns; taking advantage of the ruler's wants, they are able to sell at double price. ...

At present, although the laws [weaken] the merchants, the merchants have become wealthy and honored, and although [the laws] honor the farmers, the farmers have grown poor and lowly.

Source 2

The *Milinda Panha* (Questions of King Milinda), a Buddhist text recorded between 150 BCE and 200 CE. It is written as a dialogue between a Buddhist missionary traveling through Sagala and King Milinda, the ruler of a Hellenistic kingdom on the Silk Roads.

There is in the country of the Yonakas a great center of trade, a city that is called Sâgala,* situated in a delightful country well watered and hilly, abounding in parks and gardens and groves and lakes and tanks, a paradise of rivers and mountains and woods.

Its streets are filled with elephants, horses, carriages, and foot-passengers, frequented by groups of handsome men and beautiful women, and crowded by men of all sorts and backgrounds—Brahmans, nobles, artificers, and servants. They resound with cries of welcome to the teachers of every creed, and the city is the resort of the leading men of each of the differing faiths. Shops are there for the sale of cloths of various kinds and sweet odors are exhaled from the bazaars, where all sorts of flowers and perfumes are tastefully set out. Desirable jewels are there in plenty, and guilds of traders in all sorts of finery display their goods in the bazaars that face all quarters of the sky. The city is so full of money, and of gold and silver ware, copper and stone ware, that it looks like a mine of dazzling treasures.

*While the exact location of Sâgala is debated by historians, there is consensus that it was located somewhere in Central Asia along the Silk Roads.

Source 3

Caesar Augustus, *The Deeds of the Divine Augustus*, 14 CE. Caesar Augustus was the first Roman emperor.

**PERFORMANCE
TASK**

I rebuilt the Flaminian road from the city [Rome] to Ariminum [a Northeast port city in Italy] and all the bridges except two.

I restored peace to the sea from pirates.

All Italy swore allegiance to me voluntarily and demanded me as leader of the war which I won at Actium; the provinces of Gaul, Spain, Africa, Sicily, and Sardinia swore the same allegiance.

I extended the borders of all the provinces of the Roman people. By my order two armies were led at about the same time into Ethiopia and into part of Arabia, and the troops of each nation of enemies were slaughtered in battle and many towns captured.

I added Egypt to the rule of the Roman people.

I founded colonies of soldiers in Africa, Sicily, and Macedonia.

PERFORMANCE TASK

Source 4

Map illustrating the resources, trade routes, and locations listed in *The Periplus of the Erythraean Sea*, a guide detailing useful ports in what we now call the Red Sea and Indian Ocean by an anonymous author, first century CE



Source 5**Excerpted from chapter 8 of Acts of the Apostles in the Christian Bible, recording the missionary Philip's encounter with an Ethiopian, first century CE**

As for Philip, an angel of the Lord said to him, "Go at noon down the desert road that runs from Jerusalem to Gaza." So he started out, and he met the treasurer of Ethiopia, a eunuch of great authority under the Kandake, the queen of Ethiopia. The eunuch had gone to Jerusalem to worship, and he was now returning. Seated in his carriage, he was reading aloud from the book of the prophet Isaiah.

The Holy Spirit said to Philip, "Go over and walk along beside the carriage."

Philip ran over and heard the man reading from the prophet Isaiah. Philip asked, "Do you understand what you are reading?"

The man replied, "How can I, unless someone instructs me?" And he urged Philip to come up into the carriage and sit with him. ...

The eunuch asked Philip, "Tell me, was the prophet talking about himself or someone else?" So beginning with [the Scripture the eunuch was reading], Philip told him the Good News about Jesus.

As they rode along, they came to some water, and the eunuch said, "Look! There's some water! Why can't I be baptized?" He ordered the carriage to stop, and they went down into the water, and Philip baptized him.

When they came up out of the water, the Spirit of the Lord snatched Philip away. The eunuch never saw him again but went on his way rejoicing.

Source 6**Lucian of Samosata, *The Ship*, a dialogue between Athenian citizens of Rome, second century CE**

Lycinus: No strange sight escapes Timolaus, even if he must run all the way to Corinth to see it.—You energetic sightseer!

Timolaus: Well, Lycinus, what do you expect? I had nothing to do, and just then I heard that a great monster of an Egyptian corn-ship has sailed into Piraeus. What is more, I believe you and Samippus came down on precisely the same errand.

Samippus: I say, though, what a size that ship was! 180 feet long, the man said, and something over a quarter of that in width; and from deck to keel, the maximum depth, through the hold, 44 feet. And then the height of the mast, with its huge yard; and what a forestay* it takes to hold it! The crew was like a small army. And they were saying she carried as much corn as would feed every soul in Athens for a year.

* The rope that runs from the top of the mast to the deck, often anchoring a triangular sail

**PERFORMANCE
TASK**

Source 7

Foreigner depicted as a camel driver in the Silk Roads, Chinese terracotta sculpture, c. fifth century CE



Musée Cernuschi

TASK A: ANALYZE THE PROMPT AND SOURCES

**PERFORMANCE
TASK**

To what extent was the development of classical trade networks across the Mediterranean Sea similar to the development of the classical Silk Roads?

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 characteristics of Mediterranean or Silk Roads trade networks	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 each trade network as well as characteristics that are common to both trade networks.

Development of Mediterranean and Silk Roads trade networks		
Unique characteristics of Mediterranean trade networks	Unique characteristics of the Silk Roads trade networks	Characteristics both trade networks had in common

Plan your thesis

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

- i. The development of Mediterranean trade networks and the Silk Roads in the classical period were very similar.
 - ii. The development of Mediterranean trade networks and the Silk Roads in the classical 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 counterclaims 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 classical-period trends or developments 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: _____

PART 2: EVIDENCE-BASED ESSAY**PERFORMANCE
TASK**

Directions: Use the sources provided and your completed source-analysis tasks from Part 1 to respond to the following evidence-based prompt.

To what extent was the development of classical trade networks across the Mediterranean Sea similar to the development of the classical Silk Roads?

Your response should include the following elements:

- **Contextualization:** Describe a broader historical context relevant to the prompt.
- **Thesis:** Respond to the prompt with a historically defensible thesis that establishes a line of reasoning.
- **Argument development:** Demonstrate a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.
- **Use of the documents:** Support the argument with evidence from at least three of the provided documents.
- **Outside evidence:** Provide at least two examples or additional pieces of specific evidence beyond those found in the documents to support or qualify the argument.

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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.

PART 2

Evaluation Criteria	Available Score Points	Decision Rules
Thesis/Claim (0–1 point)	1 point. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
Contextualization (0–1 point)	1 point. Describes 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 prompt. This point is not awarded for merely a phrase or reference.
Evidence (0–3 points)	Evidence from the documents 1 point. Uses at least three documents to address the topic of the prompt. OR 2 points. Uses at least five documents to support an argument in response to the prompt.	To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents. To earn two points, the response must accurately describe—rather than simply quote—the content from at least five documents and use the content of the documents to support an argument in response to the prompt.
	Evidence beyond the documents 1 point. Uses at least two additional pieces of specific historical evidence (beyond the documents) relevant to an argument about the prompt.	To earn this point, the response must accurately describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.
Analysis and reasoning (0–1 point)	1 point. Demonstrates a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.	To earn this point, the response must accurately corroborate, qualify, or modify an argument by explaining how diverse or alternative views or evidence can explain multiple disciplinary facets, such as: <ul style="list-style-type: none"> ▪ both similarity and difference ▪ both continuity and change ▪ multiple causes ▪ both cause and effect

The Postclassical Period

c. 600 to c. 1450



Postclassical Period

c. 600 to c. 1450

Overview

Though transregional trade declined alongside the collapse of the Han and Roman empires, the scope of exchange and governance across Afro-Eurasia would soon reach new heights during the postclassical period. While some holdovers from the classical period, such as the Byzantine Empire, would continue prior traditions, many new states emerged during the postclassical period, such as the Umayyad Caliphate, Abbasid caliphates, and the Mongol Empire. Each of these states grew to encompass more territory than any classical state. Meanwhile the development of new overland trade routes across the Sahara and maritime routes to East Africa contributed to the creation of new states and languages.

COURSE FRAMEWORK CONNECTIONS

Key Concepts	Learning Objectives <i>Students will be able to ...</i>
Early Islamic States	LO 3.1 Describe the origins, expansion, and consolidation of the first Islamic states.
Postclassical States: Byzantine Empire and European Kingdoms	LO 3.2 Compare the political, economic, and cultural structures of eastern and western Europe.
Postclassical States in East Asia	LO 3.3 Examine political continuity and change in postclassical China.
The Mongols and the Revitalization of the Silk Roads	LO 3.4 Explain the causes and consequences of the origin and expansion of the Mongol Empire.
Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa	LO 3.5 Trace the development and impact of trans-Saharan trade.
Long-Distance Trade and Diffusion in the Indian Ocean Basin	LO 3.6 Examine the causes and effects of long-distance trade in the Indian Ocean basin.
Postclassical Americas	LO 3.7 Compare the political, economic, and cultural structures of the Maya, Inca, and Aztec states.

POSTCLASSICAL PERIOD

UNIT AT A GLANCE

Key Concept	Pre-AP Instructional Resources	Suggested Timing
Early Islamic States	3.1 source explorations Content Summary 3.1	1–1.5 weeks
Postclassical States: Byzantine Empire and European Kingdoms	3.2 source explorations Content Summary 3.2	1–1.5 weeks
Postclassical States in East Asia	Lesson-planning resources Content Summary 3.3	1–1.5 weeks
The Mongols and the Revitalization of the Silk Roads	Lesson-planning resources Content Summary 3.4	1–1.5 weeks
Learning Checkpoint 1		
Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa	3.5 source explorations Content Summary 3.5	1–1.5 weeks
Long-Distance Trade and Diffusion in the Indian Ocean Basin	Lesson-planning resources Content Summary 3.6	1–1.5 weeks
Postclassical Americas	3.7 source explorations Content Summary 3.7	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.

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Key Concept: Early Islamic States

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Lesson Planning 3.1: Source Explorations

The following source explorations position students to discover the causes and effects of the first Islamic states. While more concrete concepts, like territorial expansion, may be relatively easy for students to grasp, the subtleties of Islamic doctrine, the emergence of religious schisms, and the syncretism of Arabian, Persian, and Byzantine political and cultural traditions might require deeper study. The included activities provide multiple opportunities for students to create their own questions, which will help you assess their level of background knowledge in order to identify instructional needs.

Learning Objective 3.1

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

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; continuity and change over time

Given its emphasis on origins and expansion, LO 3.1 challenges students to explore the first Islamic states by pursuing questions of causation as well as continuity and change over time. Identifying for students a key question or starter claim aligned to LO 3.1 (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:
 - ◆ Which factors most directly contributed to the expansion and long-term stability of early Islamic states?
 - ◆ To what extent did the first Islamic states both diffuse new cultural ideas and adopt practices from established cultures? *
- Sample starter claims:
 - ◆ Islamic states united northern Africa and western Asia.
 - ◆ Islamic states spread new cultural ideas.

* *This instructional frame is most closely aligned with the writing activity on page 175.*

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

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MAKING THEMATIC CONNECTIONS

Culture; society

The emergence of Islam involves examples of continuity and change that span across historical periods. LO 3.1 provides opportunities to foster thematic connections to topics of culture and society, including:

- the emergence of Judaism (EK 1.6.C)
- social hierarchy in classical societies (LO 2.5)
- the emergence and spread of Christianity (EK 2.7.C)

MAKING GEOGRAPHIC CONNECTIONS

Comparison of world regions

In the classical period, students explored how the borders of the Han Dynasty set the foundations for modern-day East Asia as well as how the diffusion of Hinduism throughout South Asia put in place cultural characteristics that have continued in that region to this day. Similarly, LO 3.1 explores historical events that resulted in key cultural characteristics of the MENA region (Middle East/North Africa) that have continued to the present. Providing opportunities for students to explore or revisit present-day language and religion maps of the MENA region as they learn the contours of early Islamic states will allow them to connect their understanding of history and geography.

3.1 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 3.1-Intro: Early Islamic States	<p>Source 1 Europe and Central Asia at the end of the Byzantine-Sasanian War of 602–628 (map)</p> <p>Source 2 Territorial expansion of the Umayyad Caliphate, an Arab Islamic state, 632–750 (map)</p>
SE 3.1-A: Origins and Basic Tenets of Islam	<p>Source 3 Excerpted from Richard A. Gabriel, “Muhammad: The Warrior Prophet,” HistoryNet, 2007</p> <p>Source 4 Excerpted from Vernon O. Egger, <i>A History of the Muslim World to 1405: The Making of a Civilization</i>, 2004</p>

SE 3.1-B: Establishment and Expansion of the Arab Umayyad Caliphate	<p>Source 5 Excerpted from Khalid Yahya Blankinship, <i>The End of the Jihād State: The Reign of Hishām Ibn ‘Abd al-Malik and the Collapse of the Umayyads</i>, 1994</p> <p>Source 6 Major empires and dynasties in the Islamic world before 1450 (chart)</p> <p>Source 7 Comparing rates of expansion and contraction of Islamic states in western Asia (graph)</p>
SE 3.1-C: State Consolidation, Cosmopolitanism, and the Abbasid Caliphate	<p>Source 8 Excerpted from Khalid Yahya Blankinship, <i>The End of the Jihād State: The Reign of Hishām Ibn ‘Abd al-Malik and the Collapse of the Umayyads</i>, 1994</p> <p>Source 9 Excerpted from Aftab Hussain Gillani and Mohammad Tahir, "The Administration of Abbasids Caliphate: A Fateful Change in the Muslim History," <i>Pakistan Journal of Commerce and Social Sciences</i>, 2014</p>
Assess 3.1: Reexamining Early Islamic States	Writing activity: causation 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 3.1: Describe the origins, expansion, and consolidation of the first Islamic states.	
Essential Knowledge Statements	Planning Notes
<p>EK 3.1.A Origins and basic tenets of Islam</p> <p>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><input checked="" type="checkbox"/> The impact of the teachings of Muhammad on the tribal nature of Arab society is addressed in SE 3.1-A, source 4.</p> <p><input checked="" type="checkbox"/> The context of the tribal nature of Arabian society and how Muhammad shifted it can be seen through the transformation of military life in the Arabian Peninsula in SE 3.1-A, source 3.</p> <p><input type="checkbox"/> The key tenants of the Islamic faith as well as the influence of Abrahamic traditions are not explicitly addressed in the source explorations.</p>

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<p>EK 3.1.B <i>Establishment and expansion of the Arab Umayyad Caliphate</i></p> <p>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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The map activity in SE 3.1-Intro allows students to understand the full geographic extent of the early Umayyad Caliphate as well as the geopolitical context for its emergence vis-à-vis its rivals, Byzantine and Sasanian Persia. <input checked="" type="checkbox"/> The characteristics and the geographic extent of the Umayyad Caliphate are the primary focus of SE 3.1-B, which features global comparisons to Umayyad contemporaries as well as future Islamic caliphates. <input type="checkbox"/> Neither the source of the Sunni–Shi’a schism nor the governing structures of the Umayyad Caliphate are explicitly discussed in the sources.
<p>EK 3.1.C <i>State consolidation, cosmopolitanism, and the Abbasid Caliphate</i></p> <p>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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The development of the Abbasid Caliphate and the continuities it had with the Umayyad Caliphate as well as the consequences of this transition are explored in SE 3.1-C, source 8. <input checked="" type="checkbox"/> The uniqueness of the Persian-inspired Abbasid Caliphate is illustrated in SE 3.1-C, source 9, which explores the influence of Persian political culture on the administrative structure of the Abbasid state. <input type="checkbox"/> While SE 3.1-C implicitly discusses some forms of religious tolerance (continued from the Umayyads) and implies the importance of global scholarship, neither are explicitly referenced in the documents.

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Source Exploration 3.1-Intro: Early Islamic States

SOURCES TO EXPLORE

Source 1 Europe and Central Asia at the end of the Byzantine-Sasanian War of 602–628



Source 2 Territorial expansion of the Umayyad Caliphate, an Arab Islamic state, 632–750



Observe-and-Analyze Questions

1. Examine source 1. How did the Byzantine and Sasanian empires compare to other states in the region? What events had these states recently experienced?
2. Examine the battle sites marked in source 2. Based on available evidence, which battles do you think the Umayyad Caliphate won, and which do you think it lost? Why? How might these outcomes be related to the developments documented in source 1?
3. In 661, the Umayyads moved the capital of their empire from Medina to Damascus. Using the information in source 2, provide some reasons why the Umayyads might have made this move.
4. Use the sentence frames below to generate questions based on the information in the sources.

I wonder _____ because _____.

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

WHY THESE SOURCES?

This pair of maps helps students with no background knowledge on this topic develop an understanding of the chronology and geography associated with the expansion of the first Islamic states. The maps create opportunities for students to use their geographic reasoning to turn evidence into inferences that preview some of the key developments of this learning objective.

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, have students record their notes using sentence frames that tie observation to evidence (e.g., *I see ..., which is interesting because ...*).
- To promote connections across historical periods, review how terms used in the maps (e.g., Byzantine Empire, Sasanian Empire) connect to terms from prior learning (e.g., Eastern Roman Empire, Persian Empire).

KEY TAKEAWAYS

- The Byzantine and Sasanian empires were by far the two biggest states in this region. Both empires experienced external and internal conflict between 602 and 628. (Q1)
- The three battles in the eastern part of the map are in territory the Umayyads conquered between 633 and 661. Those locations indicate that the Umayyads likely won those battles, while the battle far outside of conquered territory in Tours likely marks a defeat. The Byzantine and Sasanian empires might have had difficulty defending the three eastern cities because, as source 1 indicates, they had spent nearly the previous three decades engaged in conflicts. (Q2)
- By 661, the Umayyads had conquered all of the territory in orange, which made Damascus closer to the center of their territory than Medina. Having the capital in Damascus would reduce travel times to many destinations in the empire. (Q3)
- Students' responses should provide a measure of their prior knowledge or associations they have with Islam and what topics they are most curious about. (Q4)

WHAT'S NEXT?

- Exploring overviews of the essential content (see the content summaries in the appendix) and discussing connections to course skills, themes, or prior units (see the Framing the Instruction section) can help students build a general understanding of key developments and create questions to pursue for the remainder of the learning objective.
- The TED-Ed video "**The Five Major World Religions**" can be used to review Hinduism, Judaism, Buddhism, and Christianity as well as introduce Islam in a way that promotes discussions of comparison and continuity and change.
- To dive directly into the emergence of the Islamic faith, see resources in SE 3.1-A's What's Next? section.

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Source Exploration 3.1-A: Origins and Basic Tenets of Islam

SOURCES TO EXPLORE

Source 3 Excerpted from Richard A. Gabriel, "Muhammad: The Warrior Prophet," HistoryNet, 2007

Source 4 Excerpted from Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, 2004

WHY THESE SOURCES?

These two secondary sources introduce students to the political and social structure of the state Muhammad created during his lifetime. This source exploration can either precede or follow an exploration of the core tenets of Islam and should provoke questions about how these structures and Muhammad's teachings as recorded in the Quran relate to each other.

Observe-and-Analyze Questions

1. What details does each author share about what Arab communities were like before Muhammad?
2. What changes do these sources claim occurred in Arab communities during, and shortly after, Muhammad's life?
3. *Ummah* is an Arabic word meaning "community." The word came to be used in reference to the collective community of those sharing the Islamic faith. How do these authors describe the type of community that Muhammad created?
4. Create three claims based on the information in these sources: one using *because*, another using *but*, and the last using *so*.

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, preview potentially difficult vocabulary and/or review strategies for using context clues to discover the meaning of unfamiliar words.
- To provide historical context, familiarize students with the basic chronology of Muhammad's ministry before exploring the secondary texts that delve into specifics about the type of community that Muhammad created.
- To explore thematic connections, extend the discussion by comparing these developments to other examples of political unification and governance (e.g., the end of the Warring States Period in China, the unification achieved by the Roman Empire) or by comparing Muhammad's leadership to other types of political authority (e.g., Legalism, Confucianism).

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KEY TAKEAWAYS

- Source 3 describes soldiers being loyal to clan or tribal leaders during battle without any overall commander, a practice that resulted in them fighting for their own interests, coming or leaving battles as they saw fit, and resisting doing anything that put their men or animals at risk. Source 4 describes a lack of political and social unity among the tribes prior to Muhammad. (Q1)
- Source 3 describes soldiers operating under Muhammad's personal authority or that of the commanders he appointed and everyone doing their part to help the army, a system that resulted in a highly effective military force. Source 4 describes people placing their loyalty to a divine law over tribal identities. Source 4 also describes immense territorial expansion. (Q2)
- Both sources provide examples of unity among the followers of Islam. Source 3 focuses on the unification within the army, with everyone having a responsibility to defend the clan, while source 4 focuses on tribesmen feeling part of a new type of community that had not been experienced before. (Q3)
- Students' sentences using *because* should describe a cause, such as how Muhammad made changes to traditional military practices to establish a more unified command. Claims using *but* should show two ideas in conflict, such as the difference between the demands made of tribal soldiers and how the soldiers ignored them. Claims using *so* should explain an effect, such as how the military reforms implemented by Muhammad led to an increase in the army's offensive power. (Q4)

WHAT'S NEXT?

- While these sources illustrate Muhammad's civic, political, and military reforms, they do not explore the tenets of his faith or how the Quran records his transition from merchant to prophet. City University of New York professor Elizabeth Macauley-Lewis's articles "[Introduction to Islam](#)" and "[The Five Pillars of Islam](#)" (adapted by Khan Academy) cover many of these topics in an accessible way.
- Students can more deeply explore the relationship between the Islamic faith and commerce by examining some or all of the documents from the **2002 AP World History DBQ** ("Compare and contrast the attitudes of Christianity and Islam toward merchants and trade from the religions' origins until about 1500") in an experiential setting (e.g., jigsaw, rotation station, research project).

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Source Exploration 3.1-B: Establishment and Expansion of the Arab Umayyad Caliphate

SOURCES TO EXPLORE

Source 5 Excerpted from Khalid Yahya Blankinship, *The End of the Jihād State: The Reign of Hishām Ibn ‘Abd al-Malik and the Collapse of the Umayyads*, 1994

Source 6 Major empires and dynasties in the Islamic world before 1450 (chart)

Source 7 Comparing rates of expansion and contraction of Islamic states in western Asia (graph)

WHY THESE SOURCES?

This trio of sources is designed to allow students with no prior knowledge of the Umayyad Caliphate to discover how its territorial expansion was rapid while its existence was relatively short-lived. Students will be able to make meaning across the sources and develop questions of their own regarding the rise and fall of the Umayyads.

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 the use of higher-order questions, challenge students to create at least two questions in response to each source (before exploring the observe-and-analyze questions) and then decide in a group which question is most directly related to the key question/starter claim being examined.
- To provide practice with making meaning across sources, extend discussion by comparing information in these sources to information found in sources 1 and 2.
- To reinforce the relevance of this topic, project or provide modern-day maps illustrating the location of Sunni and Shi'a communities either before or after the source exploration.

Observe-and-Analyze Questions

1. According to source 5, how did the early Muslim state change over time? How did the Umayyad Caliphate compare to prior states?
2. Examine the information in source 6. What details confirm claims made in source 5? What details go beyond the information provided in source 5?
3. Examine the information in source 7. To what extent does this information confirm or challenge the information in sources 5 and 6?
4. Use the information in the sources to expand these simple sentences into sophisticated claims.
It grew very big.
Later, there were more.

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KEY TAKEAWAYS

- Source 5 describes the Muslim state as expanding from a portion of Arabia to become an enormous state that united territory from Spain to China and surpassed classical states in both area and population. (Q1)
- The Umayyad Caliphate occupies only about a century of the source 6 time line, which confirms Khalid Yahya Blankinship's claim that the Umayyad Caliphate did not last as long as the Roman and Chinese empires. The time line lists many Islamic empires not mentioned in source 5 and also conveys that empires sometimes had Sunni or Shi'a majorities. (Q2)
- Source 7 shows the Umayyad Caliphate rapidly expanding over time as the author of source 5 claims, but it lists the Umayyad and Abbasid caliphates on the same line. It also shows additional Islamic states starting after 800, though it adds information about how much smaller these states were compared to the Umayyad/Abbasid state at its largest. (Q3)
- Expansions of the simple sentences should incorporate specifics to contextualize how large the Umayyad state grew and explain how Islamic states became more fragmented over time. (Q4)

WHAT'S NEXT?

While these sources illustrate the expansion and subsequent fragmentation of Islamic states, they do not address the schism in the Muslim faith. The Council on Foreign Relations' article "[The Sunni-Shia Divide](#)" includes high-quality multimedia resources that allow students to connect theological differences within Islam to current geopolitical tensions.

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Source Exploration 3.1-C: State Consolidation, Cosmopolitanism, and the Abbasid Caliphate

SOURCES TO EXPLORE

Source 8 Excerpted from Khalid Yahya Blankinship, *The End of the Jihād State: The Reign of Hishām Ibn ‘Abd al-Malik and the Collapse of the Umayyads*, 1994

Source 9 Excerpted from Aftab Hussain Gillani and Mohammad Tahir, “The Administration of Abbasids Caliphate: A Fateful Change in the Muslim History,” *Pakistan Journal of Commerce and Social Sciences*, 2014

WHY THESE SOURCES?

These two secondary sources will help students with no background knowledge of the Abbasid Caliphate discover how it differed from its predecessor, the Umayyad Caliphate. Students should be inspired to ask questions such as why the Abbasids lasted longer than the Umayyads and why the Abbasids adopted Persian institutions and cultural influences.

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 before reading the sources about what types of political policies increase or decrease long-term stability. Focusing the discussion on methods utilized by classical states to promote stability will help prepare students for sources.
- To assist novice readers, preview challenging vocabulary and provide enough structured time for students to stop and jot down notes for each paragraph.
- To help build reading stamina, create lengthier excerpts from the original sources, which are available online.

Observe-and-Analyze Questions

1. What differences between the Umayyad and Abbasid caliphates are described in source 8?
2. What differences between the Umayyad and Abbasid caliphates are described in source 9?
3. The Umayyad Caliphate lasted for fewer than 90 years, while the Abbasid Caliphate lasted more than 500 years. Hypothesize which details about the Umayyads and Abbasids in these sources could be related to this key difference between the two caliphates. Provide specific reasons to support your hypotheses.
4. Create two statements that explain specific differences between the Umayyad and Abbasid caliphates, using a word like *while*, *although*, or *but* in each of your sentences.

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KEY TAKEAWAYS

- Source 8 describes the Umayyad Caliphate as focused on jihad, war, and territorial expansion while the Abbasids made truces with non-Muslim states and focused more on internal matters. (Q1)
- Source 9 describes the Umayyad Caliphate as being closely tied with Arab leaders and culture while the Abbasids hired many non-Arabs for government positions and embraced Persian culture. (Q2)
- Umayyad actions, such as rapid expansion, decades of war, and the unwillingness to make peace with anybody from another religion, are not typically associated with long-term stability. On the other hand, policies that make all types of people in the empire feel included and the willingness to adopt the best ideas of others may have helped the Abbasid Caliphate remain stable. (Q3)
- Students' sentences should highlight the different goals, policies, leadership, and/or cultural influences of each state. (Q4)

WHAT'S NEXT?

- While Persian influence is mentioned in source 9, students will have to explore other sources to discover the accomplishments in mathematics ("**Islamic mathematics**" from The Story of Mathematics or TED-Ed's "**The Complex Geometry of Islamic Design**"), medicine (*National Geographic's* "**How Early Islamic Science Advanced Medicine**"), and astronomy ("**Astronomy and Astrology in the Medieval Islamic World**" from the Metropolitan Museum of Art) that explain why the Abbasid Caliphate has often been called the Golden Age of Islam.
- The 2001 *New York Times* article "**How Islam Won, and Lost, the Lead in Science**" explores many cultural connections, from why the Abbasids learned to embrace scholarship to how the Abbasid preservations of Greek texts laid the foundations for the Renaissance. The article also provides students with opportunities for historical sourcing (it was published seven weeks after the 9/11 terrorist attacks).

Assess 3.1: Reexamining Early Islamic States

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The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 3.1.

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.

The following is an optional scaffold that can either be discussed as a class or provided as a prewriting strategy for students.

Break down the prompt into smaller tasks:

1. What is a question that starts with “to what extent” really asking?
2. What are some possible ways to answer a “to what extent” question?
3. What are you being asked to rate the “extent” of?
4. In your own words, what does your response have to do to answer the prompt?

EARLY ISLAMIC STATES

Writing activity: causation paragraphs (answering a key question)

Answer the following prompt by:

- creating a thesis that fully answers the question
- supporting your thesis by explaining specific, relevant details (one paragraph minimum)

To what extent did the first Islamic states both diffuse new cultural ideas and adopt practices from established cultures?

Key Concept: Postclassical States: Byzantine Empire and European Kingdoms

Lesson Planning 3.2: Source Explorations

While it has become habitual for historians to refer to the state ruled by emperors in Constantinople as the Byzantine Empire, the term was not coined until the 16th century. Those inhabiting the “Byzantine” Empire during the postclassical period typically considered themselves to be living in the Roman Empire. The included source activities will illustrate many political, religious, and economic continuities with the classical Roman Empire that make such sentiments quite understandable. Students will also discover how political, economic, and social development in the fragmented postclassical states in western Europe contrasted dramatically with the unified Byzantine Empire. The last source exploration helps illustrate how, by the end of the postclassical period, the contrasts between eastern and western Europe would evolve into rivalry, schisms, and even instances of armed conflict.

Learning Objective 3.2

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

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 direct comparison, LO 3.2 challenges students to assess the differences and similarities between the political, social, and cultural structures of postclassical eastern and western Europe. Identifying for students a key question or starter claim aligned to LO 3.2 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key question:
 - ◆ Why did the Byzantine Empire and western European kingdoms develop different political, economic, and cultural structures?

- Sample starter claims:
 - ♦ During the postclassical period, eastern and western Europe were totally different. *
 - ♦ Other than political differences, eastern and western Europe shared many similarities during the postclassical period.

* *This instructional frame is most closely aligned with the writing activity on page 188.*

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

MAKING THEMATIC CONNECTIONS

Governance; culture

The diffusion of classical Greco-Roman culture and Christianity, as well as the collapse of the Roman Empire, directly shaped many of the similarities and differences that emerged between eastern and western Europe in the postclassical period. LO 3.2 provides opportunities to revisit:

- the political and cultural legacy of Alexander the Great and the Hellenistic empires (EK 2.3.B, EK 2.3.C)
- the rise and collapse of the Roman Empire (EK 2.4.B, EK 2.7.B)
- the spread of Christianity (EK 2.7.C)

MAKING GEOGRAPHIC CONNECTIONS

Regionalization; world regions

While the Mediterranean Basin functioned as an economic and political region during the classical period, the collapse of the Roman Empire (or more precisely the *western* Roman Empire) contributed to regionalizations that are still used today: eastern and western Europe. By applying the concepts of formal, functional, and perceptual regions, students will better understand why historians find it useful to divide Europe in two. Students can also analyze the limitations of the terms *eastern Europe* and *western Europe*, both in the postclassical period and in the present.

3.2 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 3.2-Intro: Postclassical States – Byzantine Empire and European Kingdoms	<p>Source 1 The reorganization and division of the later Roman Empire 293–476 CE (map)</p> <p>Source 2 Reconquest of the west under Justinian I 527–565 CE (map)</p>
SE 3.2-A: Governmental Structures of Byzantium and Western Europe	<p>Source 3 Adapted sections from Magna Carta, 1215, an agreement that John, King of England, signed to end a baron uprising</p> <p>Source 4 Painting of Byzantine Emperor Basil II, 11th century</p>
SE 3.2-B: Economic Foundations of Byzantium and Western Europe	<p>Source 5 Excerpted from C. Warren Hollister, <i>Medieval Europe: A Short History</i>, 1990</p> <p>Source 6 Excerpted from Dr. Xinru Liu, <i>Silk and Religion</i>, 1996</p>
SE 3.2-C: The Crusades	<p>Source 7 Adapted from Pope Urban II's call for Christians to volunteer for a Crusade to capture Jerusalem, at the Council of Clermont (France), 1095</p> <p>Source 8 Excerpted from Alan Heston, "Crusades and Jihads: A Long-Run Economic Perspective," <i>The Annals of the American Academy of Political and Social Science</i>, 2003</p>
Assess 3.2: Reexamining Postclassical States	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 3.2: Compare the political, economic, and cultural structures of eastern and western Europe.	
Essential Knowledge Statements	Planning Notes
<p>EK 3.2.A: Governmental structures of Byzantium and western Europe</p> <p>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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SE 3.2-A contrasts the freedoms granted by John, King of England, to rebellious barons in Magna Carta with the portrait of Byzantine Emperor Basil II created by the Eastern Orthodox Church, which depicts nobles bowing down to Basil II while saints and angels celebrate him. <input type="checkbox"/> The sources do not illustrate instances of friction between the various centers of power (papacy, kings, nobles) in western Europe outside of England. <input type="checkbox"/> The sources do not address the East-West Schism nor cultural or theological differences that developed between these Christian sects.
<p>EK 3.2.B: Economic foundations of Byzantium and western Europe</p> <p>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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The maps in SE 3.2-Intro illustrate how western Europe was divided between various tribal states (Visigoths, Franks, Lombards) in the sixth century while southeastern Europe was united under the eastern Roman/Byzantine Empire. <input checked="" type="checkbox"/> SE 3.2-B pairs two secondary sources describing economic development in eastern and western Europe to illustrate the severe contrasts between them. <input type="checkbox"/> These sources do not explicitly define <i>manorialism</i> or explain why western European states came to rely on it.
<p>EK 3.2.C: The Crusades</p> <p>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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SE 3.2-C pairs the words of Pope Urban II calling for a Crusade with a secondary source to examine some of the causes and consequences of Crusaders answering the Pope's call. The impact on the Byzantine Empire is implied and can be more deeply explored while discussing the documents. <input type="checkbox"/> The sources do not illustrate the economic and cultural consequences of the Crusades nor the many crusades launched outside of the Holy Land.

DESIGNING INSTRUCTION

Source Exploration 3.2-Intro: Postclassical States – Byzantine Empire and European Kingdoms

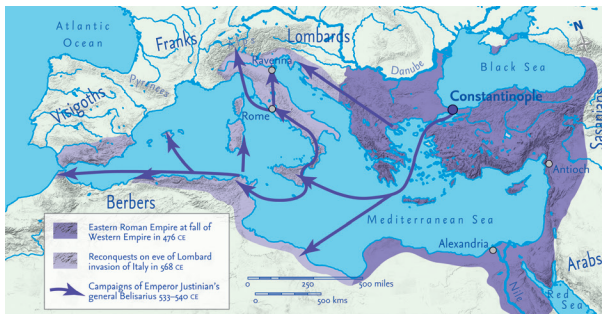
SOURCES TO EXPLORE

Source 1 The reorganization and division of the later Roman Empire 293–476 CE



Map from *Atlas of Empires: The World's Great Powers from Ancient Times to Today* by Peter Davidson, Fox Chapel Publishing, 2018.

Source 2 Reconquest of the west under Justinian I 527–565 CE



Map from *Atlas of Empires: The World's Great Powers from Ancient Times to Today* by Peter Davidson, Fox Chapel Publishing, 2018.

WHY THESE SOURCES?

These two maps give students some much-needed historical background on the developments in the Mediterranean region before and after the fall of the Roman Empire and help them grasp how the spatial geography of the region was reorganized because of the fall.

Observe-and-Analyze Questions

1. Examine both maps. What political borders and/or states shown in source 1 still exist in source 2? How did political boundaries in this region change between 476 and 565 CE?
2. Look at the boundaries of the Byzantine Empire in 527–565 CE. What would be the challenges associated with defending these boundaries? What would be the challenges of defending the boundaries of the smaller states in western Europe?
3. The Visigoths and the Lombards are present on both maps, but in different locations. What inferences or questions can you create based on these changes? What is the mapmaker likely trying to indicate by the absence of formal boundaries drawn around these two groups?
4. Create a sentence that compares the information in the two maps. To address both similarities and differences, consider starting your claim with a word such as *while* or *although*.

They also serve as jumping-off points for greater discussion about why the two halves ended up being so different from each other and the consequences of those differences.

POSTCLASSICAL
PERIOD

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, consider assigning quadrants of each map to groups with the expectation that, in addition to taking individual notes on the maps, groups will report detailed observations to the class.
- To make connections across time periods, review classical trade routes of the Mediterranean Sea region and Europe discussed in LOs 2.4 and 2.6 so that students can compare them to these maps. Students can also create theories of how changes reflected on the maps might be related to developments they learned about in LO 2.7.

KEY TAKEAWAYS

- The eastern half of the Roman Empire remained intact. The western half of the Roman Empire dissolved into many smaller states, while new states emerged in the eastern Mediterranean. (Q1)
- The Byzantine Empire has extensive boundaries to defend. It has lots of territory, but it is an elongated state that borders many smaller states. Therefore, the empire would have to maintain peace with many countries. (Q2)
- The second map indicates that, by 527, the Visigoths and the Lombards were now settled in regions formerly inhabited by the Roman Empire, so it is likely that these two groups successfully invaded the Roman Empire. The fact that no formal boundaries were drawn around these groups in either map indicates they are not formal states and likely lack political capitals like those of traditional empires. (Q3)
- Claims of comparison should highlight that Emperor Justinian's conquests temporarily recaptured territories held prior to the fall of the western Roman Empire, but that, for the most part, the Roman state is confined to eastern Europe. (Q4)

WHAT'S NEXT?

- Exploring the strategic importance of Constantinople's location can help students apply geographic concepts to their study of the Byzantine Empire. Excerpts and maps from Harvard University's Center for Hellenic Studies' "**Introduction: Imperial Geographies in Byzantine and Ottoman Space**," Smithsonian Folklife Festival's "**Istanbul Geography & History**," and Khan Academy's "**Guided Practice: Continuity and Change in the Byzantine Empire**" can help students explore these connections.
- It may help to situate the discussion of eastern and western Europe within the human geography of present-day Europe. *National Geographic's "Europe: Human Geography"* provides images and potential excerpts to connect historical developments to the characteristics of these regions in the present.

POSTCLASSICAL PERIOD

DESIGNING INSTRUCTION

Source Exploration 3.2-A: Governmental Structures of Byzantium and Western Europe

SOURCES TO EXPLORE

Source 3 Adapted sections from Magna Carta, 1215, an agreement that John, King of England, signed to end a baron uprising

Source 4 Painting of Byzantine Emperor Basil II, 11th century



Time Life Pictures via Getty Images

WHY THESE SOURCES?

These two sources give students a snapshot of the relationships political leaders in eastern and western Europe had with religious and social elites. They will allow students to discover how the authority of the Byzantine emperor was significantly different from that of western monarchs.

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 preview arcane Magna Carta vocabulary prior to reading.

Observe-and-Analyze Questions

1. What is the King of England promising in source 3? Whom specifically did he make the promises to?
2. Given that source 4 was created at the direction of church officials, how did the church likely view the relationship between the emperor and the nobles? How about the relationship between Emperor Basil II and God?
3. Consider new information: Byzantine emperors held full political and religious authority and personally picked all local church officials. Given the clues in Magna Carta (including the historical situation hinted at by the first sentence of section 61), how did the authority of John, King of England, compare with Basil II's authority?
4. Use the sentence frames below to create initial inferences and generate questions based on the information in the sources.

I think _____ because _____.

I wonder _____ because _____.

- To encourage both close observation and comparison, ask students to create a rough Venn diagram to organize what they see, which can serve as the basis for comparative claims.
- To create connections across the sources, extend discussion by asking students to reflect on how information from sources 3 and 4 changes their understanding of the maps in SE 3.2-Intro as well as what questions about eastern and western Europe are still unanswered.

KEY TAKEAWAYS

- Magna Carta was a document in which the King of England promised to not violate a list of liberties, including seizing land or goods, and to allow a council of barons to oversee these liberties. He directed the promise to all freemen, the church, and to the barons. (Q1)
- The painting shows nobles bowing humbly at the feet of a much larger Emperor Basil II, so it seems likely that the church (and Basil II, the recipient of the painting) felt that the nobles, when compared to the emperor, had limited power or importance. Given that Basil II stands with saints and has his crown handed down from Heaven, the church likely thinks Basil II has the blessing of God. (Q2)
- Given that John, King of England, had to grant liberties to barons and the church and even agree to allow a council of barons to enforce the treaty, it seems that he has far less power than the Byzantine emperor. It also seems that the barons had been fighting with the king, which is very different from how the painting of Basil II depicts nobles. (Q3)
- Students' sentences may include inferences like suspecting the Byzantine emperor has so much power because his government is run like the Roman Empire or questions about why the English king possessed less political power. (Q4)

WHAT'S NEXT?

- To expand the scope of the sources, share with students Fordham University's short article "**Holy Trinity Church Byzantine and Romanesque Architecture**" on the development of Byzantine architecture and its impact on the West.
- The Investiture Controversy provides a clear case study on the tensions between church and state in western European kingdoms during the Middle Ages and how those differ from caesaropapism in the Byzantine Empire. In addition to secondary sources, **King Henry's letter to Gregory VII** (available at Fordham University's Medieval Sourcebook) in 1076 lays out his rejection of the pope's authority in several matters.
- Comparisons of monumental architecture in the two regions also illustrate cultural and political differences between eastern and western Europe in this period. For example, the Notre Dame Cathedral (see *National Geographic's "An 800-year History of Paris's Notre Dame Cathedral"*) and the Hagia Sophia (see Live Science's "**Hagia Sophia: Facts, History & Architecture**") represent different architectural influences, engineering methods, and patrons financing the work.
- Many museums provide online collections of Byzantine art and essays connecting the art to aspects of Byzantine society. The National Gallery of Art's collection "**Heaven and Earth: Art of Byzantium from Greek Collections**" (specifically the article on **Byzantine intellectual life**, which illustrates how a highly educated workforce was advantageous to Byzantine emperors) and the **Byzantine Collection** from the Dumbarton Oaks Research Library and Collection are both excellent examples.

DESIGNING INSTRUCTION

Source Exploration 3.2-B: Economic Foundations of Byzantium and Western Europe

SOURCES TO EXPLORE

Source 5 Excerpted from C. Warren Hollister, *Medieval Europe: A Short History*, 1990

Source 6 Excerpted from Dr. Xinru Liu, *Silk and Religion*, 1996

WHY THESE SOURCES?

These secondary sources allow students to compare the economic realities of eastern and western Europe during the postclassical period. After examining these sources, students can pursue questions about the circumstances that led to such extreme contrasts between the vibrant, cosmopolitan, urban economy of the Byzantine Empire and the fragmented western economies that focused heavily on agriculture.

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, discuss what types of circumstances typically need to be present before people choose to give up freedoms. Recent articles or examples of arrangements that people enter into to migrate away from desperate situations will help preview the circumstances and decisions surrounding the increase of serfdom in western Europe.
- To provide practice with secondary-source analysis, ask groups of students to agree on which sentence or phrase in each excerpt best represents the author's main claim and underline specific details the author uses to support that claim.
- To extend discussion and promote disciplinary vocabulary, discuss the differences between sericulture and agriculture production and revisit how aspects of the Byzantine Empire, such as its geographic location and highly educated (for its time) population, helped fuel silk production and trade.

Observe-and-Analyze Questions

1. How does source 5 describe the situation of western European serfs?
2. According to source 6, how did the attitudes of Byzantine rulers toward the silk trade change over time? What were the causes and effects of these changes?
3. How is economic activity and production described differently in each of these sources? How might geographic and political factors you have previously discussed be related to these differences?
4. Expand these simple sentences using the information provided by the sources. Then, combine both sentences into a single sentence, using a word like *but*, *although*, or *while*.

Most people there were serfs.

They produced and traded a lot.

KEY TAKEAWAYS

POSTCLASSICAL
PERIOD

- The western European serfs were bound to their lords and lands and owed many dues and obligations to the lord in order to farm. (Q1)
- Whereas before the ninth century Byzantine authorities limited who could buy foreign silk, they later eliminated taxes on transporting or selling silk. As a result, merchants had more freedom and the government had so much silk from home and abroad that they could control a government silk workshop. (Q2)
- Source 5 describes mostly agricultural activities in western Europe with no trade mentioned other than serfs giving a portion of their food to lords. Source 6 describes Byzantine merchants and entrepreneurs actively importing raw materials and the Byzantine government coordinating production of silk. Given that previous maps and sources characterized the Byzantine Empire as a large, unified state located along the Silk Roads, it makes sense that they would have a more vibrant economy and would produce silk. The “insecure conditions” described in source 5 make sense given the political fragmentation and instability of western Europe. (Q3)
- Students’ sentences should include descriptions of what serfdom was and/or why many people were serfs along with details of how and why the Byzantine Empire produced and traded fabrics. (Q4)

WHAT’S NEXT?

- Given how much of a departure concepts of vassalage and feudal contracts are from present-day governance, students might benefit from exploring examples of feudal contracts (e.g., pages 207–210 from *A Sourcebook of Medieval History* on archive.org) and using an observation protocol, such as see-think-wonder, to launch a discussion about how contracts like these would define the realities of governance and society.
- While source 5 provides an accurate account of serfdom, the account doesn’t apply to all European communities outside the Byzantine Empire. Exploring how Venice became a powerful, sophisticated state by facilitating trade between overland Europe, the Mediterranean, and the East (see the article “**Venice**” on UNESCO’s Silk Roads website) can combat overly simplistic notions of European “Dark Ages.” Another counterexample would be the Champagne fairs that developed in the late 13th century (see “**What Lessons for Economic Development Can We Draw from the Champagne Fairs?**” from the University of Cambridge).
- Maps showing trade routes of postclassical Europe will help contextualize both manorialism in the areas far from trade routes and the economic dynamism in Venice and throughout the Byzantine Empire. The World History Encyclopedia article “**Trade in the Byzantine Empire**” also provides accessible excerpts and images for class use.

DESIGNING INSTRUCTION

Source Exploration 3.2-C: The Crusades

SOURCES TO EXPLORE

Source 7 Adapted from Pope Urban II's call for Christians to volunteer for a Crusade to capture Jerusalem, at the Council of Clermont (France), 1095

Source 8 Excerpted from Alan Heston, "Crusades and Jihads: A Long-Run Economic Perspective," *The Annals of the American Academy of Political and Social Science*, 2003

WHY THESE SOURCES?

These sources were chosen because they introduce specific catalysts associated with the First Crusade as well as themes that would be revisited by those who called for Crusades in later centuries. They not only present the religious justification but also include political, economic, and even criminal reasons for joining the Crusaders. Students will thus have the opportunity to analyze sources that address multiple causes and can serve as models for their own writing and argument development.

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, revisit conversations about push-and-pull factors in migration. Although some joined the Crusades purely on religious grounds, many Crusaders felt that the opportunity to leave an area with few economic opportunities for a more prosperous life was worth taking dangerous risks—a motivation common to migrants at any time or place.
- To make connections across evidence, extend conversations by asking students to apply their knowledge of manorial life to contextualize and/or corroborate claims found in the documents.
- To practice historical sourcing, discuss how Urban II's speech reflects his purpose, audience, and historical situation.

Observe-and-Analyze Questions

1. Why was a Crusade necessary, according to Pope Urban II?
According to source 8, what were other goals Pope Urban II had for the Crusade?
2. What benefits did Urban II claim those who participated in the Crusade would receive? To what degree does source 8 support these claims?
3. According to source 8, how did the consequences of the Crusade compare to Urban II's intended outcome?
4. Use information about the historical situation and contexts from both sources to expand these simple sentences.
He said they fought a lot.
They asked for help.
The results were surprising.

- To help build reading stamina, have students explore longer versions of Urban II's speech, which can be found online on **Fordham University's Medieval Sourcebook** and other sites.

KEY TAKEAWAYS

- Pope Urban II pleaded for people in western Europe to join the Crusade because Jerusalem was in the possession of the "wicked race" and it cried out to be "liberated." The author of source 8 argues that one of Pope Urban II's political goals for the Crusade was to boost the power of the West compared to that of the East. (Q1)
- Pope Urban II claimed that those who joined the Crusade would leave a land he describes as crowded with scarce food for a more prosperous land. He also promised that Crusaders would have their sins forgiven and go to Heaven. The author of source 8 corroborates some of Urban II's claims by citing a high mortality rate and less material wealth. Source 8 also adds that Crusaders were promised that their crimes and debts on earth, in addition to their sins, would be forgiven if they participated. (Q2)
- Urban II hoped the Crusades would boost the power of the western church compared to the power of the eastern church of Byzantium. However, the mortality rate for Crusaders was very high due to diseases, and crusading groups were difficult for the pope or anyone else to control. (Q3)
- Expansions of the simple sentences should include details such as how, according to the pope, resource scarcity contributed to continual warfare in western Europe, how the Crusade started with a request from Byzantium for military assistance against invaders, and how Byzantium's request and Pope Urban II's call for the Crusade resulted in unintended consequences. (Q4)

WHAT'S NEXT?

- The University of Cambridge's series of **primary source exercises on the First Crusade** provides plenty of material to create station or webquest activities that will allow students to delve more deeply into the early events of the Crusades. The Newberry's digital collection "**The Crusades: Motivations, Administration, and Cultural Influence**" could support similar activities that expand beyond the First Crusade.
- While sources 7 and 8 explore the early phases of the Crusades, many other resources can support instruction of the Crusades and the long-term consequences. For example:
 - ♦ "**Soloman bar Samson: The Crusaders in Mainz**" on Fordham University's Medieval Sourcebook illustrates how the behavior of some Crusaders promoted anti-Semitism and violence as they traveled through Europe.
 - ♦ "**The Crusades: Consequences & Effects**" from World History Encyclopedia delves into short- and long-term consequences.
 - ♦ "**The Impact of Holy Land Crusades on State Formation**" by Lisa Blaydes and Christopher Paik illustrates just what its title suggests and includes a map on page 30 that is useful for showing the geographic impact of the Crusades in Europe.

Assess 3.2: Reexamining Postclassical States

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 3.2.

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.

BYZANTINE EMPIRE AND EUROPEAN KINGDOMS

Writing activity: comparison paragraphs (evaluating a starter claim)

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

During the postclassical period, eastern and western Europe were totally different.

Prewriting

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

Writing

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

Key Concept: Postclassical States in East Asia

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Lesson Planning 3.3: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 3.3.

Learning Objective 3.3

Examine political continuity and change in postclassical China.

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 3.3 challenges students to explore postclassical Chinese dynasties by pursuing questions of continuity and change over time. Identifying for students a key question or starter claim aligned to LO 3.3 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
 - ♦ To what extent did postclassical Chinese dynasties continue or reestablish Han policies?
 - ♦ To what extent did the accomplishments of the Tang Dynasty mark a turning point in Chinese history?
- Sample starter claims:
 - ♦ Postclassical Chinese states maintained the same basic ideas over time.
 - ♦ The policies of the Tang Dynasty mark a turning point in Chinese history.

MAKING THEMATIC CONNECTIONS

Governance

The focus on the Tang and Song dynasties in LO 3.3 allows students to see how Confucian-based governance impacted economic, social, and political developments in China during this time. This focus also provides opportunities to foster thematic connections to other topics related to governance, including:

- the origins of Confucian-based governance during the Han Dynasty (LO 2.1)
- the state building of the Arab Umayyad and Abbasid caliphates (LO 3.1)
- the ideology and role of the state in the Roman Empire (LO 2.4)

POSTCLASSICAL PERIOD

MAKING GEOGRAPHIC CONNECTIONS

Regionalization

Postclassical Chinese states struggled to define what is “Chinese” and to address the difficulties in asserting political legitimacy in frontier territories where inhabitants embraced different cultural and linguistic traditions. Historically, conquering an area and changing the formal aspects of the region by placing it under Chinese governance was the easiest step. However, the key to maintaining control, in many cases, was successfully changing the functional and perceptual aspects of the region in the hearts and minds of local inhabitants. The Tang Dynasty can serve as a case study of both the successes and failures of creating new formal regions that endured.

3.3 SOURCE OVERVIEW

Essential knowledge statements for LO 3.3:

- **EK 3.3.A Neoconfucianism and state building in postclassical China**
China reunited in the seventh century with a strong bureaucratic government that initially supported Buddhism but later utilized Confucian principles and restored the imperial examination system.
- **EK 3.3.B Economic foundations of the Tang and Song dynasties**
The Tang Dynasty’s land redistribution system increased tax revenue from free peasants, expanded state investment in infrastructure projects, and promoted agricultural and artisanal production.
- **EK 3.3.C Imperial expansion and fragmentation in the Tang and Song dynasties**
The Tang Dynasty expanded imperial borders but collapsed in the wake of internal conflict, leading to the Song Dynasty.

The list below provides examples of primary and secondary sources that can support key questions for LO 3.3. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?
- What discussions related to the instructional frame could this source facilitate?
- What should students consider when interpreting this source?

Sample sources for LO 3.3:

- The relationship between Buddhism and Chinese governmental authority during this era was complex and benefits from a close reading of seminal sources on the subject. PBS’s “**Influence of Buddhism: The Story of China**” provides a strong overview of the diffusion of Buddhism to China. Also useful are Columbia’s Asia for Educators’ “**Memorial on the Bone of the Buddha**,” which illustrates the hostility of a government official toward Buddhism in 819, and Emperor Wuzong’s **Edict** in 845 that sought to suppress Buddhism. Both texts are provided in short and long forms for a variety of student tasks.

- The Tang and Song dynasties both sought to promote the role of the state in the economy, and students can explore the variety of methods taken to accomplish this task. Charles Benn's *Daily Life in Traditional China: The Tang Dynasty* explains the impact of roadbuilding (see Chapter 8: "Travel and Transportation"). Robert Eno's essay "**Song Dynasty Culture: Political Crisis and the Great Turn**" discusses the impact of cultural developments, such as the expansion of the Confucian examination system. Finally, provide students with "**Memorial on the Crop Loans Measure**," written by a Song scholar, as an example of how the state sought to use its power to regulate the economy.
- While reviewing the rise and fall of the Tang and Song, have students study the geographical extent of those empires. PBS's "**The Story of China**" has an interactive map that traces the major dynasties and their centers of power and sites of interest.
- Finally, the transition from the Tang Dynasty to the Song Dynasty is of particular importance for study during this time period. Craig Lockard's essay for Encarta, "**Tang Civilization and the Chinese Centuries**," makes the argument that overextension doomed the dynasty, while *Scientific American* looks at the impact of drought on internal stability in "**Rise and Fall of Chinese Dynasties Tied to Changes in Rainfall**."

Key Concept: The Mongols and the Revitalization of the Silk Roads

Lesson Planning 3.4: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 3.4.

Learning Objective 3.4

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

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 causes and consequences, LO 3.4 challenges students to explore the disruption associated with the rise of the Mongol Empire by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 3.4 (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 questions:
 - ◆ To what extent was the Mongol Empire motivated by practicality?
 - ◆ What were the economic consequences of the Mongol policies?
- Sample starter claims:
 - ◆ The Mongols were only able to expand because sedentary states had become weak.
 - ◆ The Mongols had the biggest impact on Afro-Eurasian economic development.

MAKING THEMATIC CONNECTIONS

Economic systems

LO 3.4 focuses on the connections created by the development of the Mongol Empire, providing opportunities to see how the reinvention of trade can enrich some communities while simultaneously creating significant demographic disruption for others. This focus provides opportunities to foster thematic connections to other topics involving expanding trade, including:

- the creation of an urban economy in the Byzantine Empire and exchanges during the Crusades (LO 3.2)
- the growth of long-distance trade during the classical era (LO 2.6)

MAKING GEOGRAPHIC CONNECTIONS

Humans and the environment

The Mongols' creation of the largest contiguous land empire in world history had dramatic impacts on how humans traded and migrated as well as, ultimately, how diseases were spread. Students can explore the plague as a case study of how trade can have unintended consequences and how the diffusion of disease can dramatically impact the spatial organization and shake political, economic, and social structures.

3.4 SOURCE OVERVIEW

Essential knowledge statements for LO 3.4:

- **EK 3.4.A *Origins and development of the Mongol Empire***
Under Genghis Khan and his descendants, the Mongols of Central Asia conquered much of Eurasia, creating a large nomadic empire that stretched from East Asia to West Asia and eastern Europe.
- **EK 3.4.B *Expansion of the Mongol Empire and the establishment of the Yuan Dynasty***
Kublai Khan expanded the Mongol presence in Asia, conquering the Song Dynasty and establishing the Yuan Dynasty, where he and his descendants ruled through traditional Chinese institutions but accepted Muslims, Christians, and Buddhists.
- **EK 3.4.C *Biological consequences of Silk Road exchange***
Silk Road trade, which the Mongols had revived, was instrumental in spreading the bubonic plague and contributing to dramatic demographic and social changes in western Europe.

The list below provides examples of primary and secondary sources that can support key questions for LO 3.4. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?
- What discussions related to the instructional frame could this source facilitate?
- What should students consider when interpreting this source?

Sample sources for LO 3.4:

- Asia for Educators' "**The Mongols in World History**" is a great resource that encapsulates the varied perspectives regarding the dramatic territorial expansion of the Mongol Empire. The sections "The Mongol Conquests," "The Mongols' Mark on Global History," and "The Mongols in China" can serve as both a starting point for student exploration and an opportunity to practice writing evidence-based questions. If student access to technology is limited, provide the transcript, which consolidates all the information. A variety of maps are also available in "**The Mongols, 1200s–1300s.**" TED-Ed's "**History vs. Genghis Khan**" provides more perspectives on Genghis Khan's activities.
- Students often struggle to conceptualize the effectiveness of Mongol military might. **Friar John of Plano Carpini's account** of Mongol governance (Chapters 15 and 16 of his book) serves as an effective description of Mongol strategy.

POSTCLASSICAL
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- The World History Encyclopedia has a strong overview of the **Black Death's** causes and impacts on European society. This overview could be paired for students with a variety of primary sources such as Fordham University's **Jean Froissart: On the Jacquerie, 1358** (description of peasant revolts), Fordham University's collection "**The Black Death and the Jews,**" or Brown University's Italian Studies collection "**The Plague,**" which draws eyewitness accounts from notable figures such as Petrarch.

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

POSTCLASSICAL
PERIOD

Lesson Planning 3.5: Source Explorations

While camels were used to trade goods in the late classical period, the expansion of their use and the flourishing of trans-Saharan trade spurred political, economic, and cultural changes throughout the continent. Primary sources to enlighten us about this time and place in history are limited, but by exploring some of the same primary sources that students will explore, historians have been able to better understand these sophisticated states. Given that the primary sources often provide an outsider's viewpoint of these regions, the included activities will provide many opportunities for historical sourcing while learning about the rise of African empires.

Learning Objective 3.5

Trace the development and impact of trans-Saharan trade.

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 developments and impacts, LO 3.5 challenges students to explore the roots and results of the expansion and intensification of trans-Saharan trade by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 3.5 (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 question:
 - ◆ To what extent was the development of trans-Saharan trade a political and cultural turning point for West and sub-Saharan Africa?
- Sample starter claims:
 - ◆ The rise of the West African kingdoms relied solely on the control of the gold/salt trade.
 - ◆ The emergence of trans-Saharan trade mainly impacted economic development. *

* *This instructional frame is most closely aligned with the writing activity on page 207.*

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

POSTCLASSICAL
PERIOD

MAKING THEMATIC CONNECTIONS

Economic systems; culture

Since LO 3.5 marks the first time that West African and sub-Saharan communities become deeply linked to larger Afro-Eurasian economic and cultural networks, there are not many specifics from the course framework to revisit. However, revisiting prior economic and cultural topics such as the following will help students contextualize these developments in postclassical Africa:

- key beliefs of Islam and the mercantile traditions of Arab tribes (EK 3.1.A)
- the expansion of Islamic states across northern Africa and the implementation of Byzantine and Persian political structures (EK 3.1.B, EK 3.1.C)

MAKING GEOGRAPHIC CONNECTIONS

Spatial reorganization

The rise of trans-Saharan trade led to a significant reorganization of West Africa in relation to the surrounding regions. New economic relationships were forged with the Mediterranean and southwest Asia, and the intensification of trade across the Sahara and led to the expansion of the Islamic world.

3.5 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 3.5-Intro: Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa	<p>Source 1 Satellite view of North Africa</p> <p>Source 2 Map of trade networks in late postclassical North Africa</p>
SE 3.5-A: Origins and Foundations of Trans-Saharan Trade Routes	<p>Source 3 Excerpted from Christopher Rose, "Minerals, Medals, Faith and Slaves: The Trans-Saharan Commodity Trade," 2003</p> <p>Source 4 Adapted from Leo Africanus, <i>The History and Description of Africa</i>, 1526</p>
SE 3.5-B: State Building in the West African Sahel	<p>Source 5 Excerpted from <i>The Travels of Ibn Battuta in the Near East, Asia and Africa, 1325–1354</i>, translated and edited by Rev. Samuel Lee, 2004</p> <p>Source 6 Detail of a map from the Catalan Atlas, attributed to Majorcan Jewish mapmakers Abraham and Jehuda Cresques, 1375</p>

SE 3.5-C: Spread and Impact of Islam in Sub-Saharan Africa	<p>Source 7 Excerpted from “Trade and the Spread of Islam in Africa” from the Metropolitan Museum of Art’s Heilbrunn Timeline of Art History, 2001</p> <p>Source 8 Djinguereber Mosque, built by Mansa Musa in 1327 (photograph)</p>
Assess 3.5: Reexamining Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa	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.

LO 3.5: Trace the development and impact of trans-Saharan trade.	
Essential Knowledge Statements	Planning Notes
<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><input checked="" type="checkbox"/> SE 3.5-Intro’s map activity introduces students to the trans-Saharan trade routes, noting key geographical as well as economic components.</p> <p><input checked="" type="checkbox"/> The details of the trade routes themselves are the focus of SE 3.5-A, which covers the motivations for trade, the goods traded, the importance of camels, and the extent of the trade routes.</p> <p><input type="checkbox"/> While the development of the early slave trade is occasionally referenced in sources, it is not fully explored.</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><input checked="" type="checkbox"/> The importance of the state of Mali in relation to the functioning and regulation of trans-Saharan trade is the focus of SE 3.5-B.</p> <p><input checked="" type="checkbox"/> Students can infer how the Mali Empire was able to utilize its geographical advantages to serve as a catchment point for trade through close analysis of source 6 (SE 3.5-B) and source 2 (SE 3.5-Intro)</p> <p><input type="checkbox"/> The development of Ghana and Songhai are not explicitly discussed in the documents.</p>

POSTCLASSICAL PERIOD

EK 3.5.C *Spread and impact of Islam in sub-Saharan Africa*

Trans-Saharan trade routes diffused Islam to sub-Saharan Africa, while the spread of literacy and the Arabic script facilitated record keeping, state building, and West African connections to Muslim global trade networks.

- The diffusion of Islam through West African society is illustrated in SE 3.5-C.
- Source 7 in SE 3.5-C specifically illustrates how West African states became linked to continental cultural systems through a connected faith.
- The importance of Arabic script and its diffusion could be inferred through SE 3.5-C, but closer analysis of its impact on governing structures and state building would benefit students as they consider the impact of exchange between civilizations.

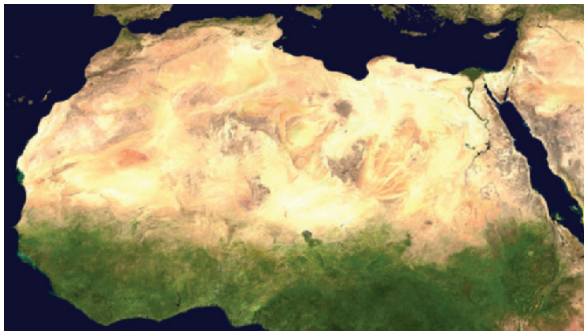
DESIGNING INSTRUCTION

POSTCLASSICAL PERIOD

Source Exploration 3.5-Intro: Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa

SOURCES TO EXPLORE

Source 1 Satellite view of North Africa



World History Archive / Alamy Stock Photo

Source 2 Map of trade networks in late postclassical North Africa



Observe-and-Analyze Questions

1. Compare the satellite photograph to the trade network map. What routes in this trade network would likely have significant environmental challenges? What do you notice about most of the stops marked along these routes?
2. Which cities listed in this trade network could likely access the markets in other postclassical states?
3. Which commodities were the focus of this trade network? How are they different from or similar to the resources associated with other postclassical states?
4. Summarize your above answers using the following sentence frame.

While the Sahara posed environmental challenges such as _____, merchants were motivated to create trade networks over the Sahara because _____.

WHY THESE SOURCES?

North and West Africa are regions students may have little prior experience with. The satellite photo will convey the vast size of the Sahara, while the map will help students understand how people were able to traverse such a large geographic obstacle.

THINKING AHEAD

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

POSTCLASSICAL
PERIOD

MEETING LEARNERS' NEEDS

- To help students build greater context, provide them with a larger map that shows the Sahara in relation to other regions (particularly Europe and southwest Asia) and note the empires that have existed in both regions.
- To provide support for unfamiliar vocabulary (*oasis*), share with students CNN's seven-minute video "**Stunning Oasis Deep Inside the Sahara.**"
- To provide practice with inferential reasoning, have students make predictions about the economic and social characteristics of the people living in the region (e.g., how a desert climate might impact habitation, how living on the northern or southern periphery of the Sahara might lead to different types of adaptations).

KEY TAKEAWAYS

- Travelers of routes in the heart of the Sahara would have had to endure many miles of harsh desert terrain. It is not surprising the vast majority of these stops were oases where travelers could find water and shade, or places of salt production where it would be profitable to visit. (Q1)
- Cities like Tripoli on the Mediterranean Sea would have had access to all of the goods circulating through the Byzantine Empire. Cities like Damascus are not far from the Silk Roads. (Q2)
- Salt and gold production are marked on the map. These resources are different than those imported from Asia, such as silk, porcelain, and spices. (Q3)
- Students' sentences should demonstrate an understanding of the environmental challenges posed by the Sahara's harsh desert terrain as well as the reasons merchants would be motivated to face those challenges (e.g., access to valuable resources such as gold and salt that were not available in Asia or Europe). (Q4)

WHAT'S NEXT?

- Discussions of an instructional frame or exploration of Expanding Essential Knowledge Resources can help students build a general understanding of the time period and create questions to pursue for the remainder of the learning objective.
- The trade routes detailed in source 2 did not develop in isolation. Students can better see how interconnected trans-Saharan trade was with other states and trade routes they have studied by exploring the "**Sites of Encounter in the Medieval World**" interactive map available on the California History-Social Science Project website.
- Students can explore the lives of those living on the outskirts of the desert in the African World Heritage article "**Fortified Towns of the Trans-Sahara Trading Routes.**"

DESIGNING INSTRUCTION

POSTCLASSICAL
PERIOD

Source Exploration 3.5-A: Origins and Foundations of Trans-Saharan Trade Routes

SOURCES TO EXPLORE

Source 3 Excerpted from Christopher Rose, “Minerals, Medals, Faith and Slaves: The Trans-Saharan Commodity Trade,” 2003

Source 4 Adapted from Leo Africanus, *The History and Description of Africa*, 1526. Leo Africanus was a diplomat from al-Andalus, Spain. In this excerpt, he describes Timbuktu, a trading city in the African Sahel.

WHY THESE SOURCES?

These sources, taken together, will give students a far better grasp of just how extensive the trans-Saharan trade was in the postclassical era. In addition to understanding the vast wealth accrued from the trade, students can discover that African products included more than just gold and salt and that they made their way to the North African coast and beyond.

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 understanding, review climate or temperature maps of Africa or preview the locations of the Sahara and Sahel ahead of the reading so that students can contextualize the locations mentioned in the sources.
- To help build reading stamina, provide students with longer excerpts from source 3, which can be found via web search.
- To promote interdisciplinary connections, extend the discussion of Q3 by relating the relative value of gold and salt to basic economic concepts such as scarcity, supply, and demand.
- To practice historical sourcing, provide students with additional details about the author, historical situation, and audience of source 4 and have them analyze the source’s value.

Observe-and-Analyze Questions

1. According to source 3, what led people to develop trade routes across the Sahara Desert despite the environmental challenges?
2. How does Africanus describe trade in Timbuktu? Are these descriptions consistent with claims made in source 3?
3. Gold is currently valued at around \$1,200–\$1,500 per ounce. Given this information, compare how the king in Timbuktu valued salt and gold to how people today value them. Use evidence from the sources to contextualize your comparison.
4. Create three claims of causation based on the evidence from these sources: one using *because*, another using *but*, and the last using *so*.

POSTCLASSICAL
PERIOD

KEY TAKEAWAYS

- The availability of gold in certain parts of Africa, the demand for gold in North Africa, and the importance of obtaining salt led traders to develop trade routes across the Sahara Desert. With the adaptation of the camel, it became feasible to travel across the Sahara to begin exchanging goods. (Q1)
- Africanus's description of the quantity and diversity of goods in Timbuktu, as well as his references to camel caravans, abundant gold, and scarcity of salt in the Sahel, are consistent with the flourishing trade network described in source 3. (Q2)
- The king of Timbuktu paid what would currently be valued as thousands of dollars for a load of salt, so one can conclude that he valued salt far more, and/or gold far less, than people value these resources today. Source 3 emphasizes how much salt was needed to survive in difficult climates, while Africanus states that Timbuktu had plenty of gold but had to import salt from 500 miles away. Given this scarcity and surplus, the king's valuations are understandable. (Q3)
- Students' sentences incorporating *because* should explain a cause (e.g., how the domestication of the camel caused trans-Saharan travel to be possible). Statements incorporating *but* should reflect two ideas in conflict (e.g., how traveling across the desert was dangerous, but potential profits and a desperate need for salt prompted such trade despite the risks). Statements incorporating *so* should explain an effect (e.g., how Timbuktu had many cotton weavers as a result of regular imports from Europe via caravan trade). (Q4)

WHAT'S NEXT?

- For deeper exploration of the unique attributes of camels that were so important for long-distance trade, students can explore World History Encyclopedia's "**The Camel Caravans of the Ancient Sahara**" or *National Geographic's* article "**In Sahara, Salt-Hauling Camel Trains Struggle On,**" which documents the many continuities in present-day trade across the Sahara.
- The Discovering Bristol site's "**African Trade Networks**" provides an excellent overview of the development of the Saharan trade routes as well as the use of bartering and gold trade, with associated images. A more expansive article from World History Encyclopedia, "**The Salt Trade of Ancient West Africa,**" could provide additional reading practice and detail.
- Smithsonian in Your Classroom's 1998 article "**What Is Currency?**" relates the importance of salt to the survival of West African kingdoms. There are also additional materials to help remediate for struggling readers on the importance of salt and gold as currency.
- The Metropolitan Museum's "**The Trans-Saharan Gold Trade (7th–14th Century)**" is a solid summary to help students examine the impact of trade on other African kingdoms, including Ghana.

DESIGNING INSTRUCTION

POSTCLASSICAL PERIOD

Source Exploration 3.5-B: State Building in the West African Sahel

SOURCES TO EXPLORE

Source 5 Excerpted from *The Travels of Ibn Battuta in the Near East, Asia and Africa, 1325–1354*, translated and edited by Rev. Samuel Lee, 2004

Source 6 Detail of a map from the Catalan Atlas, attributed to Majorcan Jewish mapmakers Abraham and Jehuda Cresques, 1375. This section depicts Spain and North Africa.



PHAS/Universal Images Group/Getty Images

WHY THESE SOURCES?

This pair of sources helps students with no prior knowledge explore the sophistication and reputation of the Mali Empire in the postclassical era. The foundational information provided by the passage and the map detail should provoke many questions about the effects of the gold and salt trade in West Africa throughout the time period.

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. How does Ibn Battuta describe the Mali Empire? What do his observations suggest about the Mali government's effectiveness?
2. Mansa Musa, a famous Mali monarch, is shown sitting on a throne in the bottom right portion of the Catalan Atlas image. What do the choices made by the mapmakers suggest about Mansa Musa's reputation outside of North Africa? How does this depiction of Mansa Musa relate to the observations of Ibn Battuta?
3. Multiple West African kingdoms, such as Mali, Ghana, and Songhai, were powerful despite all being located in the same region (the African Sahel just south of the Sahara). What aspects of Ibn Battuta's account or images from the atlas provide clues as to why this region supported multiple, flourishing states?
4. Use the sentence frames below to create initial inferences and generate questions based on the information in the sources.

I think _____ because _____.

I wonder _____ because _____.

POSTCLASSICAL
PERIOD

MEETING LEARNERS' NEEDS

- To increase student engagement, facilitate a class discussion on the enduring popularity of travel literature to help students contextualize Ibn Battuta's account.
- To promote connections across the course, review relevant developments and their locations so that students can contextualize the diffusion of Islam.
- To encourage close observation, assign groups a specific section of the map to examine and then have them report discovered details to the rest of the class. For classrooms with computers, high-resolution versions of the full eight panels of the Catalan Atlas are available online.

KEY TAKEAWAYS

- Ibn Battuta describes Mali as being a safe place; there is little crime, so travelers do not fear robbers, and merchants who die are not robbed of their possessions. All of these observations suggest a high respect for laws. Also, Battuta's observations about the required memorization of the Quran suggest that laws set high expectations for citizens. (Q1)
- Mansa Musa is shown with a gold scepter and a big coin. These details seem to suggest that he is powerful and rich. The safe trading conditions referenced by Ibn Battuta are consistent with a powerful ruler of a state where trade thrives. (Q2)
- Ibn Battuta's account suggests that trade routes are safe. The map illustrates traders on camels, ships in the Atlantic, and key landmarks or buildings (which could represent cities or centers of government). This imagery supports the idea of a flourishing network of states connected via trade routes. (Q3)
- At this point in the course, students may be able to make sophisticated inferences about the relationship between trade and the development of West African states. They may also create questions to find out more about Mansa Musa or Ibn Battuta or to investigate what types of states existed south of the Sahel. (Q4)

WHAT'S NEXT?

- Ibn Battuta was a unique character in global history and traveled through more than just Mali—in fact, he journeyed through most of the Islamic world. *Aramco World's* three-part series "**The Longest Hajj: The Journeys of Ibn Battuta**" describes his journeys and includes direct quotations.
- Mansa Musa's wealth was legendary during his life. The History Channel's "**This 14th-Century African Emperor Remains the Richest Person in History**" and TED-Ed's "**Mansa Musa, One of the Wealthiest People Who Ever Lived**" both detail his wealth and the impact his journeys had on the economies of other Islamic kingdoms.
- The rise of Songhai and Ghana were equally important to the development of the region. The supplementary articles created for BBC's *The Story of Africa* radio series, such as "**West African Kingdoms**," provide summaries of the major kingdoms and states of West Africa, including their connections to the trade routes of the era.

DESIGNING INSTRUCTION

POSTCLASSICAL
PERIOD

Source Exploration 3.5-C: Spread and Impact of Islam in Sub-Saharan Africa

SOURCES TO EXPLORE

Source 7 Excerpted from “Trade and the Spread of Islam in Africa” from the Metropolitan Museum of Art’s Heilbrunn Timeline of Art History, 2001

Source 8 Djinguereber Mosque, built by Mansa Musa in 1327



Marianoblanco / Shutterstock.com

Observe-and-Analyze Questions

1. Source 7 claims that the spread of Islam through Africa followed a “gradual and adaptive path” that was “neither simultaneous nor uniform.” What specific examples does the author use to support this claim?
2. In what way does source 7 corroborate information presented in previous sources?
3. Examine the mosque built by Mansa Musa. How does the structure represent both religious and political considerations?
4. Create three statements based on the evidence from these sources: one using *because*, another using *but*, and the last using *so*.

WHY THESE SOURCES?

The excerpt and the photograph help students discover how West Africa did not simply adopt Islam but changed the religion and made it their own. This understanding should raise questions about how Islamic practices, thought, doctrines, and architecture were incorporated and transformed by West African culture.

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 best practices in historical writing, discuss the implications of the scarcity of primary sources referenced by source 7 and examine the author’s language when qualifying claims to reflect both historical consensus and remaining uncertainties.

POSTCLASSICAL PERIOD

- To provide practice with inferential thinking, ask students to hypothesize about why the Djinguereber Mosque looks so different from other religious buildings they have explored.
- To help students make clear comparisons, have them consider previous examples of religious diffusion (Buddhism, Christianity, Hinduism) that were also associated with the development of thriving trade networks and impacted political organization in regions beyond where the religion originated.

KEY TAKEAWAYS

- According to source 7, merchants (Sudanese, and later, Berbers) as well as some rulers and courtiers converted to Islam, but many rural peasants in West Africa did not. While some rulers built mosques in their cities, other rulers made smaller gestures or adapted Islam to traditional practices. (Q1)
- This excerpt corroborates Leo Africanus's description of the prosperity of Timbuktu. The description of the role of merchants in spreading Islam is also consistent with previous sources that have detailed the trade network across the Sahara. (Q2)
- Though the purpose of the building is to host religious rituals and Islamic clergy, the exterior of the building looks like an imposing fortress of a military leader. (Q3)
- Students' statements incorporating *because* should explain a cause (e.g., how the travels of Sudanese merchants and Berber nomads who converted to Islam spread the faith through West Africa). Statements incorporating *but* should reflect two ideas in conflict (e.g., how West African converts to Islam often maintained many of their cultural traditions). Statements incorporating *so* should emphasize a consequence (e.g., the emergence of mosques and other Islamic institutions in West Africa during the postclassical period). (Q4)

WHAT'S NEXT?

- The University of Wisconsin's Inside Islam resource contains an entry on **the University of Timbuktu** that showcases the impact of Islam on West Africa by investigating the rise of universities and other institutions that came to play an important role in city life.
- Students often focus on the spread of Islam without taking into consideration the spread of the Arabic language and its impact on culture and governance. John O. Hunwick in "West Africa and the Arabic Language" (available on Brill and JSTOR) discusses the transmission of the Arabic language and its impact on the city of Timbuktu.
- "**The Spread of Islam in West Africa**" is a resource put together under the auspices of Stanford's SPICE program that examines the role of Islam in West Africa.
- The use of mud and clay for their structures gives the mosques of West Africa a unique design, but these materials also require constant upkeep. A Mali-based nonprofit created a short documentary on the **Festival at the Grand Mosque of Djenné** (available on YouTube) that documents this process in the modern era.

Assess 3.5: Reexamining Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa

POSTCLASSICAL
PERIOD

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 3.5.

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.

TRANS-SAHARAN TRADE

Writing activity: causation paragraphs (evaluating a starter claim)

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

The emergence of trans-Saharan trade mainly impacted economic development.

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: Long-Distance Trade and Diffusion in the Indian Ocean Basin

Lesson Planning 3.6: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 3.6.

Learning Objective 3.6

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

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 causes and effects, LO 3.6 challenges students to explore the consequences of increased trade in the Indian Ocean basin by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 3.6 (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 question:
 - ◆ To what extent did the expansion of Indian Ocean trade impact economic and cultural development?
- Sample starter claims:
 - ◆ Islamic merchants benefited the most from the expansion of Indian Ocean trade.
 - ◆ The diffusion of religion was the most important consequence of postclassical Indian Ocean trade.

MAKING THEMATIC CONNECTIONS

Economic systems

The focus of LO 3.6 is the impact of long-distance trade through the oceans, particularly how trade and exchange led to demographic, technological, and social transformations. This focus provides opportunities to foster thematic connections to other topics related to economic systems, including:

- the trans-Saharan trade routes (LO 3.5)
- the Silk Roads connecting the Roman and Han empires (LO 2.6)

MAKING GEOGRAPHIC CONNECTIONS

Spatial Reorganization

The growth of Indian Ocean trade during this time provides an excellent case study of spatial reorganization. Students can explore how the dramatic shift in demographic and religious patterns created new ways of life and worship in sub-Saharan Africa and Southeast Asia and impacted the long-term exchange of technology between East and West. In addition, students can regularly compare historical developments to present-day maps (e.g., religious maps, language maps) to examine the degree to which the characteristics of current world regions were impacted by Indian Ocean trade.

3.6 SOURCE OVERVIEW

Essential knowledge statements for LO 3.6:

- **EK 3.6.A *The establishment of Swahili city-states***
Indian Ocean trade led to the establishment of coastal city-states in East Africa and the spread of Swahili, a Bantu language containing many Arabic elements.
- **EK 3.6.B *Maritime technologies and the expansion of trade in the Indian Ocean basin***
Improvements in maritime technologies and expanding global demand for spices, luxury goods, slaves, gold, and silver contributed to a significant increase in trade within and around the Indian Ocean basin.
- **EK 3.6.C *Spread of technologies, cultural practices, and flora and fauna in the Indian Ocean basin***
The expansion of trade in the Indian Ocean basin contributed to the diffusion of Islam and Buddhism to Southeast Asia as well as the westward spread of Asian technologies.

The list below provides examples of primary and secondary sources that can support key questions for LO 3.6. 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 3.6:

- There are few primary sources that describe the Swahili city-states in detail. Ibn Battuta's writings on his **trips to Mogadishu, Mombasa, and Kulwa** speak to the wealth and impact that the wider Islamic world had on the city-states. Students could read these in combination with Norman Rothman's "**Indian Ocean Trading Links: The Swahili Experience**," the introduction of which connects the Swahili city-states to the wider world of Islam and the Indian Ocean.

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- **Indian Ocean in World History** is an interactive web resource that combines primary and secondary sources on a map of the Indian Ocean to allow students to place important events, technologies, and travelers of the Indian Ocean in perspective. Have students explore the Medieval section, which includes material from Zheng He and Ibn Battuta as well as descriptions of major ports and technologies on the Indian Ocean, and consider the lesson “From Mecca to Malaysia: The Spread of Islam across the Indian Ocean” to explore the diffusion of Islam via the trade routes.
- Crash Course World History’s video on Indian Ocean Trade (“**Int’l Commerce, Snorkeling Camels, and the Indian Ocean Trade**”) is a fantastic overview of the causes and effects of the growth of trade during this time period.
- Boston University’s “**The Indian Ocean Trade: A Classroom Simulation**” explores how the demand for goods impacted the flow of people and ideas.
- Lynda Shaffer’s essay “**Southernization,**” particularly pages 4–6, focuses on the impact of Arab merchants on the spread of technology from East to West.

Key Concept: Postclassical Americas

POSTCLASSICAL
PERIOD

Lesson Planning 3.7: Source Explorations

From the ancient period to the postclassical period, the development of sophisticated states and societies in Afro-Eurasia was often associated with innovations such as the development of writing systems, the wheel, and the lateen sail. However, the people living in the Americas prior to the 16th century did not possess the tools many of the empires and trade networks throughout the eastern hemisphere depended on. In addition, the most powerful states in the western hemisphere did not originate from river valleys characterized by temperate climates with naturally fertile soil. In spite of these contrasts, the Maya, Inca, and Aztecs managed to develop political states and trade networks that rivaled the sophistication of their counterparts on other continents. These three states addressed unique geographic challenges and developed political, economic, and social features that provide fascinating comparisons.

Learning Objective 3.7

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

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

LO 3.7 challenges students to explore the postclassical empires of the Americas by pursuing questions of comparison. Identifying for students a key question or starter claim aligned to LO 3.7 (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:
 - ◆ Why did postclassical states in the Americas develop in different ways?
 - ◆ To what extent did the development of postclassical states in the Americas reflect differences in geography? *
- Sample starter claims:
 - ◆ The Inca state was very different from the Aztec and Maya states.
 - ◆ Postclassical states in the Americas shared similar political and religious traditions.

* *This instructional frame is most closely aligned with the writing activity on page 224.*

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

POSTCLASSICAL
PERIOD

MAKING THEMATIC CONNECTIONS

The state

Though geographically separated from other continents, the empires that emerged in the Americas during the postclassical period developed political structures and strategies for governance that were similar to those of their Afro-Eurasian counterparts. LO 3.7 provides opportunities to foster thematic connections to previous topics of governance, including:

- ancient American civilizations (EK 1.3.C)
- connections between religious and political authority (EK 1.6.B, LO 3.1, EK 3.2.A)

MAKING GEOGRAPHIC CONNECTIONS

Human adaptations to the environment

As in the ancient period, Andean civilizations had to address environmental challenges that were very different from those of Afro-Eurasian civilizations of the time in order to develop imperial states. Students can explore articles like Gizmodo's "**The Greatest Mystery of the Inca Empire Was Its Strange Economy**" to see how the mountainous terrain contributed to the development of unique economic and political structures that thrived without staples of Afro-Eurasian empires, such as coined money or wheels.

3.7 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 3.7-Intro: Postclassical Americas	<p>Source 1 Excerpted from Kenneth G. Hirth, <i>The Aztec Economic World: Merchants and Markets in Ancient Mesoamerica</i>, 2016</p> <p>Source 2 Map of the Aztec Empire c. 1519</p> <p>Source 3 Adapted from Pedro de Cieza de León, <i>The Second Part of the Chronicle of Peru</i>, c. 1554</p> <p>Source 4 Map of the Inca Empire 1230–1525 CE</p>
SE 3.7-A: Governmental Structures of the Maya, Inca, and Aztec States	<p>Source 5 Excerpted from Arthur Demarest, <i>Ancient Maya: The Rise and Fall of a Rainforest Civilization</i>, 2004</p> <p>Source 6 Adapted from Bernal Díaz del Castillo, <i>The True History of the Conquest of New Spain</i>, written during the 1570s</p>
SE 3.7-B: Economic Foundations of the Maya, Inca, and Aztec States	<p>Source 7 Excerpted from Alan L. Kolata, <i>Ancient Inca</i>, 2013</p> <p>Source 8 Excerpted from the Codex Mendoza (mid-16th-century Spanish document containing copied examples of Aztec records to send to Spain)</p>

SE 3.7-C: Maya, Inca, and Aztec Cultural and Religious Practices	<p>Source 9 Excerpted from David Carrasco, <i>The Aztecs: A Very Short Introduction</i>, 2011</p> <p>Source 10 Excerpted from Elizabeth M. Brumfiel, "Aztec Hearts and Minds: Religion and the State in the Aztec Empire." In <i>Empires: Perspectives from Archaeology and History</i>, 2001.</p>
Assess 3.7: Reexamining Postclassical Americas	Writing activity: causation essay (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 3.7: Compare the political, economic, and cultural structures of the Maya, Inca, and Aztec states.	
Essential Knowledge Statements	Planning Notes
<p>EK 3.7.A Governmental structures of the Maya, Inca, and Aztec states</p> <p>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><input checked="" type="checkbox"/> The characteristics and extent of the Aztecs' tributary empire are well represented in the source explorations. Sources 1 and 2 (SE 3.7-Intro) explain the nature of the Aztecs' expansion and show the borders of the empire. Source 6 (SE 3.7-A) provides a firsthand account of the tributary nature of the Aztecs' rule.</p> <p><input checked="" type="checkbox"/> The second half of the first source exploration (sources 3 and 4) describes how the Inca managed the Andes Mountain region, while the info table on the Maya state (source 5, SE 3.7-A) looks at its major political and geographical characteristics.</p> <p><input type="checkbox"/> While the focus of the learning objective is on major Mesoamerican states, students should also have an understanding of how tribal or stateless peoples lived in Mesoamerica during this time.</p>

POSTCLASSICAL PERIOD

<p>EK 3.7.B <i>Economic foundations of the Maya, Inca, and Aztec states</i></p> <p>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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The excerpt in SE 3.7-B provides a direct explanation of the importance of trade and infrastructure development in maintaining the Inca Empire. <input checked="" type="checkbox"/> The economic developments of both the Aztec and Maya states can also be explored (though less explicitly) through the sources, particularly the Codex Mendoza (SE 3.7-B) and the Maya info table (SE 3.7-A). Past discussion of the Aztec tributary state (SE 3.7-A) could also support this learning. <input type="checkbox"/> While there is some discussion of coerced labor in the material on Aztec tribute (SE 3.7-A), students will need a more in-depth examination, particularly looking at how the Inca utilized their mit'a system.
<p>EK 3.7.C <i>Maya, Inca, and Aztec cultural and religious practices</i></p> <p>The Maya, Inca, and Aztec rulers leveraged their perceived divine status and support from a priestly class to maintain control over large populations.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The creation of a priestly class through the use of divine rulers is explicitly described in source 9 (SE 3.7-C), connected to a broader cosmology of Aztec religion. <input checked="" type="checkbox"/> The importance of controlling the military and maintaining centralized authority through religion is the main idea of source 10 (SE 3.7-C), which focuses on warfare and the Aztec Empire. <input type="checkbox"/> The religious characteristics of the Maya and Inca empires are not covered in the source explorations.

DESIGNING INSTRUCTION

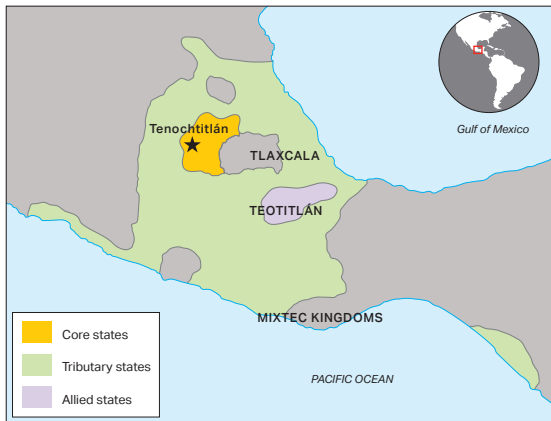
POSTCLASSICAL PERIOD

Source Exploration 3.7-Intro: Postclassical Americas

SOURCES TO EXPLORE

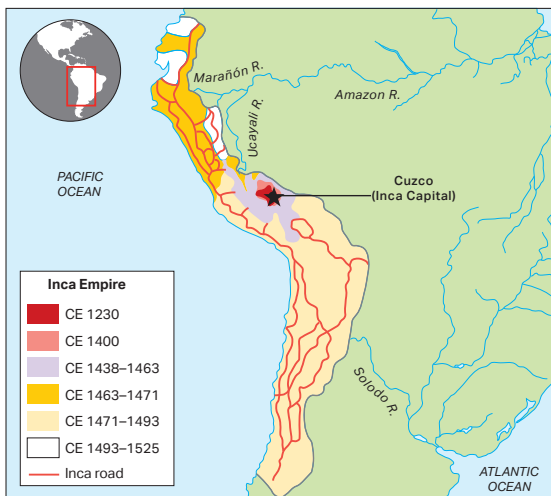
Source 1 Excerpt from Kenneth G. Hirth, *The Aztec Economic World: Merchants and Markets in Ancient Mesoamerica*, 2016

Source 2 Map of the Aztec Empire c. 1519



Source 3 Adapted from Pedro de Cieza de León, *The Second Part of the Chronicle of Peru*, c. 1554

Source 4 Map of the Inca Empire 1230–1525 CE



Observe-and-Analyze Questions

1. According to sources 1 and 3, how did the Aztec and Inca empires control their territories?
2. By Hirth's definition, was the Inca Empire a hegemonic or territorial empire? Why?
3. While the Inca Empire stretched 2,500 miles down a narrow stretch of the Andes Mountains, the Aztecs were concentrated in the Valley of Mexico with many lakes and fertile lands. How do you think these geographic differences may have affected the level of autonomy these empires granted local leaders?
4. Use the sentence frames below to create initial inferences and generate questions based on the information in the sources.

I think _____ because _____.

I wonder _____ because _____.

POSTCLASSICAL
PERIOD

WHY THESE SOURCES?

This set of maps and excerpts was selected to help students with no prior knowledge explore and compare the geography and strategies of these empires. The foundational information provided by these sources should provoke many questions concerning comparison, such as: How are the size and geography of the two empires similar? To what extent did the two empires govern their empires differently?

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, particularly words in the primary source that suggest mood or tone. In addition, disciplinary terms like *hegemony* can be reviewed prior to reading.
- To help build reading stamina, provide students with the different, lengthier excerpt of de León's *The Second Part of the Chronicle of Peru* available at **Fordham University's Modern History Sourcebook**.
- To practice historical sourcing, facilitate a discussion about the historical reliability of source 3 by providing additional context about the author, historical situation, and audience of the document.
- To encourage students to think like geographers, provide or display elevation maps corresponding to sources 2 and 4 and ask students to discuss where political borders may have been shaped by physical geography.

KEY TAKEAWAYS

- In the Aztec Empire, leaders in conquered areas were often allowed to remain in power. Regional leaders in the Inca Empire were direct representatives of the state's power and centralized control. (Q1)
- Both the Inca and Aztec states demanded submission of their subjects. However, as a territorial empire by Hirth's definition, the Inca had a greater degree of control over regions while the Aztecs practiced methods of indirect control. (Q2)
- The Aztec Empire was more compact, so regions were never as far from the political center as they were for the Inca. The Inca had to control areas much farther from the capital, so it would have been more difficult to trust local leaders. (Q3)
- Students' inferences could include that the Inca and Aztec empires might have very few similarities judging by the differences in geography and political structure. Students might pose broad questions, like how or why Aztec and Inca rulers chose to rule in the manner that they did, or more specific questions, like why certain pockets of territory in the Aztec Empire appear to be independent. (Q4)

WHAT'S NEXT?

POSTCLASSICAL
PERIOD

- Since the Maya precede the time frames of these sources, it may be helpful to have students explore time lines that show the emergence and decline of the three states to contextualize the chronology.
- These sources introduce students to the Aztec and Inca empires but leave out the Maya. **“Elites in Mayan Society”** from PBS LearningMedia can allow students to discover early contrasts with the other two societies, while *Smithsonian’s “Why Did the Mayan Civilization Collapse? A New Study Points to Deforestation and Climate Change”* can highlight how key aspects of Mayan history are still debated by historians and archaeologists.
- *National Geographic’s* Resource Library collection **“Mesoamerica”** can be utilized for student research or to create a rotation station activity to augment any source exploration.
- Note: While the source explorations were designed to follow the thematic structure of the essential knowledge statements in the course framework, you might choose to focus on one state at a time or teach the content chronologically. If so, feel free to use the “What’s Next?” resources listed with each source exploration in whatever order best serves your instructional purposes.

DESIGNING INSTRUCTION

Source Exploration 3.7-A: Governmental Structures of the Maya, Inca, and Aztec States

SOURCES TO EXPLORE

Source 5 Excerpted from Arthur Demarest, *Ancient Maya: The Rise and Fall of a Rainforest Civilization*, 2004

Source 6 Adapted from Bernal Díaz del Castillo, *The True History of the Conquest of New Spain*, written during the 1570s

WHY THESE SOURCES?

These sources can aid students in creating comparisons and contrasts between the Maya and Aztec governments. Both sources address issues of political legitimacy, local autonomy, and the close association between divine favor and political control.

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 disciplinary terms used in these sources, such as *succession*, *ideology*, and *shamanistic*, before reading source 5.
- To help build reading stamina, provide sufficient time for students to jot down notes after each paragraph of source 6.
- To help students make connections across units, extend discussion by comparing the political features described in the sources to similar aspects of governance (legitimacy, political structure, local autonomy) from prior states they have studied.

Observe-and-Analyze Questions

1. Examine the descriptions of the Maya state in source 5. In what ways did the Maya state demonstrate power or control? To what degree did the Maya state allow flexibility and autonomy?
2. According to Bernal Díaz del Castillo, how did chiefs from vassal towns describe Aztec king Montezuma and his tax collectors? To what extent are these descriptions similar to the descriptions of Maya authority?
3. Bernal Díaz del Castillo wrote about his participation in Cortes's conquest and destruction of the Aztec civilization several decades after they occurred. At the time his account was published in Spain, Mexico was a Spanish colony. How might the historical situation and the audience have affected the tone and focus of Díaz's work?
4. Create a claim of comparison based on the information in the sources. To ensure that you include clear information about both the Maya and the Aztec, consider beginning your claim with a word like *while* or *although*.

Source Exploration 3.7-A: Governmental Structures of the Maya, Inca, and Aztec States

KEY TAKEAWAYS

POSTCLASSICAL
PERIOD

- The ruler being described as the “divine lord,” his investment in monumental architecture and art, and his leadership in warfare and ritual all sound related to power and control. However, details such as the Maya’s flexible system of succession and the lack of state control over local and regional economies are likely indications of flexibility and autonomy. (Q1)
- The chiefs described Montezuma as having immense power and sending his tax collectors to assert authority by seizing people for human sacrifice or enslavement. The tax collectors equating disobedience with the disapproval of the gods seems similar to Maya practices of blurring political and religious authority. However, the degree of control the chiefs describe Montezuma exerting seems higher than what source 5 suggests about the Maya. (Q2)
- Given that the author participated in the conquest of the Aztecs and that the primary reading audience was Spaniards who were used to Mexico as a colony, there would be incentive to portray the Aztecs as evil rulers who were hated by local chiefs. Portraying the Aztecs in this way would make the Spanish conquest of them seem justified. (Q3)
- Claims of comparison might contrast source 5’s characterization of the Maya as asserting minimal local control with the actions of Aztec tax collectors in source 6, or they could highlight similarities such as powerful rulers and the blurring of political and religious authority. (Q4)

WHAT’S NEXT?

- As these documents focus on the political structures of the Aztec and Maya, other resources will be necessary to explore Inca political structures. Excerpts and images from sources such as *National Geographic*’s “**The Lofty Ambitions of the Inca**,” PBS’s Nova article “**Rise of the Inca**,” and the History Channel’s “**Inca**” will allow students to discover how the unique political structures developed by the Inca were informed by specific environmental challenges.
- Several online resources can be used to create rotation station or webquest activities to foster comparisons between these Mesoamerican states. Such comparison experiences could include artwork (see resources such as the Metropolitan Museum of Art’s **Heilbrunn Timeline of Art History** and the **World History Encyclopedia**) and legal structure (see the online exhibit “**Aztec and Maya Law**” by the Tarlton Law Library at the University of Texas).

POSTCLASSICAL PERIOD

DESIGNING INSTRUCTION

Source Exploration 3.7-B: Economic Foundations of the Maya, Inca, and Aztec States

SOURCES TO EXPLORE

Source 7 Excerpted from Alan L. Kolata, *Ancient Inca*, 2013

Source 8 Excerpted from the Codex Mendoza (mid-16th-century Spanish document containing copied examples of Aztec records to send to Spain). The images represent items of tribute collected by the Aztec Empire from the city-states and tribes the Aztecs conquered.



The Picture Art Collection / Alamy Stock Photo

Observe-and-Analyze Questions

1. How does Alan L. Kolata describe Inca infrastructure? How did this infrastructure help the Inca Empire overcome the challenges associated with ruling a territory of its size and shape?
2. Examine the page from the Codex Mendoza. What types of goods did the Aztecs expect their tributary states to produce? How does this method of acquiring goods compare with source 7's description of how the Inca acquired goods?
3. Some historical evidence suggests that the Aztecs required some regions to send tribute items that that region could not grow or produce locally. What might have been the economic intention of this practice?
4. Expand these sentences based on information you have learned about the Inca. Then combine your expanded sentences into one complex sentence.

Their land had challenges.

Roads helped.

WHY THESE SOURCES?

These sources can help students with no prior knowledge explore and compare how the Inca and Aztecs used infrastructure and resources to maintain order. The foundational information provided by these sources should provoke questions of comparison between the economic development of the Inca and Aztec empires.

THINKING AHEAD

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

Source Exploration 3.7-B: Economic Foundations of the Maya, Inca, and Aztec States

MEETING LEARNERS' NEEDS

POSTCLASSICAL
PERIOD

- To assist novice readers, review disciplinary vocabulary that might be challenging, such as *infrastructure* and *consolidation*.
- To help students think like geographers, distribute or display sources 2 and 4 so that students can geographically situate the information in SE 3.7-B and make connections related to spatial organization and physical geography.
- To promote connections across units, extend the discussion of the Inca road system by asking students to compare its role with that of roads in the Roman Empire.

KEY TAKEAWAYS

- Kolata describes the infrastructure as extensive, efficient, and sophisticated. The Inca had an empire that stretched along the Andes Mountains. They needed a way to facilitate trade and display power across a large empire. (Q1)
- The Aztecs demanded a wide variety of items, including finished jewelry and sophisticated clothing as well as what appear to be plants. By contrast, source 7 describes a focus on infrastructure and roads linking the empire together as the chief means of acquiring goods. (Q2)
- The Aztecs were a loosely connected group of semi-independent states. This practice would have forced regions of the empire, which were often made up of different ethnic and cultural groups, to interact with each other economically to increase overall production of wealth. (Q3)
- Expansions of the sentences should highlight the challenges the Inca faced regarding the mountainous terrain and the elongated shape of Inca territory as well as the way in which an extensive road system helped the Inca empire to maintain political and economic stability in spite of these challenges. (Q4)

WHAT'S NEXT?

- Images and excerpts from the Metropolitan Museum of Art's Ancient Americas collections (see the "**Golden Kingdoms: Luxury and Legacy in the Ancient Americas**" exhibit, or articles such as "**Paying the Man: Ancient Tributes in Golden Kingdoms**" or "**Codex Mendoza, Folios 51 and 52**") can be utilized to preview or extend this source exploration.
- Students can gain a more complex understanding of the Inca Empire and its infrastructure by exploring images and excerpts from recent articles such as the BBC's "**Inca Road: The Ancient Highway That Created an Empire**" and *Smithsonian's* "**What It's Like to Travel the Inca Road Today.**"
- While Maya pyramid structures are usually explored to illustrate the Maya's sophisticated mathematics, they can also be viewed as evidence of their sophisticated trade network. Students can explore the BBC's "**Mayan 'Nesting Doll Pyramid' Discovered in Mexico**" to discover how recent archaeological evidence has illuminated the economic sophistication required to build and maintain these structures.
- To complete the economic comparison, students can learn more about Aztec commerce through UNESCO's online resource "**Tlatelolco, Shop Window of the Aztec Empire,**" which was created in partnership with local historians and anthropologists.

DESIGNING INSTRUCTION

Source Exploration 3.7-C: Maya, Inca, and Aztec Cultural and Religious Practices

SOURCES TO EXPLORE

Source 9 Excerpted from David Carrasco, *The Aztecs: A Very Short Introduction*, 2011

Source 10 Excerpted from Elizabeth M. Brumfiel, "Aztec Hearts and Minds: Religion and the State in the Aztec Empire." In *Empires: Perspectives from Archaeology and History*, 2001.

WHY THESE SOURCES?

This pair of sources will help students explore the role of religion in the Aztec Empire. The excerpts should provoke questions concerning the relationship between the state and religious institutions in Aztec society as well as allow students to make connections to prior examples of political legitimacy tied to religious ideas.

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 analysis of secondary sources, ask groups of students to agree on which sentence or phrase in each excerpt best represents the author's main claim and underline specific details the author uses to support that claim.
- To assist novice readers, review strategies for using context clues to figure out the meaning of a word. Model how to apply these strategies with potentially difficult words from the texts (e.g., *kinship*) by implementing them as a class to create a working definition of each word.
- To help students make meaning across sources, extend discussion by asking them to debate the extent to which sources 9 and 10 corroborate the primary account of Díaz in source 6.

Observe-and-Analyze Questions

1. These excerpts both examine Aztec religious practices but in different ways. What aspects of religion does each source explore?
2. According to source 9, how did the Aztec worldview support the belief that human sacrifice was necessary?
3. According to source 10, why were young men more loyal to the Aztec state than to their kinship or ethnic groups?
4. Create three statements based on the information in the sources: one using *because*, another using *but*, and the last using *so*.

KEY TAKEAWAYS

POSTCLASSICAL
PERIOD

- Source 9 examines the purpose of various rituals, including human sacrifice, in the Aztec religion, while source 10 explores how Aztec religion was used by the state. (Q1)
- Aztec religious rituals, which included human sacrifice, were intended to provide nourishment required to renew the power of the gods. (Q2)
- The Aztec military was drawn from many areas and was made up of soldiers from different ethnic and kinship lines. Something was needed to ensure the soldiers' service to the state over their regional or kinship loyalties. The Aztec state achieved this loyalty by basing social status on how much one had achieved in war or sacrificed in religious rituals. (Q3)
- Students' sentences using *because* should describe a cause (e.g., how the practice of human sacrifice was a result of the Aztec belief that gods required human blood to be renewed). Sentences using *but* should reflect two ideas in conflict, such as the fact that Aztec religion sought to win the loyalty of a targeted group but did not create a common value system. Sentences using *so* should illustrate a consequence, such as the impact the centralized system of rewards had on disrupting loyalty to kinship groups. (Q4)

WHAT'S NEXT?

- To delve deeper into the relationship between state and religion in the Aztec Empire, students can explore "**Aztec Culture: An Overview**" by Arizona State professor Michael E. Smith on the Semantic Scholar website.
- Students can explore the dynamics between the state and religion in the Inca and Maya states using such online collections as Open Ended Social Studies' "**The Inca: Church, State, and the Arc of History in the Realm of the Four Parts**" and MexConnect's "**The Maya Civilization and Cities: A Resource Page.**"

Assess 3.7: Reexamining Postclassical Americas

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 3.7.

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.

POSTCLASSICAL AMERICAS

Writing activity: causation essay (answering a key question)

To what extent did the development of postclassical states in the Americas reflect differences in geography?

Prewriting

Organize the evidence using a table like the one below. Include evidence relevant to the prompt.

Synthesize the evidence

When examining the organized evidence, consider these questions:

- What patterns in development can be explained by geographic differences?
- What patterns in development do not seem related to geography?

Writing your thesis

Write a thesis in response to the prompt. To incorporate ideas related to (a) and (b), consider using a word like *while* or *although*.

	Maya	Inca	Aztec
Relevant details regarding geography			
Relevant details regarding development			

Performance Task



About the Performance Tasks

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

PART 1: SOURCE ANALYSIS

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

PART 2: EVIDENCE-BASED ESSAY

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

ADMINISTERING PERFORMANCE TASKS

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

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The Postclassical Period, c. 600 to c. 1450

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 did the political characteristics of Islamic states change during the postclassical 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

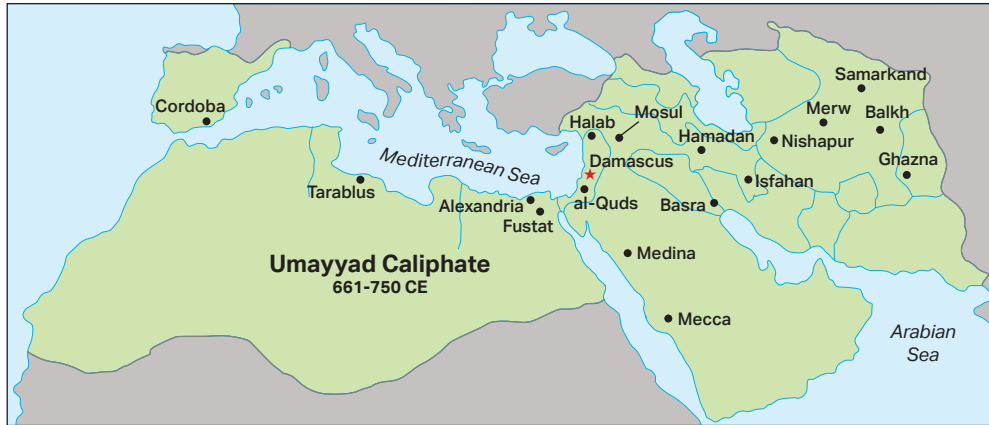
Focus: Write an introductory paragraph and outline body paragraphs using topic sentences and supporting details

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

PERFORMANCE
TASK

Source 1

Map of the Umayyad Caliphate 661–750 CE



Source 2

Letter written by Al-Walid ibn Yazid who was the Umayyad Caliph 743 until his assassination in 744

Then God appointed His caliphs to follow in the path of Muhammad's prophetic ministry, after He had taken His prophet unto Himself, and after He had sealed His revelation by Muhammad.

No one contests the right of the caliphs without God striking him down; no one abandons their commonality without God destroying him; no one treats their authority lightly and challenges the decree of God vested in them. Thus does God deal with those who forsake the obedience to which God has called them.

For it is proper that you should thank God for the way in which He has preserved your religion and your state of unity.

Source 3

Al-Farabi, *Perfect State*, c. 944 CE. Al-Farabi was an Islamic scholar of classical Greek philosophy.

The perfect caliph should by nature be fond of justice and of just people, and hate oppression and injustice and those who practice them, giving himself and others their due. He should urge people to act justly and show pity to those who are oppressed by injustice.

He should not be reluctant to give in nor should he be stubborn and obstinate if he is asked to do justice, but he should be reluctant to give in if he is asked to do injustice and evil altogether.

This is the sovereign over whom no other human being has any sovereignty whatsoever—he is the Imam.* But this state can only be reached by a man in whom these qualities are found together, with which he is endowed by birth.”

*Islamic spiritual leader or leader of prayer

Source 4

Nizam al-Mulk, *Rules for Kings*, 11th century. Al-Mulk was a Persian bureaucrat serving multiple Seljuk caliphs.

In every age and time God chooses one member of the human race and, having endowed him with kingly virtues, entrusts him with the interests of the world and the well being of His servants.

Then by divine decree, this one human being acquires some prosperity and power, and God's truth gives him good fortune, wit, and wisdom. God's chosen one can employ his subordinates every one according to his merits and confer upon each a dignity and station proportionate to his powers.

God's chosen one selects ministers and their officials from among the people, and giving a rank and post to each, he relies upon them for the efficient conduct of affairs spiritual and temporal.

God gave the caliph power and dominion as befitted his worthiness and good faith, and made all the world subject to him, causing his dignity and authority to reach all climes. All the dwellers on earth are his tributaries, and as long as they seek his favour they are safe from his sword.

Source 5

Islamic scholar Fakhr al-Din al-Razi, *The Great Commentary*

The world is a garden, irrigated by the state. The state is a power whose guardian is the Shari'a [Islamic law]. The Shari'a is the governing principle which safeguards the Kingdom. The Kingdom is the political society which the army brings into existence. The army is able to be maintained through material resources. Material resources come from the subjects. The subjects are made into servants through justice. Justice is the axis of the well-being of the world.

Source 6

Syrian philosopher Ali ibn Tahir al-Sulami, *Book of Struggle*, 1105

When reports mutually confirmed to the Franks the conditions of this country [Syria in 1099]—namely, the disagreements of its lords, the oppressive demands of its leading men, and the general disorder and disarray—the Franks acted to invade Syria en route to Jerusalem, the chief object of their desires. When the Franks arrived in Syria, they saw divided sovereignties, conflicting opinions, and contending views, combined with hidden hatreds. Frankish ambitions expanded accordingly and extended to whatever their power could command. The Franks continued zealously in the Holy War against the Muslims, while the Muslims were not inclined to wage war against them and did not join forces to fight them. Each Muslim power expected the other one to take up their fight for them until the Franks made themselves rulers of lands beyond their wildest dreams. They subjected the inhabitants to destruction and degradation far beyond what they had intended.

PERFORMANCE
TASK

Source 7

The reply of Al Mustasim, the Abbasid Caliph, to Hulagu Khan's request that the city of Baghdad surrender to Mongol armies, 1257 (as recorded in Rashid al Din's *Compendium of Histories*)

Oh, young man, barely started on your career, who shows such little desire to live, who, drunk with the happiness and riches of ten days, believes you are greater than the whole world, who thinks your orders have the irresistible force of destiny. Why do you ask of me what you have not the slightest chance of obtaining?

Do you believe with your greatest efforts, the strength of your armies and your bravery that you can bring a star tumbling down into your chains?

You forget that from the east to the west all of the worshippers of Allah, whether kings or beggars, young or old, are slaves of this court and make up my armies. The moment I give the order to these defenders of my realm to come together, I will begin by finishing the business of Iran, after which I will continue my march and will put everyone where he belongs.

If you want war... if you have decided to fight, I have millions* of cavalry and infantry, all ready for war.

*It is estimated that the actual number cavalry forces that engaged with Mongol armies during the Siege of Baghdad was closer to 20,000. Few, if any, of these came from neighboring Islamic states.

TASK A: ANALYZE THE PROMPT AND SOURCES

**PERFORMANCE
TASK**

To what extent did the political characteristics of Islamic states change during the postclassical 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	Details relevant to Islamic states during the postclassical period	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**

- 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.
- 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? 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?

Contextualize your thesis

What additional information would help set the stage for your overall argument? List one or two relevant postclassical-period trends or developments 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: _____

PART 2: EVIDENCE-BASED ESSAY**PERFORMANCE
TASK**

Directions: Use the sources provided and your completed source-analysis tasks from Part 1 to respond to the following evidence-based prompt.

To what extent did political characteristics of Islamic states change during the postclassical period?

Your response should include the following elements:

- **Contextualization:** Describe a broader historical context relevant to the prompt.
- **Thesis:** Respond to the prompt with a historically defensible thesis that establishes a line of reasoning.
- **Argument development:** Demonstrate a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.
- **Use of the documents:** Support the argument with evidence from at least three of the provided documents.
- **Outside evidence:** Provide at least two examples or additional pieces of specific evidence beyond those found in the documents to support or qualify the argument.

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Performance Task: Scoring Guidelines

POSTCLASSICAL
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.

PART 2

Evaluation Criteria	Available Score Points	Decision Rules
Thesis/Claim (0–1 point)	1 point. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
Contextualization (0–1 point)	1 point. Describes 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 prompt. This point is not awarded for merely a phrase or reference.
Evidence (0–3 points)	Evidence from the documents 1 point. Uses at least three documents to address the topic of the prompt. OR 2 points. Uses at least five documents to support an argument in response to the prompt.	To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents. To earn two points, the response must accurately describe—rather than simply quote—the content from at least five documents and use the content of the documents to support an argument in response to the prompt.
	Evidence beyond the documents 1 point. Uses at least two additional pieces of specific historical evidence (beyond the documents) relevant to an argument about the prompt.	To earn this point, the response must accurately describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.
Analysis and reasoning (0–1 point)	1 point. Demonstrates a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.	To earn this point, the response must accurately corroborate, qualify, or modify an argument by explaining how diverse or alternative views or evidence can explain multiple disciplinary facets, such as: <ul style="list-style-type: none"> ▪ both similarity and difference ▪ both continuity and change ▪ multiple causes ▪ both cause and effect

Appendix



APPENDIX A

Expanding Essential Knowledge Resources

Contents

Expanding Essential Knowledge: The Classical Period	A3
Expanding Essential Knowledge: The Postclassical Period	A25

Expanding Essential Knowledge

The Classical 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 A21 A23, and A24.

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 A19.) 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 2.1

CLASSICAL EMPIRES IN EAST ASIA

2.1.A: Transition from a feudal to a centralized state under the Qin Dynasty

Under emperor Shihuangdi, the Qin established the first centralized imperial state in China (221–210 BCE). The Qin unified warring and fragmented feudal states into a single centralized empire through both conquest and forceful diplomacy. During the Warring States period, the use of bronze weapons declined in favor of relatively cheap iron weapons. There was also a transition in warfare from skilled aristocratic chariots to large infantries; this both weakened the power of aristocrats and deskilled warfare. As articulated in Sun Tsu's *The Art of War* (c. 500 BCE), battlefield strategies and management of military resources were what increasingly decided battles, not the skills of elite warriors. The Qin armies also deftly utilized iron weapons. The Qin state maintained unified political authority by creating and implementing harsh, authoritarian law codes informed by Legalism. The peasantry under the Qin were mostly free and paid taxes in the form of a military levy. The Qin also supported imperial unity through standardizing and simplifying the writing of Chinese as well as weights and measures. The Qin Dynasty was highly centralized and organized into 40 provinces, each with numerous local administrative districts overseen by a governor directly appointed by the emperor.

2.1.B: Political and philosophical expansion of the Han Dynasty

The Han Dynasty established a centralized empire that built upon Qin bureaucratic structures and traditions and at its height employed close to 20 times more people than the Roman Empire. Han emperors abandoned the authoritarian principles of Legalism and instead associated themselves with Confucianism. Confucianism became closely associated with the Chinese state and its governing class of imperial appointees, which established the model of rule by scholar-bureaucrats. This system rewarded merit as opposed to aristocratic lineage. Large armies expanded the Han Dynasty's territorial borders significantly beyond those of the Qin. At its height, the Han Dynasty stretched to Vietnam in the south, Korea in the north, and Central Asia to the west. Chinese merchants and peasants followed state expansion: between five and 10 million Chinese peasants settled in the Yangtze Valley during the Han Dynasty. Han imperial expansion and migration promoted sinicization and a more uniform style of cultural practices throughout East Asia.

2.1.C: Economic and religious foundations of the Han Dynasty

China commanded the largest and most innovative economy in the world during the classical period. Free peasants in many cases owned land and produced agricultural goods for local markets. Wheat and rice farmers used iron tools and new inventions including the wheelbarrow, seed drill, and cast-iron plow. Silk, porcelain, paper, cast-iron commodities, and other sophisticated handicraft were produced mostly by free laborers. The quality and portability of these goods made them ideal for long-distance trade. During the Han Dynasty, significant urbanization took place in response to local expansions of commerce and consumer demand and the long-distance trade along the Silk Roads. The principal religion of the Han was Daoism, which emanated from complex ideas and practices. Daoist traditions relating to detachment and meditation would eventually ease the transition to Buddhism in China. There was often a commingling by practitioners of Confucianism, the predominant social philosophy in Han China, with Daoism.

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Content Summary 2.2

SOUTH ASIAN STATES AND DHARMIC RELIGIONS

2.2.A: Reactions to Vedic religion and Brahmanism

Brahmanism arose toward the end of the Vedic period as a religion focused on rituals and the guidance of priests, called Brahmin. Brahmin occupied the top social class in ancient South Asian hierarchy. Brahmanism was an early stage in the development of what would become Hinduism. Brahmins had great authority over religious routines and complex devotional rituals drawn from the Sanskrit Vedas. These rituals supported social and gender divisions between classes and castes. In Brahmanism, salvation was attained through a series of reincarnations. Karma was associated with fidelity to ritual and ceremony as opposed to moral and ethical behavior. Greater karma allowed individuals to be reborn into a higher caste until they reached the Brahmin caste. In c. 500 BCE, hundreds of Upanishads were written by sages that reflected upon the Vedas to contemplate the ultimate reality of life (*brahman*). These Upanishads established many of the core monistic beliefs in modern Hinduism. Hinduism marked the philosophical and theological shift from brahmin ritualism to a metaphysical and moral focus. Religious devotion in Hinduism was demonstrated through personal worship and moral behavior and with less intervention by a priestly class. Both Upanishadic Hinduism and Buddhism arose as a reaction to the ritualism of Brahmanism. Consequently, both Buddhism and Hinduism shared common notions such as dharma, karma, moksha (nirvana), and samsara; however, the two religions took on different beliefs and practices regarding these concepts. For example, Buddhism rejected caste order, offered very specific moral designs, and rejected the sacredness of the Vedas.

2.2.B: The Mauryan Empire and the spread of Buddhism in India

The social and religious message of Buddhism was appealing to merchants and urban populations. As a result, trade and commerce fueled the spread of Buddhism through South Asia. Buddhism was also appealing to lower social groups and to women. Buddhist monasteries welcomed individuals seeking to attain nirvana regardless of caste or gender. Monastic organization further aided the spread of Buddhism and its literary and artistic traditions. Monasteries reproduced written copies of Buddhist texts, which enhanced the portability and diffusion of Buddhism. Monks also served as moral exemplars of appropriate behaviors and right living established in the Buddha's Four Noble Truths and the Eightfold Path. The Mauryan Empire (322–187 BCE) was established in the wake of the invasions of Alexander the Great. Borrowing from Greek and Persian bureaucratic traditions, the Mauryans created the first centralized state in South Asia. The emperor Ashoka (273–232 BCE) converted to Buddhism and used the authority of the state to promote the religion.

2.2.C: The Gupta Empire and the revival of Hinduism in India

The Gupta Empire (c. 250–600 CE) reunified much of South Asia and established centralized control over its core territory in the Gangetic plain. On its frontiers, it established tributary relationships with local rulers who maintained local authority. At its height, the Gupta Empire was characterized by a vibrant commercial economy connected to the Silk Roads, with production and exchange of cotton textiles, spices, and sugar. Significant advances in science and mathematics also characterized the Gupta Empire. Gupta scholars were the first to calculate π as well as the length of the solar year. Gupta thinkers established the base-10 system for positioning numbers that included a representation of zero. The Indian numerical system became the basis of modern mathematics. The Gupta also provided state sponsorship and patronage for Hinduism and contributed to its revival. Hinduism absorbed some elements of Buddhism. The spread of epic literature such as the *Ramayana* and the *Bhagavid Gita* popularized the metaphysical abstractions of the Upanishads. These ethical and religious tales of gods, avatars, and characters became widely known exemplars for moral behavior.

Content Summary 2.3

GREEK AND HELLENISTIC STATES IN THE CLASSICAL MEDITERRANEAN

2.3.A: Greek philosophical traditions and state building

Beginning in the sixth century BCE, Greek philosophers explained the natural and human world using reason and observation as opposed to divine forms of explanation. Thales was the founder of Greek philosophical traditions that investigated natural physical phenomena through theories and hypotheses. Aristotle formalized the notion that true knowledge is supported by empirical data. Greek and later Hellenistic thinkers were interested in mathematics as a means of decoding the patterns of nature. Pythagoras, and later Euclid, developed theories that became the basis of geometry. Beyond science and mathematics, the empirical emphasis on reason and evidence influenced Greek philosophical and political debates. Greek moral and political philosophers, such as Socrates, Plato, and Aristotle, sought to explain and perfect human social organization based on principles of reason, deduction, and observation. The republican and democratic forms of government developed by Greek city-states both reflected and shaped Greek philosophy through the promotion of systematic legislative procedures, public debate, and reason as the basis of policy.

2.3.B: Alexander the Great and the Hellenistic empires

Warring Greek city-states were united under the rule of the Macedon king Philip, who conquered Greece in the middle of the fourth century BCE. Phillip's son Alexander, who was educated by Aristotle, took over after his father's death and expanded the Macedonian kingdom into a vast empire. Alexander conquered the Persian Empire, Egypt, portions of Central Asia, and South Asia up to the Indus River. Under Alexander's rule, Greek institutions and culture were spread throughout this vast empire. Greek cities, administrators, and systems of accountability were established, as were centers of Greek scholarship and learning. Greek became the primary language for both political administration and intellectual exchange within the empire. Alexander also recognized the importance of accommodating local traditions, both cultural and political, in a cosmopolitan and multicultural empire. Alexander died suddenly and without an heir. Large successor empires developed in the decades after his death, such as the Seleucid and Ptolemaic dynasties in West Asia and Egypt. These Hellenistic states continued to promote Greek culture and language, administer Greek political structures, and support long-distance trade. Trade ensured greater cross-cultural interaction and diffusion between these regions. For example, Gandharan sculptures of the Buddha in Central Asia maintained Greek artistic forms, and Hellenistic administrative principles influenced the formation of centralized states in South Asia. Cultural exchange also likely contributed to convergences in philosophical traditions, such as the shared goal of Stoics and Buddhists to detach from material and physical wants.

2.3.C: Greek art and architecture and their spread

Hellenistic and Roman philosophy were informed by, and contributed to, Greek philosophical traditions and artistic practices. Hellenistic and Roman scientists such as Archimedes and Galen applied Greek empiricism to make many advances in engineering and medicine, respectively. Hellenistic philosophical movements such as Cynicism, Epicureanism, and Stoicism advanced competing theories on individual behaviors and the means for happiness within societies. Greek artistic focus upon the realistic and idealistic representation of the human form was continued by Hellenistic and Roman artists. Greek architectural forms heavily influenced the design of civic building in both the Hellenistic and Roman empires.

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Content Summary 2.4

THE CLASSICAL ROMAN MEDITERRANEAN

2.4.A: Imperial expansion and the fall of the Roman Republic

In the second century BCE, the Roman Republic expanded its territory from the Italian Peninsula to include the Iberian Peninsula, Greece, and Carthage. By the first century BCE, Roman territory extended across the entirety of the Mediterranean basin and into most of western Europe. Military expansion resulted in many prisoners of war who were enslaved. The expansion of Roman slavery concentrated more wealth in the landed senatorial class. Increasingly wealthy senators expanded their political influence at the expense of small farmers and artisans, undermining the civic foundation of the Roman Republic. By 49 BCE, the Republic was politically unstable. The seizure of power by Julius Caesar led to his assassination and years of civil war. Caesar's grandnephew Caesar Augustus defeated rival factions and changed the constitution to centralize his powers as the first emperor. Emperors who succeeded Augustus ruled as autocrats overseeing an extensive system of taxation and a legal system that was increasingly complex. Laws were enforced universally across the expanse of the empire. With the fall of the Republic, professional armies replaced citizen-soldiers. These armies built the empire with great violence and held it together by military force. Order and prosperity in the Roman Empire peaked during the Pax Romana in the first and second centuries CE, during which the Roman army numbered 300,000. High levels of state investment in military garrisons, road construction, and a navy made the army highly mobile.

2.4.B: Political and cultural foundations of the Roman Empire

Roman philosophical, political, and cultural practices were significantly shaped by Greek and Hellenistic influences. This process was facilitated by a number of factors. As Greeks established colonies in southern Italy starting in the 8th century BCE, the diffusion of Greek ideas began to impact Roman culture, which increasingly incorporated Greek mythology. Roman exposure to Greek ideals increased as the Republic conquered Hellenistic states. Roman philosophy was directly informed by Greek and Hellenistic philosophies such as Stoicism and Epicureanism. Roman visual arts drew heavily from Greek and Hellenistic models, genres, and styles. While Roman architecture developed new forms and structures, such as the arch, basilica, and aqueducts, it was essentially a continuation of Greek architectural styles.

2.4.C: The Roman imperial economy

The Roman imperial economy was based on the extensive use of slave labor and long-distance trade. Roman imperial expansion resulted in large numbers of prisoners of war who were enslaved. On land, the Roman Republic and Empire developed and maintained an extensive road network. At sea, the Roman vessels facilitated economic exchange across the Mediterranean basin. Trade and economic production benefited from the imperial implementation of standardized weights, measures, and currency. The eastern Roman Empire was highly urbanized. For example, the city of Rome had a population nearing one million by the late second century CE. Urbanization expanded commercial demand for artisanal production and stimulated long-distance trade. Wealthy Romans increasingly bought luxury goods imported through the Silk Roads or the maritime routes of the Indian Ocean. The Roman state was also a significant source of demand for metals and other strategic goods. Long-distance trade was associated with the exchange of bulk items and necessities such as cereals and olive oil.

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Content Summary 2.5

CLASSICAL SOCIETIES IN AFRO-EURASIA

2.5.A: Labor structures in classical Afro-Eurasia

Classical economies relied on a range of labor forms, from free peasants and artisans in Greek city-states and the Han Empire to slavery in the Persian and Roman empires. In many Greek city-states such as Athens, free peasants and artisans served in the military in *hoplite* units as a basic duty of citizenship. Greek peasants leveraged this authority to demand democratic rights and duties. In Han China, the majority of agricultural producers were free peasants. These peasants often owned land and had incentives to farm efficiently and open new lands to cultivation. Household slaves were common in classical Greece, and they had no rights of citizenship. In the Achaemenid Empire of Persia, enslaved people were the predominant source of agricultural labor; most of them had lost their freedom as prisoners of war. Roman territorial expansion was associated with the creation of vast, consolidated estates where numerous enslaved workers produced agriculture and commodities for commercial markets. These consolidated estates boosted the economic and political power of the Senate while undermining the economic livelihood of free peasants and artisans and diminishing the authority of a citizen army. These developments contributed to the fall of the Roman Republic.

2.5.B: Social hierarchy in classical Afro-Eurasia

The social structures of classical societies were hierarchical and informed by economic divisions of labor, land ownership, and commerce. These hierarchies were reinforced by legal codes and belief systems. In South Asia, Vedic and early Hindu religious notions and practices supported class (*varna*) and caste (*jati*) hierarchies. Concepts of dharma and karma were associated with class and caste duty. Early Indian legal codes enforced class and caste divisions. In many Greek city-states and the Roman Republic, free farmers and artisans, along with wealthy landowners and merchants, passed laws to limit the status of foreigners, enslaved people, and women. In China, Confucianism supported social hierarchy with educated scholars and officials as elites; farmers and artisans in the middle; and merchants, who were perceived to produce nothing of value, at the bottom.

2.5.C: Gender relations in classical Afro-Eurasia

Patriarchal social structures continued to shape gender and family relations in classical societies. Classical belief systems both challenged and reinforced patriarchal social structures. In classical Greece, male citizens held primacy over women, who were formally excluded from public spaces, denied property rights, and legally classified as dependents of men. In Han China, Confucianism supported patriarchal structures and practices. Women were categorized as appendages of their husbands and fathers. In Gupta India, women had restricted rights to property and inheritance that were reasserted by local legal codes. While generally prohibited from access or authority in the public sphere, women wielded greater economic and social authority in the private sphere. Moreover, wealthier women generally had more agency and independence than poorer women. Hellenistic empires and cities were patriarchal, but elite women had more freedom to pursue their own self-interest than women in classical Greece. Daoism gave more opportunities for women to play active roles in religion than most other religions. Buddhist monasteries were open to the full participation of women.

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Content Summary 2.6

TRADE NETWORKS AND CULTURAL ENCOUNTERS IN THE CLASSICAL WORLD

2.6.A: Transportation technologies and long-distance overland trade

The development of the first phase of the Silk Roads was enabled by the security and protection afforded to trade by the Roman, Parthian, Kushan, and Han empires. Rising urban expansion and increasing elite demand for luxury goods that could not be produced locally provided financial incentives to expand the Silk Roads. Trade goods moved along the Silk Roads in a relay fashion. Merchants with common language and cultural practices typically operated along specific road segments. At exchange points, they traded their goods to other merchants who transported them farther along the Silk Roads. The specialized economies of pastoral nomads in central Eurasia encouraged trade in livestock and furs with agrarian and urban societies. The pack camel was the dominant form of transportation on the Silk Roads because it could travel long distances in arid climates and was cost-efficient compared to horse-drawn carts, which required the maintenance of roads and support networks for the animals. The goods that traveled on the Silk Roads were high in value and low in weight, such as silk, furs, jewels, and metalwork.

2.6.B: Silk Roads and the spread of Buddhism

The original Theravada (“Way of the Elders”) school of Buddhism maintains that individuals must work on their own to achieve nirvana through complete detachment and freedom from consciousness. The Mahayana (“Great Vehicle”) school of Buddhism, developed in northern India, maintains that ordinary people can achieve nirvana through a state of total awareness. It also holds that bodhisattvas are saints who postpone the achievement of nirvana to assist others on the path of enlightenment. Devotion to bodhisattvas is associated with protection and good fortune in daily temporal affairs. Mahayana Buddhists believe that the Buddha was a God and savior. Merchants along the Silk Roads were patrons of Mahayana Buddhism and monasteries. The popular appeal of this salvationist and universal form of Buddhism facilitated its spread to parts of Central Asia and China.

2.6.C: Early trade in the Indian Ocean and cultural and technological diffusion

Technologies and techniques developed by classical mariners made oceanic transport more cost-effective than land transport. As a result, a much greater volume of trade was conducted in the Indian Ocean than on the Silk Roads. Mariners in the Indian Ocean understood the currents and monsoon wind patterns, and they used the reverse course of the monsoon winds to sail away from land. Malay and Arab mariners developed sail configurations, such as the lateen sail, that were parallel to the sides of the ship to navigate both with and against the wind. The Indian Ocean basin was a cosmopolitan space with Malay, Gujarati, Arab, Greek, Roman, and East African merchants conducting commerce and establishing trade diasporas. Roman gold and silver drew Chinese silks, Indian cottons, pearls, and gems westward. The exchange of Southeast Asian spices and African ivory and ebony wood occurred all throughout the Indian Ocean basin and beyond. Long-distance trade in the Indian Ocean basin facilitated the spread of new crops, such as the banana from Southeast Asia to East Asia. This trade also diffused South Asian cultural practices, such as Hinduism and Buddhism as well as Indic writing scripts, to Southeast Asia.

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Content Summary 2.7

THE END OF CLASSICAL EMPIRES AND THE CONSEQUENCES IN AFRO-EURASIA

2.7.A: Collapse of the Han Dynasty

In the late first century CE, the Han Empire began to decline for a number of reasons. To avoid paying taxes, large landowners built their own armies, and the increasing power of these warlords threatened the authority of the Han emperor. Peasant unrest arose as Han taxes and resource extraction increased and warlords forced serfdom on many farmers. Widespread peasant rebellions, including the Yellow Turban Rebellion, were defeated by the Han imperial forces; however, repeated rebellions did weaken Han rule over time. In northern China, nomadic invasions from Central Asia disrupted and shrank the Han frontier, and new nomad-dominated states developed. Internal warfare became constant. After the last Han emperor was defeated in 220 CE, China was governed by warlords and multiple competing states until the seventh century.

2.7.B: Collapse of the Roman Empire

By the end of the second century, the Roman Empire had reached the greatest territorial limits that it could financially and militarily support. In the third century, successful invasions that shrank the empire's borders led to a decline in the supply of slave labor and contributed to economic stagnation. As a result, economic labor costs rose and the recruiting of troops became more difficult. German mercenaries were increasingly used to defend the frontier. The need to pay troops increased costs, and the rising tax burden on Roman citizens further contributed to economic decline and to rising political instability. After a series of violent succession crises, which saw 26 emperors rule in the span of 50 years, the empire was divided in half. By the late fifth century, the Roman Empire in the west had fallen to invading Germanic kingdoms. The empire in the wealthier and more easily defended east survived to become known as the Byzantine Empire; its capital was Constantinople.

2.7.C: Spread of Buddhism and Christianity

As the Roman and Han empires declined, Christianity and Buddhism, respectively, spread through these empires. Buddhism was brought to China by missionaries and merchants along the Silk Roads from India. Buddhism was initially opposed by Daoist and Han Confucian elites. However, as the empire collapsed, many new Chinese states and warlords adopted Buddhism and supported the development of monasteries. The Mahayana form of Buddhism was particularly appealing in a time of violence and division. It provided the opportunity for personal salvation and life after death, and devotion to bodhisattvas brought spiritual protections in daily life. As Buddhism spread, popular Daoist practices were increasingly mixed with Buddhist practices. The translation of sacred Buddhist texts into a uniform writing system and the roads and canals built by the Han were essential to spreading Buddhism across China. Like Mahayana Buddhism, Christianity's emphasis on eternal salvation appealed to individuals in a time of political and social crisis, especially in Europe. Roman transportation infrastructures, and the availability of the Christian bible in Greek and Latin, allowed Christianity to spread in both the eastern and western empire. Unlike in China, eastern Roman (and later Byzantine) political leaders increasingly supported Christianity. Emperor Constantine converted to Christianity in 312 CE, and Christianity was established as an imperial religion by the end of the fourth century.

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UNDERDEVELOPED SENTENCES FOR CONTENT SUMMARIES

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

EK	Paragraph Title	Underdeveloped Sentence
2.1.A	Transition from a feudal to a centralized state under the Qin Dynasty	They made one out of many through fights and laws based on ideas.
2.1.B	Political and philosophical expansion of the Han Dynasty	They made an even bigger one that used the same system but different ideas.
2.1.C	Economic and religious foundations of the Han Dynasty	Two key beliefs, new ideas, free folks, and money made over a long distance made it what it was.
2.2.A	Reactions to Vedic religion and Brahmanism	These two ideas came about there at that time in reaction to older practices.
2.2.B	The Mauryan Empire and the spread of Buddhism in India	Thanks to organizations, the people that liked it, the financial supporters, and the empire's support, it spread throughout the region.
2.2.C	The Gupta Empire and the revival of Hinduism in India	New ideas in many fields and the support of an old idea made it what it was.
2.3.A	Greek philosophical traditions and state building	The ideas from the town explained the world through new things and shaped governments.
2.3.B	Alexander the Great and the Hellenistic empires	His empire, plus the ones that came later, spread their culture and practices to many places in many ways.
2.3.C	Greek art and architecture and their spread	Their thoughts and traditions influenced lots of things in the empires.
2.4.A	Imperial expansion and the fall of the Roman Republic	It expanded as the state expanded, and that made some rich while hurting other people and institutions.
2.4.B	Political and cultural foundations of the Roman Empire	Their ideas influenced lots of things there, both before and after.
2.4.C	The Roman imperial economy	Trade in the empire relied on them for the work, complex systems, and making it the same everywhere.
2.5.A	Labor structures in classical Afro-Eurasia	They relied on different types, from freer versions in some places to less free in others.
2.5.B	Social hierarchy in classical Afro-Eurasia	Jobs, what people owned, money, laws, and beliefs shaped the order of things.

Expanding Essential Knowledge

The Classical Period

2.5.C	Gender relations in classical Afro-Eurasia	Though beliefs challenged and reinforced it, it still shaped things.
2.6.A	Transportation technologies and long-distance overland trade	They were first built to bring back fancy stuff and required states, traders, and an animal to make it work.
2.6.B	Silk Roads and the spread of Buddhism	Different types of people spread the faith to many places along the road.
2.6.C	Early trade in the Indian Ocean and cultural and technological diffusion	Getting them figured out and using new stuff made it possible to trade over the ocean and spread different types of culture and plants.
2.7.A	Collapse of the Han Dynasty	After lots of invasions and expenses, the empire fell to them.
2.7.B	Collapse of the Roman Empire	It fell apart in some places and not others because the size was too big and people invaded.
2.7.C	Spread of Buddhism and Christianity	Empires going down, large systems, more standardization helped their unique messages spread.

Content Exploration Organizer

Directions: Use the following organizer to repair the underdeveloped sentence by following the steps below, including:

- Identifying which key details are missing in the underdeveloped sentence
- Recording relevant details that answer initial questions and increase understanding
- Creating an expanded sentence based on the new information you learned from the content summary paragraph (or other source)

Underdeveloped sentence:

Step	Notes
1: Create initial questions to uncover important missing details.	
2: Record your notes from the content summary paragraph (or other source of new information).	
3: Expand the sentence by incorporating new, specific details.	
4: Create additional questions related to this concept.	

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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 were first built to bring back fancy stuff and required states, traders, and an animal to make it work.

Step	Notes
1: Create initial questions to uncover important missing details.	<p><i>What was first built? When were they built?</i></p> <p><i>What was the "fancy stuff"? What made it "fancy"? Why did this lead to them being built?</i></p> <p><i>Why did it require states, traders, and an animal to work?</i></p> <p><i>Which states made it work, and what did they do? Why?</i></p> <p><i>Why was a particular animal so important to making it work?</i></p>
2: Record your notes from the content summary paragraph (or other source of new information).	<p><i>The Silk Roads first made possible by security from empires (Rome, Han, etc.); a growing elite demand for luxury goods they can't get at home (silk, furs, etc.) that are light for travel</i></p> <p><i>Trading parties – empires, agrarian/urban societies, nomads</i></p> <p><i>Camel replaced horse (could travel longer, in more climates, didn't need roads/wasn't pulling a cart)</i></p>
3: Expand the sentence by incorporating new, specific details.	<p><i>The elite demand for luxury goods stimulated the Silk Roads, which were secured by empires such as the Roman and Han, used by nomadic, urban, and agrarian societies, and made more efficient by the use of the camel.</i></p>
4: Create additional questions related to this concept.	<p><i>What is the timeline of Silk Road development?</i></p> <p><i>What specific steps did these states take to make the Silk Road more secure? Why?</i></p> <p><i>Did traders know much about other traders beyond their segment?</i></p> <p><i>Which languages were connected to which road segments?</i></p> <p><i>Which luxury goods were most popular in each area? Why?</i></p>

Content Summary Sample

This is an example of a completed content exploration organizer with exemplary student responses for the content summary paragraph 2.6.A: Transportation technologies and long-distance overland trade.

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 felt the best way to honor what they did was to praise the ideas, character, and institutions of the city and charged the audience to keep up their support.

Step	Notes
1: Create initial questions to uncover important missing details.	<p><i>Who is speaking? Why is he important?</i></p> <p><i>What was done by who that deserved honor?</i></p> <p><i>What city? What was praise-worthy about the ideas, character, and institutions of this city?</i></p> <p><i>Why did the speaker think that praising the things about the city would honor "what they did"?</i></p>
2: Record your notes from the content summary paragraph (or other source of new information).	<p><i>Greek statesman named Pericles addressing Athens</i></p> <p><i>Speech honored military sacrifices of Athenian soldiers (Athens was at war); ends by challenging audience to keep up support</i></p> <p><i>Athenian ideas of freedom and individualism mentioned</i></p> <p><i>Athenians characterized as versatile, capable</i></p> <p><i>Free and democratic qualities of Athenian government and life</i></p>
3: Expand the sentence by incorporating new, specific details.	<p><i>Pericles, a Athenian statesman, honored the sacrifice of Athenian soldiers by praising Athens' commitment to freedom, its democratic government, and the capability of its citizens, but challenged his audience to continue making sacrifices necessary to maintain Athens</i></p>
4: Create additional questions related to this concept.	<p><i>How do we know this is what Pericles said?</i></p> <p><i>How accurate were Pericles's claims that everyone in Athens was free?</i></p> <p><i>Why was Athens at war? With whom?</i></p> <p><i>How common were speeches like this in Athenian society?</i></p> <p><i>How did the values Pericles praised compare to the cultures and governments of other city-states?</i></p>

Content Summary Sample

This is an example of a completed content exploration organizer after a lesson on Pericles's Funeral Oration that would support the learning objective of the key concept Greek and Hellenistic States in the Classical Mediterranean. 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 Postclassical 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 A43, A45, and A46.

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 A41.) 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 3.1

EARLY ISLAMIC STATES

3.1.A: Origins and basic tenets of Islam

Islam is based on the revelations of the Prophet Muhammad. It originated on the Arabian Peninsula in the seventh century CE, and it is part of the Abrahamic religious tradition. Along with Judaism and Christianity, it is a monotheistic faith based on moral and ethical codes. The development of Islam reflected interactions with Judaism and Christianity as well with Zoroastrians and local Arabic peoples. The Quran is the central religious text of Islam. Muslims believe it is the direct revelation of God (Allah) conveyed to Muhammad, in Arabic, by the angel Gabriel. The Hadith is the written record of the actions and sayings of Muhammad, and along with the Quran it forms the basis of Sharia (Islamic law). Muhammad was a merchant from the trading city of Mecca, and the Quran promotes ethical trade, charity, and pilgrimage to Mecca. The Quran also represents the community of Muslims (the *ummah*) as a community of both faith and faithful obedience. The caliphs who succeeded Muhammad were both civil and religious leaders.

3.1.B: Establishment and expansion of the Arab Umayyad Caliphate

By the time of Muhammad's death (632 CE), Arab Muslims had unified much of the Arabian Peninsula. Under the first four caliphs (632–661 CE), this state was extended to cover much of the Middle East. Arab forces developed effective military tactics by utilizing fast cavalry movements and mounted archers. Their armies conquered territory by exploiting the divisions between the Byzantine and Persian Sasanian empires. The Umayyad Caliphate (661–750 CE) emerged in the wake of the major Islamic sectarian divisions over the succession to the caliphate. Sunni Muslims believed that the leader of the *ummah* should be chosen by the majority, but Shi'a Muslims argued that Muhammad's religious leadership, spiritual authority, and divine guidance were passed on to his descendants, beginning with his son-in-law Ali and grandsons Hassan and Hussein. The Sunnis prevailed, and the Umayyad Caliphate spread by conquest from the Iberian Peninsula to Sindh in South Asia. The Umayyad was an Arab state, with its capital in Damascus, that borrowed secular administrative practices and structures from the Byzantines. Religious tolerance was extended to Christians, Jews, and Zoroastrians. These dhimmi (non-Muslim) communities paid the *jizya* (a tax levied on non-Muslims) to practice their beliefs, and the tax revenues helped support the empire.

3.1.C: State consolidation, cosmopolitanism, and the Abbasid Caliphate

Non-Arab Muslim and Shi'a opposition to the Umayyad led to the establishment of the Abbasid Caliphate (750–1258). While the Abbasid Caliphate was Sunni Muslim, it was strongly influenced by Persian administrative practices and traditions. The Abbasid Caliphate was a cosmopolitan Islamic empire that was associated with widespread Persian and Turkish conversion to Islam. Abbasid society was more pluralistic than the Umayyad had been, and its political leadership was less Arab. The Abbasid Caliphate reached its peak in the ninth century, as its capital, Baghdad, became a global center of scientific and intellectual activity. The Abbasid Caliphate fragmented and declined over many centuries, finally ending with the Mongol conquest of Baghdad in 1258.

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Content Summary 3.2

POSTCLASSICAL STATES: BYZANTINE EMPIRE AND EUROPEAN KINGDOMS

3.2.A: Governmental structures of Byzantium and western Europe

After the fall of the Roman Empire in western Europe, imperial political structures and practices disappeared. In their place Germanic invaders established many small feudal kingdoms. Feudalism and vassalage became more common in response to the security concerns brought about by Viking and Magyar invasions. The Frankish kingdom (c. 481–843 CE) established by Charlemagne was the most successful of these early Germanic kingdoms. The Franks evolved into the later medieval kingdom of France and the Holy Roman Empire. Feudal monarchies faced internal opposition from vassals seeking to minimize their tribute and military obligation to the Crown. Feudal monarchs also often found their political authority challenged by representatives of the pope, who claimed authority over church matters while also ruling an Italian city-state. The western empire fell, but the eastern Roman Empire survived and was reconstituted as the Byzantine Empire. Roman traditions continued, including having a professional imperial army, centralized political administration, and an emperor with full political authority. As opposed to the independent Roman Catholic pope, the Byzantine emperor personally appointed the Patriarch of the Orthodox Church. While Latin remained the predominant language in the eastern Mediterranean, the Byzantine Empire was eventually administered in the Greek language. These political and linguistic differences, as well as distinctions in religious doctrine, contributed to the East–West Schism of 1054, which formalized the separation between the Roman Catholic Church and Eastern Orthodox Church.

3.2.B: Economic foundations of Byzantium and western Europe

The Byzantine Empire had a sophisticated urban economy that included guilds and long-distance trade networks that connected it to Asian and Mediterranean markets. Byzantium was a center of luxury trade, including silk, ceramics, and spices, and commerce in grain, salt, and timber. While most Byzantine agriculture took place on large estates with serfs, there was also considerable village production by free peasants who paid taxes. The economy of western Europe was largely agrarian, characterized by manorialism and its reliance on enserfed labor. Steady population growth, which peaked in the early 14th century, increased pressure on the food supply and on the burden of labor and tribute demanded of western European serfs. Consumer demand for manufactured and traded goods was sustained largely by elite consumption.

3.2.C: The Crusades

In the 11th century, popes began endorsing military campaigns to reclaim the Holy Land for Christendom. These campaigns were initially successful—Christian Crusader states were established in the eastern Mediterranean until the late 12th century, when Muslim military campaigns brought an end to Christian rule in the region. Throughout the 13th and 14th centuries, popes continued to call for Crusades to regain the Holy Land and to Christianize and colonize other regions, including the Iberian Peninsula and the Balkans. The later Crusades destabilized the Byzantine Empire and contributed to its decline. The Crusades were associated with growing trade in the Mediterranean basin and beyond. This increase in connections around the Mediterranean led to the diffusion of Arab mathematical and scientific knowledge as well as Byzantine and Arab scholarship pertaining to Greco-Roman philosophy, which had a significant impact on the intellectual development of western Europe. In addition, the diffusion of Asian technologies, such as gunpowder, paper, and silk, contributed to the economic development of western Europe.

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Content Summary 3.3

POSTCLASSICAL STATES IN EAST ASIA

3.3.A: Neoconfucianism and state building in postclassical China

There were 400 years of interstate struggles in China following the collapse of the Han Dynasty, until the Sui Dynasty restored imperial order in the seventh century CE. The short-lived Sui supported Buddhism, but the succeeding Tang Dynasty withdrew state support for monasteries. The Tang reinstated the Confucian civil service examination system, which further diminished the political influence of Buddhism. Tang centralization and expansion of the imperial bureaucracy increased Chinese political unity. The scholar-gentry elite was revived while the authority of warlords and landed aristocrats was diminished. Integration of Confucianism into China's imperial culture peaked with the Song Dynasty's adoption of Neoconfucianism as its official political ideology. The new form of Confucianism combined Confucian concepts of hierarchy and ritual with Daoist traditions of balance and harmony. Neoconfucian ideology stressed conservative traditions and was hostile to foreign philosophies and religions, such as Buddhism.

3.3.B: Economic foundations of the Tang and Song dynasties

China had the most productive economy and largest urban population in the postclassical world. This economy was shaped by heavy investment in imperial infrastructure by multiple dynasties. The Sui Dynasty built the ambitious 500-mile Grand Canal, which connected the millet- and wheat-growing areas of northern China with the rice-growing Yangtze River basin. The Grand Canal facilitated the economic and political integration of China, and by the time of the Song Dynasty, southern China had surpassed the north in both population and food production. Additional irrigation systems, roads, and bridges built during the Tang and Song dynasties connected large commercial and urban markets and incentivized free peasants to produce and sell surplus crops. Chinese rice yields expanded dramatically with the adoption of Champa rice, which could be harvested multiple times a year. Highly productive agriculture, which was aided by Tang policies that equally distributed fields to peasants, sustained the extensive demographic and urban expansion of postclassical China. The production of silk, porcelain, and metal goods fueled the new urban economies. There was a growing Chinese demand for these goods, and the revival of the Silk Roads and long-distance trade during the Tang Dynasty also increased demand. The paper money issued by the Tang and Song also facilitated commercial activity. A highly commercialized economy, a growing population, and rising agricultural productivity expanded the Chinese tax base and provided the revenue to sustain continued state investment in transportation infrastructures.

3.3.C: Imperial expansion and fragmentation in the Tang and Song dynasties

The Tang Dynasty expanded the imperial boundaries beyond the territory of the Han Dynasty. Tang territory extended well into Central Asia, Manchuria, and Vietnam. Reviving a practice from previous dynasties, the Tang established tributary relations with conquered states and societies, demanding that they recognize Chinese supremacy as a condition for retaining local authority. Major peasant revolts and a series of corrupt leaders led to the eventual downfall of the Tang Dynasty. After a short interlude, the Song Dynasty reestablished order and centralized rule over China. The Song emperors emphasized education, civil administration, and the promotion of a scholarly gentry, along with mistrust and disdain for the military. The Song resorted to paying tribute to neighboring nomads to keep them from invading. The burdening cost of tribute and a massive bureaucracy, in conjunction with the growth of warlordism along its frontiers, weakened the Song Dynasty. Territory was lost to nomadic empires such as the Jurchens, and the dynasty was eventually toppled by the Mongols in 1279.

Content Summary 3.4

THE MONGOLS AND THE REVITALIZATION OF THE SILK ROADS

3.4.A: *Origins and development of the Mongol Empire*

Living in an environment that did not support agriculture, the nomadic pastoralists of the central and north Asian steppes depended on their herds and frequent trade with sedentary neighbors for survival. Beginning in the early 11th century, complex, confederated political states began to emerge from these nomadic tribes. The most important of these nomadic states was the Mongol Empire. Established by Genghis Khan in 1206, it became the largest contiguous land empire in history. Genghis Khan used both conquest and diplomacy to forge Mongol and Turkic tribes into a single empire. He also diminished the importance of bloodlines by organizing military units of different tribes and promoting marriages between clans, blurring tribal identities. Mongol armies strategically utilized skilled units of archers and cavalry to mount quick, precise attacks that overwhelmed both nomadic and sedentary opponents. Mongol armies also successfully adapted military technologies from armies they defeated. Gunpowder, cannons, and siege weapons were incorporated into Mongol arsenals and facilitated the conquest of walled cities. Genghis Khan also sought to promote imperial stability by consulting with Muslim and Confucian advisors to create an administrative framework, law codes, and a Mongolian written script for record keeping.

3.4.B: *Expansion of the Mongol Empire and the establishment of the Yuan Dynasty*

At the time of Genghis Khan's death (1227), the Mongol Empire was divided into four khanates that continued to project Mongol power from eastern Europe to China. By 1241, the Mongol Golden Horde had conquered the Kievan Russian state. Russian princes and elites were forced into a tributary relationship that lasted two centuries. The sacking of Baghdad in 1258 destroyed what remained of the Abbasid Caliphate. In its place, the Mongol Muslim state of Ilkhanate was established in Persia. After defeating the Southern Song Dynasty in China, Kublai Khan, grandson of Genghis, established the Yuan Dynasty to directly rule the Chinese. Unlike in other Mongol states, Mongols separated themselves culturally and politically from their Chinese subjects. Inter-marriage was forbidden, and the Chinese were barred from learning the Mongol language. The Mongols ended the examination system to diminish the authority of the Chinese scholar-gentry. They established an ethnic bureaucratic hierarchy reserving the highest-level administrative positions for Mongols followed by Turkic and Persian Muslim allies. Only lower and local positions were available to the Chinese. At the same time, Kublai Khan adopted many traditional aspects of a Chinese lifestyle and became a major patron of Chinese art, music, and culture. Like Genghis Khan, Kublai Khan continued cosmopolitan practices such as consulting with Muslim, Christian, and Buddhist missionaries and diplomats. Under the Yuan, scientific knowledge from other Mongol states, such as the Persian calendar and Muslim medical and technological advances, diffused to China.

3.4.C: Biological consequences of Silk Road exchange

Genghis Khan and his successors promoted the growth of trade. In China, Kublai Khan rejected Confucian suspicion of merchants, and large navies were assembled to promote and protect maritime commerce as well as invade neighboring states. The Silk Roads had been neglected after the end of the Tang Dynasty, but the protection of trading caravans and general political stability provided by the Mongols reinvigorated the trade routes. These and other Mongol policies revived long-distance exchanges of technologies, foods, and pathogens. The means and methods for manufacturing gunpowder, paper, and silk were diffused from Asia to Europe. Foodstuffs, such as sugar, citrus, and grapes, diffused westward. Outbound trading caravans carried rodents, fleas, and bubonic plague. In the middle of the 14th century, the spread of bubonic plague destabilized Yuan China, the Russian Golden Horde, and the Persian Ilkhanate. In western Europe, the plague killed a third of the population, resulting in labor shortages that made manorial obligations difficult to enforce and led to the decline of feudalism.

Content Summary 3.5

TRANS-SAHARAN TRADE AND THE SPREAD OF ISLAM IN SUB-SAHARAN AFRICA

3.5.A: *Origins and foundations of trans-Saharan trade routes*

Trade across the Sahara Desert began in the fourth century CE when Berber-speaking peoples began to cross the desert using camels. By the eighth century CE, Arab merchants in Moroccan towns were financing annual trading caravans between the western Sahel and both the Magreb and the Mediterranean. Gold and salt were the principal trade items. Gold was in high demand for coinage in the Mediterranean economies and beyond, and it was mined from abundant deposits in the forests of West Africa. Salt, extracted in the Sahara Desert, was highly sought after in the western Sahel as a preservative and food supplement. The trans-Saharan trade routes included the movement of a variety of other goods including ivory, metal goods, and horses. Increasingly, the trans-Saharan trade routes were associated with Muslim slave trade—up to eight million enslaved Africans were sent to North Africa, the Middle East, and the Indian Ocean basin between the eighth and 19th centuries. With the development of direct maritime trade with West Africa in the 15th century, the commercial significance of the trans-Saharan trade routes began to diminish.

3.5.B: *State building in the West African Sahel*

From the eighth through the 16th centuries, a number of states arose among various peoples and linguistic groups along the western Sahel. The creation of these states was closely associated with the regulation and taxation of the centers of exchange that had developed due to the camel-based trade routes coming to an end there because camels were unable to carry goods into the humid forests south of the Sahara. In addition to commercial wealth, the Sahel and Sudan supported settled agriculture—especially in the Niger River Valley—that sustained food surpluses and social stratification. Sudanic states such as Ghana, Mali, and Songhai created equestrian armies that conquered territory and secured sources of taxation and tribute. Sudanic rulers were usually patriarchs of a particular family or possessed lineage linking them to prominent families of the various communities they ruled. These kings or emperors were often considered sacred and were associated with rituals that separated them from their subjects.

3.5.C: *Spread and impact of Islam in sub-Saharan Africa*

Muslim merchants, Muslim scholars, and Sufi mystics traveled the trans-Saharan trade routes and diffused Islam from Arabs to Berbers and eventually to the people of western and central Sudan. Islam provided a common faith and religious law, creating trust and security for traders living in Sudanic cities and connecting these communities to global Islamic trade networks. The Islamic tradition of combining the powers of the state and religion appealed to Sudanic rulers as a means for reinforcing their authority. The concurrent spread of literacy and Arabic facilitated the record keeping by Muslim advisors and scribes that supported state building. In Sudanic states, Islam was fused with local traditions and beliefs. For example, Sudanic rulers continued to associate their authority with the ability to control local spirits, even though that was not a part of Islam. Additionally, some Sudanic societies remained matrilineal despite the patriarchal practices enshrined in Sharia.

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Content Summary 3.6

LONG-DISTANCE TRADE AND DIFFUSION IN THE INDIAN OCEAN BASIN

3.6.A: The establishment of Swahili city-states

By the 13th century, profits produced by lucrative Indian Ocean trade had contributed to the development of more than 30 city-states along the East African coast. These city-states were governed by separate Muslim ruling families of Arab, Persian, and African origin who shared similar cultures and a common language—Swahili. Swahili developed as a Bantu language containing many Arabic elements. While Islam was the official religion of these cities, it was mostly associated with urban rulers and merchants; many other people who lived in the city were not Muslims. The introduction of Islamic law and judicial practices, as well as the development of written Swahili using Arabic script, facilitated state building on the Swahili Coast. Swahili city-states were very cosmopolitan, as large populations of foreign traders resided in these cities in between monsoon cycles and religious tolerance was a necessity for engaging in long-distance trade. The primary cities were Mogadishu, Mombasa, and Kilwa, which controlled the maritime trade in gold from the inland empire of Great Zimbabwe. In addition to gold, the Swahili city-states also contributed ivory, enslaved workers, and exotic animals to Indian Ocean exchanges. By the time the Portuguese arrived in East Africa at the end of the 15th century, Swahili language and culture were widely diffused.

3.6.B: Maritime technologies and the expansion of trade in the Indian Ocean basin

As Mongol khanates and Silk Road trade declined in the late postclassical period, a variety of factors spurred the expansion of Indian Ocean trade. Global demand for spices, cotton and silk textiles, porcelain, and enslaved people increased across the Indian Ocean basin. The rising productivity of artisan manufacturing economies in India and China, as well as the production and long-distance trade of African gold and European silver, also drove long-distance maritime trade. Unlike the Silk Roads, Indian Ocean routes and improved maritime technologies allowed items such as rice, grains, and other foodstuffs to be traded in bulk. Dhow ships with lateen sails had long been adapted to the monsoon winds and Indian Ocean currents. Muslim advancements in the astrolabe with the introduction of the Chinese magnetic compass further improved maritime navigation.

3.6.C: Spread of technologies, cultural practices, and flora and fauna in the Indian Ocean basin

In addition to goods, postclassical Indian Ocean maritime trade continued to diffuse cultural practices, technologies, and flora and fauna across the basin. The Indian subcontinent was a base for trade networks established between the Arabian Sea and the Bay of Bengal and beyond. From India, merchants and monks spread Hinduism and Buddhism to the islands of Indonesia and eventually to mainland Southeast Asia. Indic writing forms, literature, and political cultures arose in Indianized states in Southeast Asia. Moving with patrons along trade networks, Sufi missionaries spread Islam to India. Eventually this resulted in the diffusion of an Indianized form of Islam to the islands of Indonesia. Postclassical trade around the Indian Ocean also diffused a number of Asian maritime and manufacturing technologies westward. The maritime compass and rudder as well as methods for producing paper and gunpowder eventually spread to Europe along these routes. Trade also diffused grains and tubers from Africa to Arab and Asian societies, while Asian bananas, sugar, citrus, and varieties of poultry diffused westward.

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Content Summary 3.7

POSTCLASSICAL AMERICAS

3.7.A: Governmental structures of the Maya, Inca, and Aztec states

Political structures in the postclassical Americas varied from the stateless societies of hunter-gatherers and shifting cultivators to the confederated city-states of the Maya, the tributary empire of the Aztecs, and the centralized administration of the Inca Empire. Between 300 and 900 CE, the Maya peoples in Mesoamerica established as many as 50 city-states. There was constant warfare, diplomatic confederation, and tribute collection between and within these city-states. Maya rulers exercised both political and religious power with the support of administrative elites and scribes (scribes were a vital part of Maya and Aztec bureaucracies). The Aztec Empire was a conquest state in central Mexico. Its ruler served as the representative of the gods on Earth. The empire was never integrated, and local elites maintained authority as long as they recognized Aztec supremacy and rights to tribute. The Aztec Empire reached its peak in the late 15th century. Also in the 15th century, the Inca established an ethnically diverse empire of approximately 10 million people. They did so without a system of writing. The Inca attempted to create direct rule through an integrated state and the spread of Quechua as a language of administration. However, they were often forced to recognize local leaders and ethnic groups and to rule through them.

3.7.B: Economic foundations of the Maya, Inca, and Aztec states

All three principal civilizations in the Americas were associated with long-distance trade and handicrafts. Their economies were based on intensive agricultural production; however, the staple crops, cultivation systems, and forms of coercive labor varied between empires. The Maya employed a number of sophisticated agricultural systems including irrigation, swamp drainage, and ridged fields to produce staple crops such as maize and beans. The Aztecs also produced maize and beans, but grew them using *chinampas* (floating gardens) to create effective, plant-based fertilizers in lakebeds. The Inca established terraced systems of agriculture, with the potato as the staple crop. Another factor in the Inca economy was their development of copper and some bronze for the production of weapons and tools. All three civilizations used slave and tribute labor, such as the Inca *mita*, to establish irrigation systems, transportation infrastructures, and monumental architecture.

3.7.C: Maya, Inca, and Aztec cultural and religious practices

To varying degrees, Maya, Inca, and Aztec rulers portrayed themselves as having divine connections to the gods—gods portrayed in local mythologies as creating and influencing the natural world. They leveraged their perceived divine status, along with support from a priestly class, to maintain control over large populations. Rulers used a variety of sacrifices, including human, to curry the favor of their gods. Beyond these similarities, the three religions had differing points of emphasis. The Maya's view of the cosmos and afterlife was likely related to their complex understanding of astronomy and mathematics. Their sophisticated calendar and widespread use of zero and place value calculations were integral to record keeping for both religious offerings and trade. The Aztecs also developed calendars that regularly marked and observed religious festivals. Human sacrifice was a regular feature of Aztec festivals, reflecting a central belief that death was necessary to create new life. Sacrificing captives from enemy and tributary states also projected Aztec political power. The Inca had similar human-sacrifice traditions. Their rituals emphasized moral codes they believed would ensure a pleasant journey in the afterlife.

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UNDERDEVELOPED SENTENCES FOR CONTENT SUMMARIES

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

EK	Paragraph Title	Underdeveloped Sentence
3.1.A	Origins and basic tenets of Islam	A merchant started a movement with many influences.
3.1.B	Establishment and expansion of the Arab Umayyad Caliphate	They spread in different ways to lots of places.
3.1.C	State consolidation, cosmopolitanism, and the Abbasid Caliphate	It promoted and supported things because it was strongly influenced by local traditions.
3.2.A	Governmental structures of Byzantium and western Europe	The states on one side were very different than the state on the other side.
3.2.B	Economic foundations of Byzantium and western Europe	One side relied on some activities, while the other side had different, more complex activities.
3.2.C	The Crusades	They called for getting the special land, which hurt an empire but caused more trade and interaction.
3.3.A	Neoconfucianism and state building in postclassical China	After trying new ways, it went back to old ways and systems.
3.3.B	Economic foundations of the Tang and Song dynasties	Their reforms changed, built, and increased many things.
3.3.C	Imperial expansion and fragmentation in the Tang and Song dynasties	After the dynasty grew, it got divided, which led to a different one.
3.4.A	Origins and development of the Mongol Empire	A series of leaders from a family of wanderers conquered very far in many directions.
3.4.B	Expansion of the Mongol Empire and the establishment of the Yuan Dynasty	He increased influence there by conquering the old dynasty, establishing a new one, and being welcoming while keeping some old ways.
3.4.C	Biological consequences of Silk Road exchange	One effect of reviving the routes was that it spread disease very far, which caused changes.

Expanding Essential Knowledge

The Postclassical Period

3.5.A	Origins and foundations of trans-Saharan trade routes	Using an animal allowed regular trade of lots of things between places.
3.5.B	State building in the West African Sahel	Lots of states arose there because it was necessary to trade things from nearby regions there.
3.5.C	Spread and impact of Islam in sub-Saharan Africa	Trade spread a language and religion that affected the creation of states and trade networks there.
3.6.A	The establishment of Swahili city-states	Water trade led to settlements on the coast and the mixture and spread of languages.
3.6.B	Maritime technologies and the expansion of trade in the Indian Ocean basin	New ideas and demand for nice things led to more trade all over that area.
3.6.C	Spread of technologies, cultural practices, and flora and fauna in the Indian Ocean basin	When trade increased, religions spread to some places while ideas spread to other places.
3.7.A	Governmental structures of the Maya, Inca, and Aztec states	In the region, they varied from nonexistent to heavily controlled states.
3.7.B	Economic foundations of the Maya, Inca, and Aztec states	All three states relied on trading things, growing food, and different types of labor.
3.7.C	Maya, Inca, and Aztec cultural and religious practices	The rulers of all three were supported by gods and made big claims.

Content Exploration Organizer

Directions: Use the following organizer to repair the underdeveloped sentence by following the steps below, including:

- Identifying which key details are missing in the underdeveloped sentence
- Recording relevant details that answer initial questions and increase understanding
- Creating an expanded sentence based on the new information you learned from the content summary paragraph (or other source)

Underdeveloped sentence:

Step	Notes
1: Create initial questions to uncover important missing details.	
2: Record your notes from the content summary paragraph (or other source of new information).	
3: Expand the sentence by incorporating new, specific details.	
4: Create additional questions related to this concept.	

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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: In the region, they varied from nonexistent to heavily controlled states.

Step	Notes
1: Create initial questions to uncover important missing details.	<p><i>Which region?</i></p> <p><i>What varied?</i></p> <p><i>Where were they sometimes nonexistent? Why?</i></p> <p><i>Where were they heavily controlled? Why?</i></p> <p><i>Were there some that were between nonexistent and heavily controlled? What were they like?</i></p>
2: Record your notes from the content summary paragraph (or other source of new information).	<p><i>States in postclassical Americas very different; some people stateless (hunter-gatherer)</i></p> <p><i>Maya confederation of 50+ city-states (common war; collected or owed tribute to others)</i></p> <p><i>Maya and Aztecs with writing systems; rulers political & religious</i></p> <p><i>Aztec empire: ruled tributary states, ruler treated like god</i></p> <p><i>Inca ruling 10 million diverse people; had gov't language</i></p>
3: Expand the sentence by incorporating new, specific details.	<p><i>Postclassical states in the Americas varied from stateless societies to the Maya confederation of city-states, the tributary empire of the Aztecs, and the centralized Inca empire.</i></p>
4: Create additional questions related to this concept.	<p><i>How often did Maya city-states cooperate and to what degree?</i></p> <p><i>Why did Aztec religion promote the idea of human sacrifices?</i></p> <p><i>How did the Incas achieve a powerful government without a written language?</i></p> <p><i>To what degree were these empires aware of each other or traded?</i></p> <p><i>How did these empires interact with stateless people?</i></p>

Content Summary Sample

This is an example of a completed content exploration organizer with exemplary student responses for the content summary paragraph 3.7.A: Governmental structures of the Maya, Inca, and Aztec states.

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: It probably had the most of any city with lots of activity, but it was destroyed when they invaded.

Step	Notes
1: Create initial questions to uncover important missing details.	<i>What city? Where was it located? What did it have more of than any other city? How? Was this a good thing? What types of activities? Who destroyed it? When? Why?</i>
2: Record your notes from the content summary paragraph (or other source of new information).	<i>Chang'an the Tang capital (called Xian today) Likely had 800,000 people within walls; likely first million-person city Large population of foreign-born, traders City planning (sectors had specific functions, linked to canals) reflected Tang administration An Lushan Rebellion sacked Chang'an, massive population fled City never again national capital</i>
3: Expand the sentence by incorporating new, specific details.	<i>Chang'an, the populous Tang capital city, was representative of the Tang Dynasty's economic sophistication, urban planning, and administrative effectiveness.</i>
4: Create additional questions related to this concept.	<i>Did Chang'an have urban festivals or restaurants like modern cities? If it was such a successful city, why was it never made the Chinese capital again? Why did the walls of the city fail to keep out the An Lushan Rebellion? When did other cities reach a million people? What did these cities have in common?</i>

Content Summary Sample

This is an example of a completed content exploration organizer after a lesson on the Tang capital of Chang'an that would support the learning objective of the key concept Postclassical States in East Asia. 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 1 Course Toolkit: Supports for Instructional Design

Contents

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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.

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Explaining Historic and Geographic Relationships: Resources for Instruction and Assessment

The following guidelines may be helpful when creating lessons or assessments aligned to the skills of causation, comparison, and continuity and change over time.

CHOOSING TOPICS

The table below presents guidelines for choosing topics that will result in clear, effective instructional frames or written prompts for each skill.

For this skill:	Choose topics that:
Causation	<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.
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<p>Comparison</p>	<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.
<p>Continuity and Change over Time</p>	<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.

<p>Causation</p>	<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 _____ .
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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>

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Observation and Historical Sourcing

One of the overarching aims of this course is to help students become more proficient in exploring and interpreting disciplinary sources. While the observe-and-analyze questions support this goal by scaffolding many of the disciplinary skills in the course, the strategies below are designed to help students internalize skills related to observation and historical sourcing.

OBSERVATION BEFORE QUESTIONS

- Designate time that is exclusively focused on reading and annotating sources prior to viewing the observe-and-analyze questions to help students see the reading time as equally important. Instead of reading simply to scan sources for answers, students are more likely to invest the time to notice details and formulate inferences when the questions are initially withheld.
- To communicate that note-taking is expected and to provide students with a focal point, designate a specific space for students to record notes (e.g., a margin of the printed handouts, a box drawn in their notebooks).

GENERAL OBSERVATION PROTOCOLS

- Students who have limited exposure to sources beyond their history textbook may have difficulty knowing what to do or write during an initial reading period. Explicit observation protocols may help such students acclimate to regular engagement with authentic sources.
- Many institutions offer protocols that prompt a similar progression of students' thinking from initial observations to the creation of questions. The table below provides two well-known protocols with examples of accessible questions and sentence frames that can help students convey this thought process in writing.

Table 1.1: Comparing Observation Protocols

	Focused Observations	Creating Inferences	Creating Questions
Harvard University's Project Zero Thinking Routine	See	Think	Wonder
Library of Congress's Source Analysis Tool	Observe	Reflect	Question
Questions to prompt this thinking	What do you notice? What details grab your attention? Why?	What is going on in this source? What does it mean?	What questions come to mind as you consider this source?
Sentence frames that structure observation	I see _____ which makes me think that _____ which makes me wonder _____ .

TEMPORARY SCAFFOLDS, NOT RIGID FORMULAS

Providing guidance like the suggestions on the previous page can help students begin to develop observation techniques as habits of mind. However, it's important to diversify and steadily minimize these scaffolds over time so that students can take full ownership of these habits.

CHALLENGES OF PRIMARY SOURCES AND HISTORICAL SOURCING

- The observation protocols on the previous page can be applied to virtually any source, including an initial reading of a primary source. However, additional strategies are required to fully investigate primary sources due to the unique challenges that historical documents pose.
- Unlike newspaper articles, works of literature, and other writing typically intended for a wide audience, many primary sources, such as personal letters or diplomatic correspondence, were tailored for a very specific audience and use contemporary references with few contextual clues. In order to assess the usefulness of a historical document for a specific inquiry, historians must move beyond observation protocols by applying relevant historic and geographic contexts to the source. This process is sometimes referred to as "historical sourcing."

SOURCING RESOURCES AND THEIR LIMITATIONS

- Many schools of education that focus on social studies instruction have created charts and questions to illustrate how to interpret primary sources. Examples include Stanford History Education Group's "**Historical Thinking Chart**" and "**Sourcing Classroom Poster**" and the University of Maryland, Baltimore County's "**History Labs**."
- Resources like the links above and the tables on the pages that follow can be useful for providing teachers with many potential scaffolds for historical sourcing. However, strategically using only the specific elements of these resources that best serve the source and the instructional situation will ensure students are not overwhelmed. Make judicious decisions on how and when sample questions are used to help students focus on developing habits of mind and not on memorizing specific questions.

EXAMINING THE COMPONENTS OF A PRIMARY SOURCE: TITLE, CONTENTS, CONTEXTS

One simplified way for students to envision sourcing is to apply the type of thinking associated with observation protocol to three components of primary sources: the source title (including all the information within the attribution), the contents of the source, and the historic and geographic contexts surrounding the source. Continually reflecting on each of these components individually as well as considering how they influence each other is the heart of historical sourcing. Tables like Table 1.2 on the next page can help prompt students to jot down observations, inferences, and questions after examining each of these components.

Table 1.2: Student Organizer for Examining Source Components/Historical Sourcing

Source Component	Source Attribution	Source Contents	Source Contexts
Conceptual question*	What IS the source?	What is IN the source?	What is happening AROUND the source?
What do you see, think, and wonder† about the time, place, author, purpose, and audience of the source?			

*The questions in this row can be introduced separately and removed from the table as students become more familiar with the components. For example, some teachers may choose to display all three questions in this row as a visual reminder but include only the bottom row in the student organizer.

†Any observation protocol can be used in place of “see, think, wonder” to serve teacher preference. The wording can also be changed regularly to expose students to different types of conceptual framing.

TRIANGULATION OF ANALYSES

While tables 1.2 above and 1.3 on the next page may help provide students with accessible entry points, historical sourcing is often messier and less linear than either table would indicate. Instructional experiences like the following will prompt students to move back and forth between analyses of attribution, contents, and contexts and triangulate collective insights.

- Students learn most of the relevant contexts prior to reading the source and must identify what elements of prior lessons provide insights into the source as they read and reread the source.
- Students learn some of the relevant contexts prior to reading the source and some other relevant details after reading it. Then, they debate the degree to which new details change prior observations, inferences, and questions they produced in response to the source.
- Students use the questions they generated while examining the source attribution to guide student-led investigations of historical and geographic context.

CONCRETE QUESTIONS TO SCAFFOLD HISTORICAL SOURCING

Until students master the skills of seamlessly moving back and forth between components to create and revise sophisticated observations, inferences, and questions, they may need concrete examples of the types of questions they should be pursuing. Table 1.3 illustrates questions that can help students examine a source component (columns) or more deeply examine a specific characteristic of a source (the last five rows).

Notes about using Table 1.3:

- Table 1.3 is a resource for teachers, who are in the best position to limit the questions to those that will best serve the source and the instructional situation.
- Questions may have more resonance if student groups first spend some time discussing their approach to more general questions like those in Table 1.2, with more specific questions being presented when students feel “stuck.”

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?

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Using Course Materials in Instruction

INSTRUCTIONAL COMPONENTS OVERVIEW

The following quick guide gives the locations and purposes of the course resources referenced in the situations on the following three pages.

Component Referenced	Location of Component	Component Purpose
Framing the Instruction	Section at the start of every key concept in the teacher resources	Provides strategies for integrating disciplinary thinking into instructional design
Starter Claim and Key Question	Within the Framing the Instruction section	Provides a specific frame for instruction and assessment (strategies for using each are available on pages B3–B12 of this appendix)
Source Exploration	Included for four key concepts in every unit	Provides students with regular practice engaging with primary and secondary sources and discussion questions that scaffold disciplinary thinking
Meeting Learners' Needs	At the beginning of each source exploration in the teacher resources	Provides suggestions and strategies to adapt or differentiate instruction to address the readiness and/or interest of students
What's Next?	At the end of each source exploration in the teacher resources	Provides ideas for designing instructional activities that follow the source exploration
Content Summaries	In the Expanding Essential Knowledge Resources in the appendix of this book	Provides essential content to use in instruction or homework to supplement or replace available tertiary sources (e.g., textbooks)
Sample Learning Checkpoint Items	Pre-AP Classroom	Provides students with feedback on their ability to apply disciplinary content to primary and secondary sources
Writing Activities	At the end of each set of source explorations	Provides teachers with information on students' mastery of a learning objective and their proficiency in disciplinary writing
Performance Task	At the end of each unit in the teacher resources	Provides students with feedback on their ability to use and contextualize evidence to create disciplinary arguments (strategies for using this format are available beginning on page B7 of this appendix)

To demonstrate the flexibility of these resources, the tables on the following pages illustrate how they can be used to address lesson-planning challenges.

USING SOURCE EXPLORATIONS IN INSTRUCTIONAL SITUATIONS

Instructional Situation	Use of Source Exploration in Instruction
<p>Students have difficulty observing or writing about visual sources and data charts.</p>	<p>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.</p>
<p>Students seem to find the material easier and become more engaged when they have a lively discussion or class debate.</p>	<p>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.</p>
<p>Students have very little background knowledge or exposure to fundamental disciplinary concepts (economics, politics, etc.) that will help them understand the key concept.</p>	<p>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.</p>
<p>A recent writing activity indicated that many students struggled with writing a claim.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

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 the Geography and World Regions, Ancient, Classical, and Postclassical units.

THEME: HUMANS AND THE ENVIRONMENT

Dynamic processes

Adapting to the environment

- 1.1.A: Technology for adaptation to the environment
- 1.1.C: Adaptation through migration
- 1.3.B: Hydrologic technology and the development of civilization
- 2.6.C: Knowledge of monsoons stimulated trade

- 3.5.A: Camels to adapt to the Sahara for trade
- 3.6.B: Improved maritime technology increased trade on Indian Ocean

The impacts of agriculture

- 1.2.A: Domestication of plants and animals
- 1.2.B: Population growth and environmental degradation
- 1.3.A: Fertilization and terracing led to sedentary living
- 1.3.C: Terrace farming and rise of Amerindian civilizations
- 1.7.A: Agriculture led to specialized labor
- 1.7.C: Plow-based agriculture and patriarchy

Pastoralism and its impacts

- 1.4.A: Herding requires mobility but provides stable sources of food
- 1.4.B: Grazing reduces biodiversity
- 1.4.C: Pastoralists raid and trade to diversify their diets
- 3.4.C: Expansion of nomadic activity leads to spread of communicable disease

THEME: GOVERNANCE

Dynamic processes

State creation

- 1.5.A: Formation of river valley tributary states
- 2.1.A: Formation of Qin Dynasty
- 2.1.B: Formation of Han Dynasty
- 2.2.A: Formation of classical South Asian states
- 2.3.B: Alexander's imperial expansion
- 2.4.A: Roman imperial expansion
- 3.1.B: Formation of Umayyad Caliphate
- 3.1.C: Formation of Abbasid Caliphate
- 3.2.A: Formation of Byzantine Empire
- 3.3.A: Formation of Tang Dynasty
- 3.3.C: Formation of Song Dynasty
- 3.4.A: Formation of Mongol Empire
- 3.4.B: Formation of Yuan Dynasty
- 3.5.B: Formation of West African states
- 3.7.A: Formation of postclassical American empires

State decline

- 2.7.A: Collapse of Han Dynasty
- 2.7.B: Collapse of Roman Empire
- 3.2.C: Byzantine decline
- 3.3.C: Collapse of Tang Dynasty

War

- 1.5.B: Expansion of ancient tributary states through conquest
- 2.1.A: Qin conquest of Chinese feudal states
- 2.3.B: Alexander of Macedon's conquest of Greek city-states, Mediterranean
- 2.4.A: Roman imperial expansion
- 3.2.C: The Crusades
- 3.4.A: Conquests of Genghis Khan, descendants

Diffusion/influence of political ideas

- 2.3.A: Role of Greek philosophy in shaping city-state governance
- 2.3.C: Diffusion of Greek philosophy, political structures through Hellenistic empires
- 2.4.B: Influence of Greek/Hellenistic political ideal on Roman institutions
- 3.1.A: Founding, diffusion of Islam
- 3.5.C: Role of Islam in postclassical African state creation

Enduring structures**Political leaders' use/control of religion**

- 1.6.B: River valley state rulers' use of religion to derive legitimacy/authority
- 3.1.B: Role of Islam in creation of postclassical caliphates
- 3.2.A: Byzantine emperor's direct control over Eastern Orthodox Church
- 3.7.C: Maya, Inca, and Aztec rulers' use of religion to derive legitimacy/authority

State sponsorship of religion and/or religious minorities

- 2.1.C: Han sponsorship of Confucianism and Daoism
- 2.2.B: Mauryan sponsorship of Buddhism
- 2.2.C: Gupta sponsorship of Hinduism
- 3.1.C: Cosmopolitan Abbasid policies
- 3.3.A: Tang sponsorship of neoconfucianism
- 3.4.B: Mongol policies of noninterference in local religious traditions

Role of codifying/creating laws

- 1.5.C: Role of record keeping and laws in the political consolidation of ancient states
- 2.3.A: Development of republican and democratic forms of governance in classical Greek city-states
- 3.5.C: Role of record keeping in the creation of postclassical sub-Saharan states

Economic policies

- 2.4.C: Sophistication of Roman infrastructure
- 2.6.A: Han/Roman support in securing Silk Road trade routes
- 3.3.B: Tang/Song investment in infrastructure

Levels of centralization/bureaucratic control

- 1.5.B: Reliance of ancient states on tribute and political alliances
- 2.1.B: Han bureaucratic structures and exam system
- 2.3.B: Importance of bureaucratic structures in Hellenistic successor empires
- 3.1.C: Influence of Persian bureaucratic traditions on Abbasid Caliphate
- 3.2.A: Centralized Byzantine political authority versus division of power within feudal European states
- 3.3.A: Song and Tang's re-establishment of strong bureaucratic structures/centralized governance
- 3.4.A: Organized structure of nomadic Mongol Empire
- 3.4.B: Yuan Dynasty use of traditional Chinese political structures
- 3.7.A: Centralized Inca political administration versus the Mayan confederation and the Aztec tributary state

THEME: ECONOMIC SYSTEMS

Dynamic processes

Labor systems

- 1.7.A: Agricultural economy leads to specialized labor
- 1.7.B: Coercive labor systems emerge
- 2.4.A: Roman reliance on slavery
- 2.5.A: Diversity of labor systems in the classical era
- 2.5.B: Economic inequality leads to social inequality
- 3.5.A: Slave trade across the Sahara
- 3.7.B: Long-distance trade and labor systems in the Amerindian empires

Establishment/expansion of trade networks

- 1.4.C: Trade between pastoral and agricultural economies
- 2.1.C: Expansion of long-distance trade
- 2.6.A: Transportation technology and the expansion of Silk Road trade
- 2.6.C: Expansion of the Indian Ocean trade
- 3.2.C: Crusades stimulate Mediterranean trade
- 3.5.A: Expansion of trans-Saharan gold/salt trade
- 3.6.B: Luxury goods and the expansion of Indian Ocean trade

State involvement

- 1.5.A: Rise of economic elites
- 2.4.C: Roman infrastructure, standardized weights and currency
- 2.7.A: Exploitation of resources by the Han
- 3.2.B: Rural and urban economies in the postclassical era

- 3.3.B: Tang land reform and promotion of agriculture and artisanship
- 3.6.A: Indian Ocean trade and the Swahili city-states

Effects of trade

- 2.6.B: Trade and the expansion of Buddhism
- 2.7.C: Trade and the spread of missionary religions
- 3.4.C: Silk Route trade leads to spread of bubonic plague
- 3.5.C: Expansion of trans-Saharan trade and spread of Islam
- 3.6.C: Indian Ocean trade and spread of missionary religions

Economic shifts

- 1.2.A: Shift to agricultural economy
- 1.4.A: From agricultural to pastoral economy

Enduring structures**Silk Roads**

- 2.1.C: Han China supporting Silk Road trade
- 2.6.A: Transportation technology and the expansion of Silk Road trade
- 3.4.C: Revitalization of Silk Road trade

Mediterranean trade

- 2.4.C: Roman imperial trade
- 3.2.C: Crusades stimulate Mediterranean trade

Indian Ocean trade

- 2.6.C: Expansion of Indian Ocean trade
- 3.6.B: Luxury goods and the expansion of Indian Ocean trade

Trans-Saharan trade

- 3.5.A: Expansion of trans-Saharan gold/salt trade

THEME: CULTURE**Dynamic processes****Rise of religious traditions**

- 1.5.A: Emerging religious ideas in sedentary states
- 1.6.A: Decline of animism and rise of polytheistic religions
- 1.6.C: Monotheism in Zoroastrianism and Judaism
- 2.1.B: Confucianism and the rise of meritocracy
- 2.1.C: Daoism and Confucianism in private and public life
- 2.2.A: Rise of Buddhism and the Upanishad movement
- 3.1.A: Origin and flowering of Islamic and Arab culture
- 3.7.C: Amerindian religion and culture

Origin of cultural traditions

- 1.5.A: Emerging religious ideas in sedentary states
- 1.5.C: Emergence of record keeping and numeric calculation
- 1.6.A: Decline of animism and rise of polytheistic religions
- 1.6.C: Monotheism in Zoroastrianism and Judaism
- 2.1.C: Daoism and Confucianism in private and public life
- 2.2.A: Rise of Buddhism and the Upanishad movement
- 2.3.A: Rise of Greek philosophical traditions
- 3.1.A: Origin and flowering of Islamic and Arab culture
- 3.7.C: Amerindian religion and culture

Enduring structures

Diffusion through state sponsorship

- 1.6.B: Religion to legitimize the state
- 2.1.B: Confucianism and the rise of meritocracy
- 2.2.B: State-sponsored spread of Buddhism
- 2.2.C: Gupta science, mathematics and Hinduism
- 2.3.B: Alexander and cultural syncretism
- 2.3.C: Greek culture forms the basis for Hellenistic and Roman empires
- 2.4.B: Greek and Hellenistic thought influence both the Roman Republic and Empire
- 2.7.C: Collapse of empire promotes adoption of Christianity and Mahayana Buddhism
- 3.1.C: Abbasid culture and scholarship
- 3.2.A: Orthodox Christianity and the Byzantine state
- 3.2.C: The Crusades and cultural exchanges
- 3.4.B: The multiculturalism of the Mongol Empire
- 3.7.C: Amerindian religion and culture

Diffusion through trade

- 1.1.B: Language and the spread of ideas and technology
- 1.4.C: Interaction between sedentary and pastoral cultures
- 2.6.B: Silk Roads and the spread of Mahayana Buddhism
- 2.6.C: Diffusion of Indic culture and religion in the Indian Ocean basin
- 3.5.C: Trans-Saharan trade and the spread of Islam and Arabic script
- 3.6.A: The merging of Bantu and Arab cultures on the Swahili coast
- 3.6.C: Spread of Indic religion and Islam to Southeast Asia

Crisis and conflict

- 1.6.A: Decline of animism and rise of polytheistic religions
- 2.7.C: Collapse of empire promotes the adoption of Christianity and Mahayana Buddhism
- 3.2.C: The Crusades and cultural exchanges

THEME: SOCIETY**Dynamic processes****Economics and hierarchy**

- 1.1.B: Development of language and early societies
- 1.6.B: Religion to legitimize the authority of elites
- 1.6.C: Religious codes to enforce moral behavior
- 1.7.A: Agriculture and specialization of labor
- 1.7.C: Agriculture and the emergence of patriarchy
- 2.2.A: Buddhist protest of the caste system in Brahminism
- 2.2.B: The attraction of Buddhism to lower classes and merchants
- 2.5.A: Classical economies led to free peasants and artisans as well as to slavery
- 2.5.B: Social hierarchy built on division of labor and access to land and wealth and enforced by legal codes and belief systems
- 2.6.A: Elite demand for luxury and status items stimulates the Silk Roads
- 3.3.B: Tang redistribution of land and free peasants
- 3.4.C: Social change in Europe from the plague

Hierarchy and the state

- 1.5.A: Emergence of political, religious, and economic elites
- 1.5.C: Law codes and the codification of social stratification
- 1.7.B: Wealth inequalities lead to social and political elites
- 2.1.B: Bureaucratic elites in the Han Dynasty
- 2.4.A: Senatorial elites and free peasantry in the Roman Republic
- 3.7.C: Military and religious elites in the Amerindian empires

Enduring structures**Religion and hierarchy**

- 1.5.A: Emergence of political, religious, and economic elites
- 1.6.B: Religion to legitimize the authority of elites
- 1.6.C: Religious codes to enforce moral behavior
- 2.1.B: Confucianism and meritocracy
- 2.2.A: Buddhist protest of the caste system in Brahminism
- 2.2.B: The attraction of Buddhism to lower classes and merchants
- 2.5.B: Social hierarchy built on division of labor and access to land and wealth and enforced by legal codes and belief systems
- 2.5.C: Forms of patriarchy reinforced and challenged by belief systems
- 2.7.C: Buddhist and Christian messages of equality and salvation
- 3.7.C: Military and religious elites in the Amerindian empires

Resistance movements

- 2.2.A: Buddhist protest of the caste system in Brahminism
- 2.2.B: The attraction of Buddhism to lower classes and merchants
- 2.5.C: Forms of patriarchy reinforced and challenged by belief systems
- 2.7.C: The Buddhist and Christian messages of equality and salvation