

World History: Communities and Connections

Teacher Edition



Oak Meadow

Oak Meadow, Inc.

Post Office Box 615

Putney, Vermont 05346

oakmeadow.com



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Teacher Edition Introduction

World History: Communities and Connections is a rigorous and demanding course for students. It places similar demands on teachers, who help students navigate a personalized, intellectually rewarding path through a huge amount of historical content and a variety of exercises and activities. Rather than a rigid, one-size-fits-all curriculum, the coursebook presents a wide-ranging menu of options for introducing students to the major events, cultures, and themes of the human past.

This teacher edition is more than an answer key. In fact, most of the questions asked in this course do not have a single answer. Instead, this teacher edition is intended to serve as a guide and companion as you make important pedagogical choices over the course of the year: which activities to assign and when; where students may need extra support and how you can best guide them forward; and which elements to emphasize as you assess student work. Its primary purpose is to coach you as you lead your student through a flexible, engaging, and ultimately successful learning experience.



Coursebook Introduction

Why do human societies rise and fall? How do the actions of remarkable individuals interact with the will of the masses, deep-running tides of economic and technological change, and random luck to shape the course of history? How did humanity get to where it is today?

In *World History: Communities and Connections*, you will consider these questions and many more. You will practice the skills that historians use to reconstruct and analyze the past, using the complicated and sometimes contradictory evidence left behind by previous generations. You will undertake in-depth research, make complex arguments, and defend logical positions with detailed evidence.

Above all, as you survey the course of human history from the invention of agriculture (around 10,000 BCE) to the modern day, you will seek to understand the tremendous variety of *choices* made by individuals and groups in the past—choices that brought the world to its current state. History is not a scripted, predetermined march from the past to the present day, but rather it is an intricate web of cause and effect, a story with infinite possible endings. As a young historian, you will not only seek to understand how the modern world evolved, but you will also play a role in shaping where the human story goes from here.

Course Goals

This course covers a great length of time: from the Neolithic Revolution in 10,000 BCE to the present day (though most of the course focuses on the period after 3,000 BCE, when the oldest written records of human activity begin to appear). It also covers a vast amount of space, discussing human history on every continent except Antarctica. You will be learning how diverse cultures and societies around the world developed and interacted. Naturally, this course cannot cover everything! Instead, it centers on **Key Themes**—major trends and narratives that bind together the histories of different regions and peoples—and **Key Skills**—intellectual tools that are vital not only for academic success but also for active and informed participation in the modern world.

Key Themes

Four central themes will guide your exploration through world history. These key themes are highlighted in each lesson introduction, which will help guide your learning as you piece together the many details of the past into a cohesive, big-picture appreciation of human history.

- **Community and Hierarchy:** This theme looks at the ways human societies are organized and led, and why. You will consider the political, economic, religious, and cultural systems that humans have used to create and govern functioning communities, and you will explore the advantages and disadvantages these various choices presented in different historical contexts.
- **Migration and Exchange:** Another lens through which to understand human history is the movement of people, goods, and ideas around the world. Human history can be viewed as a story of the gradual journey from the relatively scattered and isolated communities of ancient times to the globalized world of today. You will examine how movement and contact between peoples brought both advantages and disadvantages, and consider how global patterns of exchange created an unequal distribution of power and wealth.
- **Humans and the Environment:** The growth and development of human societies has always been connected to the natural world. From ancient times until the present day, humans have shaped and altered their natural environment, and have themselves been shaped by the resources, opportunities, and threats of the natural world around them. This theme emphasizes how history does not occur in a vacuum, separated from the environmental and natural sciences, and that understanding how humans lived in the past includes understanding *where* they lived.
- **“Progress” and Its Consequences:** This theme requires balancing optimism and pessimism in your understanding of the past. As you study the development of humanity and human societies from the distant past to today, you will consider how this is neither a story of unmixed, positive progress nor one of ceaseless cruelty, destruction, and decline. Think about history as a fluctuating and unpredictable narrative, and bear in mind that what was progress for some brought disastrous consequences for others.

Key Skills

The academic and intellectual skills to think, talk, and write about the ebb and flow of human history are an important element of this course. The goal is a deeper engagement with and understanding of peoples and cultures long past. The following skills are emphasized and developed over the entire course.

- **Cause, Effect, and Relationship:** You will develop the ability to understand and explain the relationships between people, events, and themes in the past. You will work to explain both historical change and historical continuity, considering why some things changed while others stayed the same. You will develop an awareness of nuance and **contingency**, which is the concept that historical events were caused and shaped by a variety of factors that historians can understand through evidence and logic.
- **Primary Source Analysis:** You will develop the ability to analyze and interpret primary sources (evidence of historical events and cultures that is produced by people who experienced them). You will work to understand point of view and **bias** in these sources, and learn to analyze these documents as the products of their historical context.

- **Research and Inquiry:** You will develop the ability to find outside sources to enhance your understanding of historical topics. You will learn effective techniques for finding information and recognizing and selecting high-quality, reliable materials. You will be able to dig deeply into topics you find interesting, learning for pleasure and personal fulfillment.
- **Writing and Communication:** You will develop the ability to make complex, nuanced, and logical arguments, to support these arguments with specific evidence, and to express these arguments in writing and speech. You will also engage with the past in creative and artistic ways, clearly conveying your thoughts and feelings in a variety of genres and media.

Course Materials

The following books are required for this course:

- *Worlds Together, Worlds Apart*, 6th edition, by Adelman, Pollard, and Tignor (W. W. Norton, 2021)
- *Documents in World History*, Volumes 1 and 2, by Stearns, Gosch, Grieshaber, and Belzer (Pearson, 2012)

The following book is recommended but optional:

- *History of the World Map by Map* (DK Publishing, 2018)

While similar information can be found online, this atlas provides an excellent collection of maps and historical information and is a valuable aid to understanding the way geography and history interact.

You will need to obtain two additional books for longer projects, one in each semester. You will have significant flexibility in which books you choose for these projects. You will find information on book options for these projects in lessons 9 and 24.

This course also uses a variety of online resources, which are listed in the lessons and can be easily accessed through Oak Meadow's Curriculum Links page (oakmeadow.com/curriculum-links). Take a moment to locate and bookmark this page for quick access to these online resources.

Lesson Structure

This full-year course is divided into 36 lessons, and each lesson is designed to take about one week to complete (approximately five to seven hours per week). In the lessons, you will find the following sections (not every section will be found in every lesson):

An **Assignment Checklist** is included at the beginning of each lesson; you can see all your assignments at a glance, and check off assignments as you complete each one. Assignments are fully explained in the lesson.

The **Learning Objectives** outline the main goals of the lesson and give you an idea of what to expect.

Information in the **Lesson Introduction** provides a brief overview of the historical topics and themes you will be learning. Pay particular attention to the bolded **key terms**, which help call your attention to some of the most important vocabulary for each lesson.

Reading and Learning sections use the textbook (*Worlds Together, Worlds Apart*) and atlas (*History of the World Map by Map*). You are always welcome and encouraged to supplement these assigned readings with other high-quality print, digital, and audio-visual sources of your choice.

The **Comprehension Check** section includes guiding questions that cover the main points of the lesson and instructions for developing a world map and historical time line. Note: Read the guiding questions first, before you start the textbook reading. It will help you read with more purpose and focus your attention on the main points. Consult with your teacher about which Comprehension Check activities you should complete for each lesson.

Activities are divided into different types, which are explained below. In each, you will apply the skills of a historian to what you are learning. Each lesson includes a menu of options to choose from—remember, you are not required or expected to do all of them.

The **Share Your Work** section provides reminders and information for students who are submitting their work to a teacher.

This course is designed for independent learning, so hopefully you will find it easy to navigate. However, it is assumed you will have an adult supervising your work and providing support and feedback. (This person will be referred to as *your teacher* throughout this course.) If you have a question about your work, please ask them for help!

When you begin each lesson, scan the entire lesson first. Take a quick look at the number of assignments and amount of reading. Having a sense of the whole lesson will help you manage your time effectively.

Activity Types

The varied activities in this course exercise historical thinking skills in different ways. While you are welcome to focus (to an extent) on the types of assignments you find especially engaging, it is recommended that you select some of each type over the course of the year.

- **Skill Builders:** Included in the first five lessons of the course, these brief assignments introduce important academic skills, particularly regarding citations and research.
- **Voices from the Past:** In these assignments, you will read and respond to primary sources (documents or objects created in the past; the main source of evidence for historians). These assignments develop your ability to understand complicated texts, and to draw conclusions based on evidence from primary sources. You may find ways in which people in the past were similar to you in their values and actions as well as ways in which they were very different.

- **In Their Shoes:** These assignments test both analytical and creative thinking, asking you to imagine yourself as a participant in historical events and historical contexts. Whether adopting the role of a famous historical figure at a critical moment in their life, or imagining the circumstances and responses of a person living through a historical era, In Their Shoes assignments pair detailed research and understanding of the past with creative expression.
- **Causation, Continuity, and Change:** These assignments focus on the “moving pieces” of history—the way in which events in the past are connected by chains of cause and effect, and the way societies change or stay the same over time in response to historical circumstances. You will conduct in-depth research to understand historical events, and develop your ability to deploy well-supported arguments to support your interpretation of the past.
- **Build-a-Civ:** These assignments consist of a series of “thought experiments” that build on one another from lesson to lesson. You will use historical models and your own imagination to design your own “civilization,” with you as its leader. Each week, you will consider and explain how your civilization would respond to historical developments and challenges that parallel those faced by the historical societies you learned about that week. Like the In Their Shoes assignments, Build-a-Civ activities provide the opportunity to grapple with the “big questions” of history.
- **Reflection:** At several points in the course, you will have the opportunity to reflect on what you have learned so far and make connections between people, places, time periods, events, ideas, cultures, and key themes.
- **Historical Projects:** Each semester includes a long-term project, spread out over multiple weeks. These projects let you explore historical issues in greater depth. They consist of multiple components, each with their own due dates, building toward a final capstone product. In the first semester, you will complete a **Historical Literature Project**, where you will read and analyze a book-length primary source of your choice. The second semester features a **Historical Fiction Project**, in which you will read and analyze a historical fiction book of your choice and produce your own substantial and creative work of historical fiction.

Customizing This Course

This coursebook contains a great deal of information, activities, and assignments—far more than any student can reasonably accomplish in one year of study. When using this course, always bear the following principle in mind: **Your coursebook is a menu, not a meal.**

In consultation with your teacher, you will pick and choose between the assignments and topics included in this book in order to craft an individualized course that meets your needs and interests. You may choose to take more time on topics and assignments you find particularly interesting or relevant and devote less attention to content and skills you’ve already mastered.

The assignments in this coursebook are deliberately vague when it comes to the length of the responses or the breadth of the research they require. You should communicate with your teacher

about how many sources and how many pages of writing are required for each assignment. You may also be given the option to replace some written assignments with discussion and other non-written responses.

With guidance from your teacher, you should also supplement the textbook readings with other resources as needed to make sure you fully understand the lesson topics. The textbook, *Worlds Together, Worlds Apart*, presents a clear, continuous, and engaging narrative of global history. Yet, like any textbook, it may be too advanced for some students and too basic for others. If you find yourself in one of these categories, be sure to consult with your teacher to find appropriate resources to supplement or replace materials from the textbook.

In a course this flexible, the key is to be in regular communication with your teacher. Before each lesson, make sure you have a clear plan for what you are expected to do. Check in regularly about how the course is going, what you find most interesting or challenging, which skills you are confident about, and which skills need work. By collaborating with your teacher, you will be able to craft a unique educational experience that works best for you.

Study Skills and Academic Expectations

Time Management

Unless otherwise noted, each lesson in this coursebook is designed to be completed in about one week. For each lesson, most students can expect to spend five to seven hours of focused and productive work. It is recommended that you establish and stick to a consistent schedule to help you keep on track with your schoolwork.

Students vary greatly in terms of reading speed, reading comprehension, and writing ability. Some may find the reading in this course takes longer than expected; others may find the writing assignments or activities take a great deal of time. To help your teacher gauge and adjust the difficulty of the curriculum, you may want to keep a log of how many hours you spend each week on this course. If you are regularly completing lessons in substantially less than five hours, you and your teacher may want to increase the length and detail of your research and responses or the number of assignments you're completing. If you regularly need more time to complete the work, your teacher can help you modify some lessons to focus on fewer assignments or skip activities in some lessons to spend more time on other assignments. Modifications like these will allow you to produce work of a higher quality.

Each lesson in this course can be customized to suit your needs. With your teacher's help, you can adjust the requirements of each lesson to help you better balance your time between your various courses, and between schoolwork and the rest of your life.

Handling Difficult and Upsetting Topics

Human history is not always a happy story, and this course does not shy away from troubling and upsetting events in history. You will be exploring questions of violence, prejudice, and discrimination.

In order to learn from history and apply those lessons to our current actions, we must be willing to uncover the truth of what has happened so far, and the sometimes horrific ways that it has impacted real people.

You are asked to handle these subjects with compassion for people in the past and those who are impacted today by past actions. You are also urged to treat yourself with compassion while exploring difficult topics. Please reach out to your teacher if you need help or would like to discuss any issues you are experiencing.

Academic Expectations

You are expected to approach this course with integrity and honesty. Plagiarism (representing another author's words or ideas as your own) and other forms of cheating are not only a serious breach of academic ethics, but they also undercut your own learning and development as a student. For more information on plagiarism and how to avoid it, please see the Skill Builder exercise in lesson 3, as well as the appendix at the back of the coursebook.

The appendix contains important material that you will need to read and incorporate into your work throughout the year. Take some time to familiarize yourself with the resources in the appendix. You will find information about original work guidelines, tips on how to avoid accidental plagiarism, and details on citing sources and images.

This world history course is rigorous and challenging, and it requires a substantial investment of your time and effort. You should expect to push yourself when it comes to the breadth of your reading and researching, and the detail and quality of your writing and other presentations.

As you go through the course, remember that the goal is improvement, not perfection. Do your best. Pay careful attention to your teacher's feedback on your lesson work, and apply their comments and suggestions to future assignments. Above all, remember that this is *your* history course—take initiative and ownership, and dive deeply into issues you find especially interesting and relevant.

Lesson

1

Agriculture and Early Civilizations

Learning Objectives

In this lesson, you will:

- Identify the connection between agriculture, the creation of permanent settlements, the specialization of labor, and the expansion of trade.
- Practice determining the significance of an object based on its form and location.
- Analyze a primary source to determine what it reveals about the time period as compared to modern society.
- Compare the advantages and disadvantages of a hunter-gatherer society versus an urban agrarian society.

Lesson Introduction

Humans—also known by the scientific name *Homo sapiens*, which is Latin for “thinking man”—have lived on Earth for at least 300,000 years. For at least 290,000 of these years (that is, about 97 percent of our existence as a species), human societies were very small and centered on interconnected family groups that survived as **hunter-gatherers**, harvesting and hunting naturally occurring food. Hunter-gatherers had to move around frequently to follow herds of animals and avoid exhausting natural resources. As a result, they did not have cities or other permanent settlements. Nevertheless, these groups developed complex spoken languages, early forms of religion, and art (the most famous examples of which are the cave paintings that survive in many areas of the world today).

Around the year 10,000 BCE, a new invention—**agriculture**—changed the course of human history forever. *Agriculture* refers to humans growing their own crops and raising their own domesticated

ASSIGNMENT CHECKLIST

- ☐ Read the lesson introduction.
- ☐ Complete the assigned reading.
- ☐ Complete the Skill Builder activities.
- ☐ Respond to the guiding questions.
- ☐ Begin to develop your time line and/or map.
- ☐ Complete your choice of activities:

Voices from the Past:
History through Artifacts

Voices from the Past:
History through
Documents

In Their Shoes: City Life

Build-a-Civ: Royal
Artwork

animals rather than gathering plants and hunting animals in the wild. It first appeared in the region known as the Fertile Crescent (around modern Iraq), and independently developed at later dates in several regions of the Americas, Africa, and East Asia. Farming crops and herding animals (a practice known as **pastoralism**) made much more food available, leading to dramatic population growth. In addition, the need to tend crops from planting to harvest required humans to settle in one place, rather than move around in search of food. Permanent villages and cities sprung up on the most fertile farmland.



A painting of aurochs, horses, and deer, estimated to be around 17,000 years old, from the Lascaux caves in southwestern France (Image credit: prof saxx)

As larger groups of people lived in communities together, they required new forms of political, economic, and social organization, and developed increasingly sophisticated forms of government and law. To help keep track of more complicated agricultural economies and governments, societies developed **writing** to keep records and share ideas. Historians traditionally date the beginning of the historical era (as opposed to prehistory) from the invention of written language. Written records are one of the most important types of evidence that historians use to understand the past. As a result, it is important to remember that our understanding of the past is heavily shaped by the backgrounds and biases of the people who wrote our historical evidence.

Historical Time Frames

Historians increasingly give dates with the acronyms BCE (before the Common Era) and CE (of the Common Era), as opposed to the older abbreviations BC (before Christ) and AD (*anno Domini*, Latin for “in the year of the Lord”). The year numbers are the same in both systems. Remember that years BCE count down (so 300 BCE is the year before 299 BCE), while years CE count up.

Making Connections

As you make your way through this course, always bear in mind how the material you are studying relates to the key themes of the course. The following questions can help guide your exploration of this lesson. You do not have to write out and submit answers for these questions; instead, use them to structure your notes and shape your thinking about the lesson.

Community and Hierarchy: How did the development of agricultural societies into complex states and cities create differences between classes—groups of people divided by wealth and

birth into higher or lower “ranks” in society? What techniques did these larger and more complicated communities use to govern themselves?

Migration and Exchange: How did the technology of agriculture spread over long distances? How did settled agricultural populations relate with neighboring groups of nomads, who lived in mobile civilizations without permanent settlements?

Humans and the Environment: How did geography and the availability of natural resources (especially water and fertile land) shape early human societies? How did the development of agriculture and larger civilizations affect the natural environment?

“Progress” and Its Consequences: What were the benefits of agriculture? What were its drawbacks? How do you weigh the positives of larger populations and complex societies against their costs, including gender and class inequality, deadlier warfare, and enslavement?

This lesson introduces foundational skills of the course as a whole; *how* students approach the opening stages of the course is as important as *what* content they master this week. Encourage students to engage actively with their learning and to share their thoughts on the assignments. Their goal should be to synthesize, understand, and use information, rather than simply memorizing and repeating it.

As they tackle the assignments, students will explore the types of evidence historians use to understand the past and will work to clearly express what they have learned in both traditional academic prose and more creative forms.

Especially in this first lesson, it is important to modify the course’s difficulty so that you are challenging your student but not overwhelming them. You may want to require fewer assignments in this lesson than you will in subsequent weeks in order to ease your student into the class and to give them the time and energy to master the logistics of self-directed, independent schoolwork. If in doubt about how much work is appropriate for your student, it is better to underestimate than to overestimate.

Reading and Learning

The reading in this lesson focuses on the invention of agriculture and early civilizations.

1. In *Worlds Together, Worlds Apart*, read the following sections:

- pages 24–31 (“The Life of Early *Homo sapiens*” to the end of “Transhumant Herders and Nomadic Pastoralists” in chapter 1)
- pages 57–97 (all of chapter 2)

This is a significant amount of reading, and you should set aside a few hours over the course of the week to complete it. You do not need to read all this material in one sitting! It is best to take breaks to digest what you’ve learned.

Before you begin reading, look ahead at the questions in the Comprehension Check section below, which will help guide and focus your learning on some of the most important topics and concepts in this lesson.

2. Optional: In *History of the World Map by Map*, read pages 22–31.
3. You are encouraged to supplement the readings above with other high-quality resources; your local library and librarians can be a great source for further reading. There is also a wealth of information online, including videos and podcasts, that can help you expand your knowledge.

Be cautious with online materials, however. Remember that anyone can post almost anything on the internet, regardless of whether it is accurate or helpful. Always check your sources for reliability and bias before using them. For more information on evaluating sources, read “Finding Reputable Sources” in the appendix and the Skill Builder section in lesson 4.

Students will practice understanding a historical narrative by reading the textbook, *Worlds Together, Worlds Apart*. Depending on their previous academic experience, the volume and difficulty of this lesson’s required readings might be a challenge. Check in with your student to gauge their reading ability and comprehension, and make adjustments as needed. Refer to “Customizing This Course” and “Study Skills and Academic Expectations” in the coursebook introduction for more information.

Skill Builder

Taking Notes

Taking notes as you learn is an important tool that helps you both remember and understand the information. You can record your thoughts on the material as you encounter it. Write down important details, the major themes and takeaways from the reading, and your own ideas and questions. Your notes will be a valuable resource when you work on the assignments for this course, reminding you of what you learned without having to go back and reread the book.

There are many ways to take effective notes, and you should feel free to experiment with different styles to find what works best for you. The article below has information on one effective note-taking system.

“The Cornell Note Taking System”

lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system

You can easily access this link (and all the online resources used in this course) on Oak Meadow’s Curriculum Links page: oakmeadow.com/curriculum-links. If you haven’t already done so, bookmark this page for quick access.

Bibliography

Throughout this course, keep track of all the sources you use for each lesson in a bibliography. This lesson bibliography will be submitted to your teacher along with your assignments. Keeping a careful bibliography is an important way to give credit to your sources, avoid plagiarism, and engage your work in a broader “conversation” with other thinkers and sources of information. A comprehensive list of

sources will also save you time in the long run because you will easily be able to return to a source as needed for fact-checking or additional details.

You may be familiar with a works cited page, which is a list of sources quoted or cited in a work. A bibliography includes all sources referenced while researching and creating a work, even if they are not quoted or cited in the final product.

In a bibliography, each source is cited according to a specific format that provides all the necessary information to locate the source. Citation formats may look complicated and intimidating, but with a little practice, you will become more comfortable with citing your sources. For this course, your bibliography should follow MLA (Modern Language Association) formatting guidelines. The links below from Purdue University's Online Writing Lab provide MLA guidelines for citing books, periodicals, and online sources.

"MLA Works Cited Page: Books"

owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_page_books.html

"MLA Works Cited Page: Periodicals"

owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_periodicals.html

"MLA Works Cited Page: Electronic Sources (Web Publications)"

owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_electronic_sources.html

Remember, the purpose of a bibliography is to clearly show where to locate a source. Citations include the following information:

- Creator (the people or institution that created the resource)
- Title (the name of the resource)
- Container (the name/creator of the larger work in which your resource appears)
- Publisher and date of publication
- Where to find the information you're using (for example, page numbers or URL)

You won't be able to find all the different categories of information for each source. For instance, since your textbook is not part of a larger work, it does not have a container for you to list. (For more information about citing sources, see the appendix.)

Let's look at two examples. Here is the citation for the assigned textbook reading for this lesson:

Adelman, Jeremy, et al. *Worlds Together, Worlds Apart*. W. W. Norton, 2021, pp.24–31, 57–97.

Note: when there are three or more authors, only the first author is listed, followed by the phrase *et al.* (Latin for "and others").

Here is an example of a citation for an electronic resource (a YouTube video) that you might find useful for this lesson:

“The Agricultural Revolution: Crash Course World History #1.” *YouTube*, uploaded by CrashCourse, 26 Jan. 2012, www.youtube.com/watch?v=Yocja_N5s1I.

Like other skills you will develop in this course, creating a comprehensive bibliography takes practice. Your first attempt will probably not be easy or perfect, but with continued effort, this skill will become a natural part of your research process.

Comprehension Check

The questions and activities below are designed to guide your learning in this lesson by emphasizing some of the most important themes and concepts of the topic. As with all features of this course, your teacher may require you to answer all, some, or none of these questions. Communicate with your teacher to make sure you understand what you’re required to do.

Guiding Questions

1. What were three ways in which the development of agriculture changed human societies?

Answers will vary, but the following are all important impacts:

- **Agriculture provided more plentiful food, which in turn led to larger populations.**
- **By providing more plentiful food, agriculture also allowed for some people to specialize in jobs other than food production (such as scribes, artisans, priests, governors, etc.).**
- **Agriculture required farmers to settle down in one area. Over time, this led to the development of permanent villages and cities.**
- **Agriculture contributed to a growing inequality between men and women. Women, who were relatively equal in hunter-gatherer societies, were consigned to agricultural work in early agricultural civilizations and generally denied political rights and responsibilities.**

2. Explain how the formation of cities caused the specialization of labor and expansion of trade.

The creation of cities both allowed for and required the specialization of labor and the expansion of trade. Cities centralized wealth and productivity in a relatively small location. This allowed for specialist laborers to live on the agricultural produce of others and made it profitable to conduct trade in urban markets. At the same time, the complexities of building, supplying, and governing a city required specialists such as artisans, craftspeople, and bureaucrats. Trade—sometimes over long distances—was required to keep city dwellers fed, clothed, and armed.

3. How did geography, natural resources, and climate affect the rise and fall of agricultural urban societies?

Possible answers include the following:

- Rivers provided fresh water for humans and their domesticated animals to drink and for irrigating crops.
- In areas without reliable water sources for irrigation, such as the vast plains of the Eurasian Steppe, a nomadic lifestyle developed based on the herding of livestock. Nomadic peoples were a notable counterpoint to the new agricultural civilizations, serving both as vital trade partners and, at times, as foreign conquerors.
- The distribution of different resources in different places helped drive long-distance trade, especially in precious minerals.
- A drought in the late third millennium BCE caused the collapse of early civilizations around the world, including Egypt's Old Kingdom, Akkad in Mesopotamia, and the Harappan civilization in South Asia.

4. How did the invention of writing change human culture and society?

Writing was a crucial tool for organizing larger and more complex societies. Without written records of things like agricultural productivity, tax payments, and laws, it was very difficult to create complicated social, cultural, and political entities such as cities, states, and religions. Writing is also a crucial tool that historians use to investigate and understand the past; in fact, the invention of writing is the traditional dividing point between the prehistoric and historic eras.

This question can be a good starting point for conversations about bias and historical representation. While global literacy rates are relatively high today, for most of human history, only a small minority possessed the ability to read and write. In most pre-modern societies, literacy was limited based on wealth and social class (and, in many cases, on gender as well). As a result, the historical picture built from written documents tends to disproportionately represent the views of wealthy, well-connected men.

Time Line

To help keep track of the many events and periods you will learn about in world history, start a time line in a separate notebook or document (or use an online tool). You will continue adding to this time line over the entire course and will return to it in future lessons to reflect on the history you have learned. You may design your time line in any format that works best for you.

On your time line, record the names and dates of at least three historical events from this lesson that seem particularly significant or meaningful to you. You may list either single dates (for instance, Babylon was founded around 2300 BCE) or date ranges (such as the Neolithic revolution lasting from approximately 10,000 to 3000 BCE). You can simply give a name and/or brief description of these events, or you can include a note that explains why you believe they are important.

Time line entries for this lesson will generally focus on the agricultural revolution and the development of early civilizations in Egypt and the Near East, South Asia, China, Africa, and the Americas. Students may focus on any events and periods they find especially important or interesting within this broad theme.

Note that historical dates are often approximate (especially those in the distant past), and different sources will give different information. The main goal is for students to use the time line assignments to think about the *sequence* of events—both globally and in specific regions.

Map

In this course, you will learn about many places around the world where important historical events occurred, some of which will not be familiar to you. Throughout the year, you will be adding these places to a map to help you keep track of where they are. You will return to your map in future lessons to help reflect on what you have learned.

Draw your world map by hand on a large piece of poster board, or start your own map on Google Maps, using the instructions in the box below.

How to Draw a Map with Google Maps

1. Go to google.com/maps/d, and log in using a Gmail account.
2. Click “Create a New Map.”
3. Give your map a name by double-clicking where it says “Untitled Map.”
4. Use the search bar at the top of the screen to search for the place you want to add.
5. When the map zooms to the place you searched, click “Add to Map.”
6. You can share your map with your teacher using the Share button.

If you are drawing by hand, first draw the continents and oceans. (If you are using Google Maps, these will already be drawn.)

Next, add at least three sites to your map. If this is the first time you’re learning about the geography of this region, you may want to focus on major geographical features like rivers, inland seas, and mountain ranges. If you’re more familiar with this area, you may want to include historical cities and other more specific locations.

Label each site with its name and the lesson number (for instance, “Uruk, L1”). Focus on places that seem especially important to the history you learned about in this lesson. You may choose to include a brief summary that explains why each site is important and what happened there.

Maps should show the continents and oceans, and include five places discussed in this lesson. Students with less background in world geography may focus on identifying larger regions, while those with more experience can include more specific locations, such as the early cities of the agricultural river valleys.

Voices from the Past

Complete one of the following options:

- History through Artifacts
- History through Documents

History through Artifacts

Especially for ancient history, material objects and artifacts are an important source that historians and archaeologists use to reconstruct the human past. In this assignment, you will learn how professional researchers have used objects to understand the past, and then you will practice this skill by imagining what an object you use frequently might tell archaeologists in the distant future about life and society today.

1. To begin, listen to one of the following podcast episodes from *A History of the World in 100 Objects*. Pay particular attention to how archaeologists and historians make educated guesses about what certain artifacts were used for and how they build from these hypotheses to reveal a bigger picture of life in the ancient world.

“Olduvai Hand Axe”

www.bbc.co.uk/programmes/b00pwn7p

“Chinese Zhou Ritual Vessel”

www.bbc.co.uk/programmes/b00qm8zb

“Oxus Chariot Model”

www.bbc.co.uk/programmes/b00qsvjm

2. How might archaeologists and historians 1,000 years in the future use an everyday item from your life to interpret life in the twenty-first century? Pick an ordinary object from modern life, and imagine that future archaeologists must interpret its use and significance based solely on its physical characteristics and the location where it was found—they can’t just look it up!
3. Write a short science-fiction story about archaeologists interpreting (or, perhaps, misinterpreting) this object’s place in twenty-first-century society.

For this activity, students will write a short science-fiction story in which archaeologists in the distant future discover and interpret an everyday object from the twenty-first century. The object itself, as well as the conclusions the imagined archaeologists draw from it, matter little; it may be that the archaeologists wildly misinterpret the object in question! The key goal here is for students to think through the archaeological process. Their protagonists should focus on the physical qualities of the artifact and the location where it was found to make educated guesses about its purpose and significance in twenty-first-century life.

History through Documents

One of the most important skills of historians—and a skill you will practice frequently in this course—is reading and interpreting primary sources, which are documents written about history by the people who lived through it. Primary sources come in a vast range of types, from personal letters and works of literature to written laws and the bureaucratic records of countries and empires.

One important way historians use primary sources is to understand how life in the past was similar to and different from life today. As you move forward in the course, you will practice increasingly sophisticated and detailed ways to use primary sources. In this assignment, you will begin to practice using such documents by comparing and contrasting past and present.

1. Read the excerpts from the Code of Hammurabi (*Documents in World History*, Vol. 1, pages 7–12). You may find the vocabulary in this source difficult. It was written a long time ago and in a different language. Take your time and look up words as you go.
2. Take notes on passages and ideas in the primary source that you find particularly important or interesting. Remember that, like all things, reading a primary source takes practice, and your first attempt to take notes on it and interpret its meaning won't be perfect. You may want to focus on the main ideas of the document, rather than try to master every little detail.
3. Using your notes and specific evidence from the source, highlight some significant ways in which Hammurabi's society and culture was different from your own society and culture and ways in which it was similar. You may share this information in an essay, as a list of bullet points, or in a graphic organizer.

Students should list both similarities and differences between Hammurabi's society and their own. In this, as in other Voices from the Past assignments, it is important that students ground their answers in specific evidence from the primary text itself (as opposed to relying on the textbook or other secondary sources). Exemplary responses will refer to specific passages from the Code of Hammurabi, either paraphrased or as direct quotations.

Important similarities include the following:

- Hammurabi appeals to his own piety as a qualification for political leadership.
- Hammurabi's society has a written law code with clear penalties for specific crimes.
- Hammurabi's society emphasizes fidelity in marriage and condemns adultery.
- People in Hammurabi's society can sue those who cause them physical or economic harm.

Important differences include the following:

- Hammurabi's society has slavery.
- The laws in Hammurabi's society apply differently to members of legally defined classes as well as to men and women.
- Hammurabi's laws are notably harsher than those in most modern countries; punishments are often violent and sometimes lethal.

In Their Shoes

City Life

1. Imagine that you are a new immigrant in an ancient city-state like the ones discussed in this lesson. As a former hunter-gatherer, what advantages would you find to living in a city, and within an agricultural society more generally? What disadvantages and challenges would you face?

Describe an average day in your life, enriching your story with specific details you learned from the reading. Be sure to discuss how city life compares to your previous hunter-gatherer lifestyle.

This can be written in any format: descriptive essay, letter, journal, graphic-novel style, or annotated illustration.

2. For an added (optional) challenge, choose a specific city you learned about in this lesson, and conduct additional research to learn more about it. Include some of the details you learn in your description of daily life.

While students may embellish their day-in-the-life accounts with any details, look for the response to focus on specific advantages and disadvantages of urban, agrarian life (as opposed to hunter-gatherer societies).

Some advantages include the following:

- Urban agrarian societies offered a more reliable (and generally more plentiful) source of food.
- Luxury goods were more available, at least for those with the resources to afford them.
- Cities provided defense against outsiders, and the larger populations of agrarian society could field larger and more effective military forces than hunter-gatherers.
- Urban agrarian societies devoted tremendous resources to religious ceremony—a major advantage in a world where almost everyone believed deeply in higher powers.

Some disadvantages include the following:

- Urban life had starkly divided social classes and gender divisions, while hunter-gatherer societies were generally egalitarian.
- Most ancient agrarian societies had slavery.
- Agrarian societies fought larger and deadlier wars against each other.
- Despite impressive attempts at sanitation, cities were typically dirty, and their inhabitants were much more vulnerable to epidemic diseases.

Some students may make an argument explaining why the agrarian or hunter-gatherer lifestyle was preferable. Which side they choose matters less than whether their imagined narrator supports this position with specific details and reasoned evidence.

Build-a-Civ

Royal Artwork

This assignment gives you the opportunity to take what you’ve learned about the rulers of early civilizations—what they valued and how they governed—and to express this knowledge creatively by imagining yourself as an ancient ruler of your own society.

This is the first in a series of Build-a-Civ activities that will continue over the entire course. Based on the historical models you learn about in each lesson, you will design a civilization and chart its path forward through world history.

1. Think back on what you’ve learned about the rulers of early civilizations, particularly the kings of ancient Mesopotamia and the pharaohs of ancient Egypt. If necessary, do some more reading on this topic. Be sure to record all sources in your bibliography.

Art was an important medium for ancient rulers to express their power and envision their place in the world. As inspiration for your project, explore some examples of royal Mesopotamian art from the British Museum and royal Egyptian art from Harvard University at the links below.

“Mesopotamian Art”

artsandculture.google.com/streetview/british-museum/AwEp68JO4NEckQ?sv_h=271.5300888706361&sv_p=-6.686384475797766&sv_pid=mb4pEtpr3Z75_VrBoY3vg&sv_lid=3582009757710443819&sv_lng=-0.1274895079731948&sv_lat=51.51901570338565&sv_z=0.6911292499459272

“Tomb of Queen Meresankh III (G 7530–7540)”

my.matterport.com/show/?m=d42fuVA21To

2. Imagine that you are the ruler of an ancient civilization. What would you want to accomplish during your reign, and why is this important? How would you like to be remembered? Identify at least three goals for your rule.
3. Drawing inspiration from the examples of royal art you’ve researched for this project, create a work of art celebrating your reign as ruler. Your work of art can be in any visual medium: drawing, painting, digital art, or other media of your choice. You don’t need to be an accomplished artist for this project. The goal is to think about how you’d represent yourself as a ruler, not to create the perfect drawing.
4. In addition to your artwork, write a paragraph or two that addresses the following prompts.
 - a. Discuss what your achievements as a ruler would be, and how your artwork reflects these accomplishments.
 - b. Identify and discuss features from the historical examples of royal art that you found particularly inspiring.

This assignment gives students an opportunity to express themselves in visual and artistic media and can be an excellent confidence-builder for students who struggle with writing. The most important goal of this assignment is for students to begin imagining the society they will design over the following Build-a-Civ activities, and to clearly express through art their goals and values as ruler of their civilization. Along the way, they will begin to think about how to interpret artwork as a reflection of its creators and their beliefs.

While students should put real effort into their artwork, the artistic quality of their final product is not particularly important. For the purposes of this course, it matters more that they begin practicing the skills of art-historical analysis (using art as evidence to understand the worldview and priorities of its creators), and that they begin to imagine themselves in the position of the historical actors they are learning about.

SHARE YOUR WORK

At the end of lesson 1, you will submit your work to your teacher for feedback. The list below shows all the work assigned for this lesson—you are not necessarily required to complete all the assignments for each lesson! Check with your teacher at the beginning of each lesson to make sure you understand what you are required to do.

- Bibliography for lesson 1
- Skill Builder activities
- Guiding questions
- Time line and/or map
- Activities that were completed:
 - Voices from the Past: History through Artifacts
 - Voices from the Past: History through Documents
 - In Their Shoes: City Life
 - Build-a-Civ: Royal Artwork

Your teacher will let you know the best way to submit your work. If you have any questions about the lesson content, assignments, or submission methods, contact your teacher.

Lesson

2

States and Empires in the Ancient Near East

Learning Objectives

In this lesson, you will:

- Analyze the effects of widespread drought on nomadic and agricultural societies.
- Explain the role of technological advances in the development of empire rule.
- Examine traditional myths and make inferences regarding the ideology of their cultures of origin.
- Cite evidence to support an argument about the benefits of one system of government over another.

Lesson Introduction

In lesson 1, you witnessed the dramatic increase in the size and complexity of human societies, triggered by the development of agriculture around 10,000 BCE. With vastly more food available, humans settled in permanent towns, the largest of which developed into **city-states**. In the next two lessons, you will see human societies continue to grow in scale and sophistication, both in the ancient Near East and Mediterranean World (in this lesson) and farther east in India and China (in lesson 3).

Around 2200 BCE, a great drought spread across Afro-Eurasia, and human societies withered due to the lack of water. In the **Near East** (the area stretching from the modern countries of Turkey and Egypt eastward to Iran), this change in climate shattered the system of independent city-states you learned about in lesson 1. Nomadic invasions from outside agricultural areas created the first **territorial states**, larger political units that bound together many cities and the

ASSIGNMENT CHECKLIST

- ☐ Read the lesson introduction.
- ☐ Complete the assigned reading.
- ☐ Complete the Skill Builder activities.
- ☐ Respond to the guiding questions.
- ☐ Add to your time line and/or map.
- ☐ Complete your choice of activities:

Voices from the Past:
Culture, Values, and Myth

In Their Shoes:
Multicultural Societies

Causation, Continuity,
and Change: A Question
of Scale

Build-a-Civ: Myth Making

surrounding countryside under one rule. The largest and most powerful of these states were the Kingdom of **Egypt**, the Amorite Kingdom of **Babylonia**, and the **Hittite** Kingdom in Anatolia (modern Turkey). These kingdoms jockeyed for domination over dozens of smaller surrounding states.



Drinking cup in the shape of a fist from the Hittite Kingdom, central Turkey (Image credit: Ryan Baumann)

A millennium later, around 1200 BCE, another worldwide drought undermined the balance of power between and within the territorial states of the Near East. Once more, the region was ravaged by outside invasions and famine, and civilizations collapsed and fragmented into smaller, simpler societies fighting for local survival.

As the dust settled on this dark period known as the **Bronze Age Collapse**, a new way of organizing society—the **empire**—largely replaced

the territorial state. Using new techniques of economic and political organization, along with newly developed iron weapons and tools, empires commanded huge territories filled with diverse, multiethnic populations. More so than earlier states, empires set themselves on a path of unending military expansion with the goal of global rule.

Between approximately 1000 and 300 BCE, Near Eastern history was dominated by a series of three empires. The brutal Neo-Assyrian Empire ruled through terror and force. Their successors, the Persians, built the largest land empire the world had yet seen, ruling with greater tolerance for local traditions and customs. While these first two empires were based in the Near East itself, the region's next imperial overlords came from the **Hellenic** (Greek-speaking) world of the Mediterranean Sea. In the fourth century BCE, the king of Macedonian, Philip II, and his successor, Alexander the Great, built upon previous Greek victories over the Persians to spread their rule as far east as the foothills of the Himalayas.

Making Connections

As you learn about the development of territorial states and empires in the ancient Near East, continue to think about how what you're reading and learning relates to the key themes of this course. What do the droughts of 2200 and 1200 BCE tell us about the fragility of **Humans and the Environment** (and does this history provide warnings or lessons for the world today)? What was the role of **Migration and Exchange** between agrarian and nomadic societies in the development of territorial states and empires? How did political leaders in the Bronze and Iron Ages craft new forms of **Community and Hierarchy** using law, religion, and military force? As you evaluate **"Progress" and Its Consequences**, how should you weigh the artistic and cultural achievements of states and empires against the warfare, enslavement, and deportation they brought?

As in lesson 1, continue to pay close attention to the difficulty level of the course as your student gets used to the workload. Students who struggled with the first lesson may want to focus on the comprehension questions and less taxing assignments, particularly the closely related Voice from the Past and Build-a-Civ activities. Those who did well in lesson 1 can move on to more challenging prompts in the In Their Shoes and (especially) Causation, Continuity, and Change assignments.

There are two key skills to emphasize this week. Students should begin using in-text citations to support their work; properly citing the textbook when responding to the Comprehension Check questions is a good starting point for this. In addition, note the “Digging Deeper” prompt in the Skill Builder section. Students should get in the habit of recognizing and exploring their own historical interests, and it is worth encouraging special-interest reading with extra credit.

Note that due to the vast expanse of time that must be covered in these first few weeks, this lesson discusses the ancient Greeks in less detail than most world history courses. Students who do not do this week’s Causation, Continuity, and Change assignment will meet the Greeks only in the optional reading of *History of the World Map by Map*. As always, teachers who would like to cover ancient Greece in greater depth are welcome to modify and supplement this lesson; more material on the Greeks is included in chapter 5 of *Worlds Together, Worlds Apart*, and countless good resources are available at libraries and online.

Reading and Learning

The reading in this lesson explores the history of the Ancient Near East. Before you begin reading, be sure to look ahead at the Comprehension Check section below, which will help guide and focus your learning on some of the most important topics and concepts in this lesson.

1. In *Worlds Together, Worlds Apart*, read the following sections:
 - pages 109–130 (from the beginning of chapter 3 to the end of “Territorial States in Southwest Asia”)
 - pages 163–182 (from the beginning of chapter 4 to the end of “Empires in Southwest Asia”)

Remember to give yourself plenty of time to complete this reading, and to take careful notes as you go.

You are always encouraged to consult additional sources to help you learn about these topics and complete the questions and assignments below. Don’t forget to include all the resources you consult for this lesson in your bibliography.

2. Optional: In *History of the World Map by Map*, read pages 48–51 and 56–61.

Skill Builder

Digging Deeper

Taking time to explore your own interests, and to answer questions you are passionate about, is one of the great pleasures of learning.

1. In addition to the assigned reading for lesson 2, pick a topic related to the history of the ancient Near East that you'd like to know more about. Think about what material from the textbook you found especially interesting, things that you wish the book had talked about in greater detail. Alternatively, maybe you remember things about the ancient Near East from previous history courses, and you want to look back at this information now that you've learned more about the period as a whole.

You can pick any topic you like, as long as it somehow connects to the times and places covered in this lesson.

2. Once you've picked your topic, do some additional research to find sources of information on it. These can be books, websites, videos, podcasts, and anything else you can think of. Consult at least three sources.

For the moment, don't worry too much about selecting the "right" sources—the point of this assignment is to practice recognizing and exploring your own intellectual curiosity. Still, even at this early stage, it can be useful to ask some probing questions about the quality of the material you're learning from. Does the author know what they're talking about? Are they presenting evidence fairly or shaping a story to fit their own agenda?

3. Cite your sources in your bibliography for lesson 2. Format them according to MLA guidelines.

In-Text Citation

Like citing your sources in a bibliography, in-text citation (also sometimes called parenthetical citation) is an important tool for giving credit to your sources. It helps you avoid plagiarism and convince your reader that what you're saying is firmly grounded in factual information. In-text citation is more specific than a bibliography; whereas a bibliography tells the reader what resources were used for an assignment or paper as a whole, an in-text citation tells the reader where the evidence comes from for a specific sentence or group of sentences.

To write an in-text citation, you simply write the author or (if author is unknown) the title of your source inside a set of parentheses that is added to the end of a sentence. For printed sources, you can also write the page number where you found your information.

Let's try an example. Suppose you learned from one source that the Neo-Assyrian empire was able to assemble a massive army to defend its borders and invade its neighbors, and you want to use this piece of information as evidence of the advantages of larger states and empires. The bibliography entry for this source might look something like this:

Adelman, Jeremy, et al. *Worlds Together, Worlds Apart*. W. W. Norton, 2021.

If you wanted to quote a sentence directly from the textbook, you would put it in quotation marks and end it with an in-text citation.

“Neo-Assyrian women were far more restricted than their counterparts in the earlier periods of Sumerian and Old Babylonian Mesopotamia.” (Adelman et al. 175)

Notice that the citation is placed outside the quotation marks when citing a direct quote.

If you wanted to write an original sentence based on information you learned in a source, this is called *paraphrasing*. You would not use quotation marks because it’s not a direct quote from the text, but you would still end the sentence with an in-text citation to show where the information came from, like this:

Under the Neo-Assyrian Empire, the opportunities and roles available to women decreased (Adelman et al. 175).

As with bibliographies, writing in-text citations is a skill that takes practice, and it is one you will continue to develop throughout this course. One way to make this process easier is to write in your notes where you found each piece of information; this way, you don’t have to go back and look for the source again when you’re writing your paper! There are many ways to save time while doing this, such as numbering your sources and listing the number with the note or grouping notes by the source they came from.

Comprehension Check

The questions and activities below highlight some of the most important themes and concepts of this lesson. Before each lesson, consult with your teacher to determine which questions you’re required to answer, and for what format your answers should take. (This applies throughout the course.)

Guiding Questions

1. Explain how climate change caused the collapse of Near Eastern societies in 2200 BCE and 1200 BCE. What role did nomadic peoples play in this?

Major droughts struck Afro-Eurasia in both 2200 and 1200 BCE. These reduced the harvests of agrarian societies, driving up food prices and leading to famine and political instability. In addition, the droughts made it difficult for pastoral people to graze their herds. As a result, these groups migrated out of their traditional homelands (especially in the steppes of central Asia), invading and further destabilizing agricultural societies.

2. In your own words, what was an ancient “territorial state”? Give at least three specific examples for why the societies of Egypt and Mesopotamia in the second millennium BCE are considered territorial states.

Territorial states were a result of the nomadic migrations of 2200 BCE, and they brought together larger territories and populations than earlier city-states. Territorial states tended

to be governed by strong kings, who instituted legal codes, defended their borders with armies, and often used religion to support their rule.

Specific examples will vary. Hammurabi is perhaps the most famous ruler of a second-millennium territorial state, and his law code is the most well known of the period. Examples of the military strength of territorial states include New Kingdom Egypt, especially with the campaigns of Thutmosis III and Ramses II. The cult of Amun in Middle Kingdom Egypt is a particularly important example of a society that used religion to support the state.

3. How were the empires of the first millennium BCE different from the territorial states of the second millennium BCE? How were they supported by new technologies developed around 1000 BCE?

Empires were generally larger than territorial states, both in terms of geography and population. Notably, their populations were not uniform in ethnicity or language, and emperors had to use a variety of techniques to maintain control over their diverse populations. These techniques included shared legal systems and religious beliefs, trade, and powerful armies.

Empires rested on numerous technologies developed around 1000 BCE. Two of these—the domestication of camels as pack animals and improvements in shipbuilding technology—supported trade and communication, making it possible for empires to integrate larger territories. New ironworking techniques led to the expansion of agriculture (and thus food supplies) with iron-edged plows, and widely available iron weapons made large imperial armies possible.

4. Compare and contrast the techniques that the Neo-Assyrian and Persian Empires used to govern their subjects.

The Neo-Assyrian Empire ruled its subjects with an iron grip, relying on terror and their powerful army to maintain control. The empire was divided into two parts; the core “Land of Ashur” benefited from the conquered “Land under the Yoke of Ashur,” whose inhabitants had no rights or protections. Mass deportation was common, and social divisions were rigidly maintained.

Persia ruled its subjects with a gentler hand and was usually tolerant of the diverse cultures and religious groups within its borders. While loyalty to the emperor was required, Persian rule was relatively unobtrusive on the local level. Persian emperors invested heavily in public works projects to testify to their power, and the Zoroastrian religion provided an important basis for a shared Persian identity.

Time Line

Add at least three events you learned about in this lesson to your world history time line. You may list either single dates or date ranges. As before, focus on events that you find particularly significant or meaningful. You can simply name these events, or you can include a brief note that explains why you believe they are important.

The pivotal events in this lesson are the droughts of 2200 and 1200 BCE, each of which marked a turning point in the development of complex societies (between city-states and territorial states for the former, and between territorial states and empires for the latter). The fall of the Persians to Alexander the Great in 331 BCE is another particularly significant date.

Map

Add at least three new places you learned about in this lesson to your map. Remember to label each place with its name and the lesson number (for example, “Athens, L2”). If this is the first time you’re learning about the geography of this region, you may want to focus on large regions and major geographical features like rivers, seas, and mountain ranges. If you’re more familiar with this area, you may want to include historical cities and other more specific locations. Try to select places that seem especially important to the history you learned about in this lesson. You may choose to include a brief summary that explains why each site is important and what happened there.

Locations for this lesson should focus on the Near East and its immediate surroundings, stretching from Greece in the northwest and Egypt in the southwest to Iran and Afghanistan in the east. As in lesson 1, students with less background in world geography should focus on identifying larger regions (Egypt, Persia, Anatolia, etc.) while students who have mastered this material can focus on more specific locations (Babylon, Persepolis, Athens, etc.).

Voices from the Past

Culture, Values, and Myth

So far in this course, you’ve done a lot of thinking about ancient history from a “top-down” perspective, from the point of view of states and their rulers. This is an important way of studying history, but it is not the only perspective. In this activity, you will look at ancient civilizations from a “bottom-up” point of view, thinking about the **culture** and **ideology** (sets of values and beliefs) that bind together people in a society.

A good source of information about a culture may be found in **myths**, which are popular stories told about gods, heroes, and the supernatural. In this assignment, you will read an ancient myth and think about how it reflects the values of the society where it originated. Note that the word *myth* does not mean “untrue”—people believed and continue to believe deeply in these stories, and many myths form an important part of modern religions.

You will have the opportunity to build on your learning in this assignment with this week’s Build-a-Civ activity.

1. Read one of the following myths. As you read, think about why people might have told this story in order to teach the values of their society.
 - The myth of Pandora: A myth about the first woman from ancient Greece (found in the appendix or widely available online).

This document speaks to the Greeks' deep and abiding belief in their gods and their conviction that challenging a god's will is a dangerous endeavor. From this myth, historians can learn that Greek religion was polytheistic, as the text gives the names and roles of numerous gods. The Greek view of their gods is notably different from that of many modern religions—the gods are not benevolent and perfect, but jealous and vengeful.

This source can also tell historians a great deal about how women were viewed in Greek culture. The fact that the first woman is crafted by the gods to deliver punishment to mankind speaks to the deeply rooted misogyny of the Greek world.

- Popul Vuh: A myth about the creation of the world from the Maya of Central America (*Worlds Together, Worlds Apart*, Primary Source 1.4 on page 51).

Historians will learn that the Maya believed in a pantheon of gods who created humankind. The myth speaks to the importance of maize (corn) in Maya culture, since the gods first created humans out of corn. From the Maya point of view, humanity is a perfect creation of the gods, and based on this text, the Maya gods are benevolent and generous to humans.

- Yoruba creation narrative: A myth about the creation of the world from the Yoruba people of West Africa (*Worlds Together, Worlds Apart*, Primary Source 1.5 on page 53).

This myth suggests the importance of certain commodities—particularly gold—in Yoruba culture. Historians can learn that the Yoruba believed in a variety of different gods, each with their own roles. In their view, humanity is an imperfect creation, the product of an intoxicated god. Nevertheless, humanity is under Obatala's protection.

This myth suggests the importance of animal sacrifice in Yoruba culture. It also describes a Great Flood, an intriguing parallel with many other religious traditions.

- Selection from the *Bhagavad Gita*: A Hindu text from ancient India (*Documents in World History*, Vol. 1, 90–93).

This primary source shows the importance of warfare in classical Hindu culture, and it poignantly highlights the tensions between military ambition and family values. The protagonist, Arjuna, laments because his martial honor requires him to fight against his kinsmen. Notably, the god Krishna encourages him to fight to fulfill his role in society, saying, “There is no greater good for a warrior than to fight in a righteous war.” The text also speaks to a belief in the immortality of souls, an important feature of Hinduism (see especially page 93).

- Selections from the *Book of Exodus*: A Jewish text from ancient Judea (*Documents in World History*, Vol. 1, 20–21).

This text outlines many of the major features of Jewish (and, later, Christian and Islamic) religion, particularly its monotheistic nature (“you shall have no other God before me”). From this text (especially the part that follows the famous Ten Commandments), historians can learn about the concerns of the ancient Jewish community, including marriage and family, disputes over farming, and care for the

unfortunate. This text also portrays a militaristic God, one who will support the Hebrews in warfare against their many neighbors and rivals.

2. What does the myth you read tell historians about the ideas and values of the culture that told it? Write your response in a well-crafted essay, organized into paragraphs that focus on your central ideas.

Remember to draw on specific examples from the text to support your ideas. This is a great place to practice in-text citations so that your reader can go right to the source to follow your reasoning.

Students' use of specific evidence from the primary source to support their interpretation matters as much (if not more) than the interpretation itself. Most of these passages are quite short, so this is a great place to work on close reading skills and analysis. Encourage students to dig deep into the text and wring out all possible meaning.

In Their Shoes

Multicultural Societies

The ancient empires you learned about in this lesson all faced the challenge of tying together diverse multicultural populations into a functioning political community. This same challenge is shared by many countries in the modern world.

1. Imagine that a Persian emperor could write a letter to the leader of your country today, giving advice for how best to govern a multicultural country. What do you think they would recommend, and why?

Write a letter from the perspective of the emperor, drawing on what you've learned about Persian history to discuss solutions to modern challenges of multiculturalism, diversity, and inclusivity.

It is important that responses to this assignment strike a balance between present-day concerns and historical evidence. This should not be a tirade on the problems of modern society, but rather a thoughtful consideration of how a historical actor—in this case, a Persian emperor—might respond to a modern situation using their own historical knowledge and background.

Students will likely have their imagined emperor call for tolerance of religious, linguistic, and ethnic diversity. In fact, Persian rulers did practice such values while administering their empire. Specific examples include the fact that Persian administrators were often drawn from the ranks of local notables, and they governed in the local language. While Zoroastrianism was the official faith of the Persian government, they did not generally persecute other religions. At the same time, students should be careful not to cast Persia as a historical beacon of enlightened government. Some students may also mention more restrictive aspects of Persian rule, such as conscription into the armed forces and mandatory labor on state projects.

Causation, Continuity, and Change

A Question of Scale

One central historical narrative of this lesson is the dramatic increase in the scale and complexity of civilization. Simply put, human populations in the Near East began to organize into much larger political units.

In this assignment, you will consider whether the growth of large empires (such as Persia) was a primarily positive development, or if perhaps it was preferable to live in smaller political communities, such as the city-states of Athens and Sparta, which flourished around the same time.

1. Begin by conducting additional research to learn more about Persia and Greek city-states such as Athens and Sparta. Pages 230–238 in *Worlds Together, Worlds Apart* is a good starting point for learning about the Greeks. Keep track of your sources in your bibliography for this lesson.

Remember to evaluate any sources for quality and bias. Is the source published by a reputable organization (such as a university, school, or library)? Does the author support their claims by citing evidence?

2. Based on your research, if you lived in the Near East around the year 500 BCE, would you rather live in the Persian Empire or in a Greek city-state such as Athens or Sparta? Why?

Write your response in an essay that begins with a clear introductory paragraph and thesis statement, which is a one-sentence summary of your argument in response to the question. Your argument should be organized into paragraphs, and you should support each claim or main idea with in-text citations that provide specific evidence.

This assignment is a good place for students to begin working on research skills; it can help set a baseline for when these skills are officially introduced in lesson 4. In your comments, urge students to consider the validity of their sources—the first result in an online search is rarely the best option!

Either side of this argument is defensible, and what matters most is how students defend it. The essay should begin with a clear thesis statement that responds to the prompt. Look for specific evidence, organized into paragraphs that begin with good topic sentences.

Greek city-states offered numerous advantages. Political participation was an important part of these small communities (at least for adult male citizens). Some city-states offered direct economic benefits to their citizens as well—Athens employed thousands in its navy and political institutions, while most Spartan citizens lived as full-time soldiers supported by the revenues of state-owned farmland. However, it is important for students to note that these benefits were limited to relatively few people. The Greeks jealously guarded the rights of citizenship, and noncitizens had few rights. The Greeks also relied heavily on slave labor to subsidize the privileges of the favored citizen class. Finally, Greek city-states were nearly constantly at war, either with foreign powers or with one another.

Persia offered a more peaceful life for most of its inhabitants. When the imperial system worked, it maintained order over a vast territory, freeing millions from the horrors of war.

Students may mention the Persian tolerance for diversity as well, an area where Persia certainly ranks higher than much of the Greek world. The Persian government was arguably more efficient and effective than that of the Greek city-states (mass political power in Athens did not always produce good results), and the Persian state could marshal more resources both for warfare and for public works. That said, the Persian empire was autocratic, and did not offer the same opportunities for political involvement as most Greek city-states did.

Build-a-Civ

Myth Making

In this activity, you will tell a myth that might have been told in the ancient civilization you started designing in lesson 1. You may use the myths in this week's Voices from the Past assignment as models, or you might go in a different direction. Either way, your myth should reflect the values and beliefs of your civilization.

1. Begin by thinking about the values and beliefs that your civilization is founded on. While the ideology of a culture can change over time, the ideology you imagine in this assignment can help shape the growth and nature of your civilization in future lessons.
2. Create a myth that reflects your civilization's values and beliefs. Think about how this myth could best impart this ideology to all citizens.
3. For much of history, myths were spoken from memory rather than written down. After you come up with your myth, you may record yourself telling it from memory. (Notice how it changes slightly every time you tell it!) Alternatively, you may write down your myth, act it out, or make it into an illustrated story.
4. In addition to your myth, write or record an explanation of how your myth connects to the culture of your imagined civilization.

While the content of students' myths will vary, they should clearly connect to the culture and values they have established for their civilization. Use the explanation of the connection between myth and society as the basis for evaluating this assignment as much as the myth itself. Students can draw on any number of mythological traditions for inspiration, from the sources assigned in this week's Voices from the Past activity to fables, religious allegories, and children's folktales.

SHARE YOUR WORK

At the end of lesson 2, you will submit your work to your teacher for feedback. The list below shows all the work assigned for this lesson. Note that your teacher may not require all of this work, and oral discussions may replace written answers for some assignments. Check with your teacher at the beginning of each lesson to make sure you understand what you are required to do.

- Bibliography for lesson 2 (including at least three sources from the Skill Builder: Digging Deeper assignment)

- Skill Builder activities
- Guiding questions
- Time line and/or map
- Activities that were completed:
 - Voices from the Past: Culture, Values, and Myth
 - In Their Shoes: Multicultural Societies
 - Causation, Continuity, and Change: A Question of Scale
 - Build-a-Civ: Myth Making

Lesson

6

Ancient Americas

Learning Objectives

In this lesson, you will:

- Draw parallels about the development of ancient cultures in different parts of the world, focusing on how patterns of human migration, settlement, and forms of government were influenced by environmental factors.
- Explain or demonstrate how to apply analytical skills to non-written archaeological evidence to draw conclusions about the people who previously inhabited an area.
- Weigh the reasoning and evidence of conflicting theories regarding the collapse of an ancient civilization and form a persuasive argument in support of one theory.

Lesson Introduction

The historical study of ancient North, Central, and South America presents similar pitfalls to last lesson's investigation of ancient sub-Saharan Africa. Once again, we are dealing with a vast region with a tremendous variety of natural environments and a correspondingly diverse spectrum of human cultures. As with sub-Saharan Africa, the ancient history of the Americas has often been marginalized, misinterpreted, and ignored as a way of justifying later European conquest and colonization. While for the most part, the Atlantic and Pacific Oceans kept the Americas geographically separate from the Eastern Hemisphere until the arrival of European conquerors in the fifteenth century CE, the continents were home to their own diverse array of human societies. These groups faced many of the same challenges and opportunities as the societies you've learned about in Africa and Eurasia, and they responded in many of the same ways.

ASSIGNMENT CHECKLIST

- ☐ Read the lesson introduction.
- ☐ Complete the assigned reading.
- ☐ Respond to the guiding questions.
- ☐ Add to your time line and/or map.
- ☐ Complete your choice of activities:

Voices from the Past:
Archaeological Sites of
Ancient America

Voices from the Past: Site
Visit

Voices from the Past:
Survey Archaeology

Voices from the Past:
Aerial Archaeology

Causation, Continuity,
and Change: The Collapse
of the Maya

Build-a-Civ: Trade and
Interdependence

As with ancient sub-Saharan Africa, historians of the ancient Americas must struggle with a shortage of written evidence about life on these continents before the arrival of Europeans, due in large part to the destructiveness and brutality of the European invasion. As was the case for ancient Africa, ancient American history relies heavily on **archaeological evidence** and **oral history** to reconstruct the diverse civilizations spread over two continents.

The Americas were a world of relatively small-scale societies for much of their ancient history. In general, it was rare for large parts of America to be ruled as a single political unit. This was not due to any inherent weakness or pacifism of **Indigenous** societies. Such claims, without basis in evidence, have been used for centuries to justify European colonization and even genocide in the so-called “New World.” Instead, for a variety of reasons (including the rarity of agricultural river valleys like the Nile or Yangtze and the absence of beasts of burden in the Western Hemisphere), the geography and ecology of the Americas made it difficult for rulers to build and sustain large-scale states.

Despite these obstacles, a diverse range of complex and successful societies flourished in North, Central, and South America, and several regions were home to widespread and prosperous “common cultures,” such as the **Chavín** in the Andes Mountains and the **Olmec** and **Maya** in what is now Mexico. These cultures developed intricate religions, impressive cities, and complex trade connections with their neighbors. Over time, some particularly successful rulers even unified substantial territories under their authority. Though smaller and shorter-lived than Rome, China, or the Islamic caliphate, the **Chimú** and **Tiahuanaco** empires in the Andes, the **Teotihuacán** and **Toltec** empires in Mexico, and the traders of **Cahokia** along the Mississippi River were sophisticated political and economic powers.



Chimú tapestry shirt, c. 1400–1540 Peru (Image credit: Wikimedia Commons)

Making Connections

As in lesson 5, pay particular attention to the theme of **Humans and the Environment** as you study the ancient Americas. How did the physical environment and the availability of natural resources shape American societies? How did people on these continents alter the natural world to suit their needs? Consider the role of **Migration and Exchange**, as connections of trade and religion bound groups of

people together into common cultures and political states. Finally, give some thought to **“Progress” and Its Consequences**: How did the scale and complexity of flourishing societies, particularly the Maya and Cahokia, ultimately contribute to their downfall?

In this lesson, students wrap up their survey of the world before 1000 CE, studying the numerous civilizations of ancient North, Central, and South America. As in lesson 5, the textbook reading is scattered over multiple chapters. Encourage students to interpret and understand ancient American societies both comparatively (with the cultures in the Eastern Hemisphere they’ve already studied) and on their own terms. American societies faced similar (though not identical) challenges to their Afro-Eurasian counterparts; some of their responses were comparable, while others were unique.

Like lesson 5, much of the focus in this week’s assignments is on historical and archaeological methodology, and on working with new types of evidence. Students should apply the analytical skills they have been developing for written texts to the nonwritten media they encounter.

Reading and Learning

The reading below explores the Americas before approximately 1300 CE. Give yourself plenty of time to complete the reading, and take careful notes. Consult further sources as needed to learn about these topics and complete the questions and assignments below. Keep a bibliography of all the resources you consult for this lesson.

1. In *Worlds Together, Worlds Apart*, read the following sections:
 - pages 95–96 (“The Americas” in chapter 2)
 - pages 238–243 (“The Chavín in the Andes” to the end of “The Olmecs in Mesoamerica” in chapter 5)
 - pages 398–403 (“Mesoamericans” in chapter 8)
 - pages 503–508 (“The Americas” in chapter 10)
2. Optional: In *History of the World Map by Map*, read pages 78–79 and 142–143.

Comprehension Check

Guiding Questions

1. What factors limited the size of human societies in the ancient Americas (relative to Egypt, the Fertile Crescent, and East Asia around the same time). How did the natural environment shape the development of these societies?

One major factor that limited the scale of ancient American societies was the lack of domesticated beasts of burden in the American continents—without cattle or horses to pull plows, the productivity of American agriculture was limited. Geographic factors also played a major role; in particular, the Americas did not have river valleys with the same fertility as those in Mesopotamia, Egypt, South Asia, and China.

2. How did ecological diversity in the Andes Mountains—the presence in a small territory of many different types of habitats—contribute to the development of ancient civilizations in South America (particularly the Chavín culture)?

The ecological diversity of the Andes Mountain led to the creation of “vertical societies.” People living at different elevations had to work together with their neighbors above and below in order to access what they needed. As a result, the Andes Mountains tended to be united culturally (if not politically) by societies such as the Chavín.

3. Describe the relationship between religion and science in the Olmec and Maya cultures. How did religious belief drive scientific observation?

For the Olmec and Maya (as for most societies of the ancient world), there was no clear line separating science and religion. Both cultures believed that one could determine the will of supernatural forces by careful observation of nature and the stars. As a result, they developed advanced techniques for observing and recording the physical world, particularly in astronomy and mathematics.

4. Compare and contrast the political structure of Maya civilization with that of at least two other civilizations you have learned about in this course. What was similar? What was different?

Specific answers will vary based on the societies students choose for comparison. The Maya political structure was decentralized; it had numerous kingdoms that each centered around urban religious centers, extracted tribute from smaller villages, and competed with one another for wealth and primacy. Similarly decentralized societies may be found in Bronze Age Mesopotamia, and most periods of ancient South Asian and European history. Students may identify any number of contrasting, centralized societies, including ancient Egypt, the Roman Empire, and numerous dynasties in China.

5. What role did cities play in ancient American civilizations?

Cities in ancient America frequently served as centers of religious ritual. In many societies, they were political capitals as well, which oversaw the extraction and redistribution of goods from their surrounding hinterlands, and which were often fortified for defense against rival societies. Finally, cities were important centers of trade.

Time Line

Add at least three events or periods you learned about in this lesson to your time line. Choose events that you find particularly significant or meaningful. Label each one, and add notes, if desired.

Time line entries for this lesson will largely consist of the date ranges during which the various civilizations of the Americas flourished. These include the following:

- **Chavín: 1500–300 BCE**
- **Olmec: 2500–400 BCE**
- **Teotihuacan: 100 BCE–750 CE**
- **Maya: 250–900 CE**
- **Toltec: 900–1100 CE**

Note that due to the shortage of written records, dates for ancient America are generally approximate.

Map

Add at least three new places you learned about in this lesson to your map. Label each place with its name and the lesson number.

Map entries for this week should focus on the Americas (and primarily on South America, Central America, and Mexico). Students may identify the general territories of the societies they learn about in this lesson as well as specific cities founded by these civilizations. Important peoples to map include the Chavín, Olmec, Toltec, and Maya, as well as the Chimú Empire. Key cities include Teotihuacán, Chichén Itzá, and Cahokia.

Voices from the Past

In the last lesson, you began to consider how material objects, such as art and archaeological remains, can help historians understand the past. The assignments below continue this exploration. Depending on which option you choose, you may learn about (or even visit) an archaeological site of the ancient Americas, or you may practice noninvasive techniques such as fieldwalking and aerial survey that modern archaeologists use to uncover evidence.

Choose one or more of the options below.

- Archaeological Sites of Ancient America
- Site Visit
- Survey Archaeology
- Aerial Archaeology

Archaeological Sites of Ancient America

1. Research the archaeological remains of one of the following sites, using any high-quality resources available to you.
 - Chichén Itzá
 - Cahokia
 - La Venta
 - Chaco Canyon
 - San Lorenzo
 - Chavín de Huántar
 - Teotihuacán

2. Share what you learned in an illustrated report. You can use any type of relevant graphics to illustrate your report: maps, photos, diagrams, charts, sketches, etc. Pay particular attention to the ways archaeologists use the physical remains of structures and human activities to draw conclusions about historical peoples and societies.

As in the African Archaeology activity in lesson 5, students' answers will depend on the site they choose to research. For students still developing basic research skills, the focus should be on consistent and accurate citation, and on searching out high-quality information in order to build a good picture of their archaeological site. More advanced students should demonstrate their ability to research in more depth and to pay particular attention to the methods that archaeologists use to understand the past. It might be helpful to compare the analysis of material evidence and the analysis of texts, which students have already practiced.

Site Visit

Depending on where you live, you may be able to visit an archaeological site or museum in your area and learn firsthand about professional archaeological work.

1. Do some research about archaeological sites in your area that are open to visitors. The following website from the National Parks Service is an excellent starting point for students in the United States.

“Archaeology Program”

www.nps.gov/archeology/visit/map.htm

While a site or museum related to the ancient Americas will fit most closely with the content of this lesson, you may select other options if you find them more interesting (or conveniently accessible).

2. Visit the site or museum you have selected. If tours are offered by experts, take one. Take pictures (if permitted), and note anything you find especially interesting.
3. Share what you learned in an illustrated report. Pay particular attention to the ways archaeologists use physical remains to draw conclusions about historical peoples and societies.

Student responses will vary widely depending on the site they visit. Look for detailed evidence and descriptive writing. As in the first option above, push students to consider archaeological methodology as much as historical content: How do archaeological professionals “read” physical remains in order to understand the past?

Survey Archaeology

Materials

- 10–20 metal or wooden stakes (such as wooden chopsticks)
- 10–20 paper or fabric squares, several inches square
- tape
- gloves

Survey archaeology explores large areas for artifacts (any evidence of human activity) above the ground. These artifacts are not only useful as evidence in their own right, but they also can lead archaeologists to important sites to dig for more evidence. In this project, you will learn about one of the most important techniques of survey archaeology: fieldwalking. Fieldwalking is the process of looking for artifacts exposed on the ground of a given area.

For this assignment, you will conduct your own field walk. You will select an area to survey, record artifacts—any sign of human activity, not just historical items—found there, and analyze these artifacts in their archaeological context. In this process, you will experience how archaeologists use small, humble finds (in essence, “trash”) to understand how humans used a particular space.

1. To begin, watch the following:

“Archaeology at Work” (Watch the section on archaeological fieldwalking, found at 13:55 to 18:15.)

www.youtube.com/watch?v=TFejIkYDH9Q

2. Read the information in the “Archaeological Laws and Ethics” box below.
3. Make a set of marking flags by attaching a paper or fabric square at the top of each stake. (Alternatively, marking flags can be purchased online.)
4. Pick an area to survey for your project. The area should be small enough to explore in detail. An area approximately 30 by 30 paces is ideal, though an area somewhat larger or smaller is also fine. Public parks and other open, green spaces are a good option, though make sure to choose somewhere with little foot traffic so that your survey won’t be getting in people’s way.

Note: Be sure to follow all applicable laws when accessing and surveying your site. (Refer to the “Archaeological Laws and Ethics” box for details.)
5. Divide your survey into a 3 × 3 grid, with each grid square measuring about 10 paces per side. Place your marker flags at the corners of the grid squares.
6. Using the Survey Map Grid found in the appendix (or something similar), briefly sketch and note any major natural or artificial features of your survey area.
7. With the Artifact Log found in the appendix (or something similar) and a pen in hand, walk your squares one at a time, taking careful note of any signs of human activity you find on the ground.

You may need to walk each square several times to find artifacts. Note that “artifact” means any sign of human activity; these don’t need to be historical. Nor do they need to be objects, strictly speaking. Signs of human activity can include digging and other evidence of previous excavation. If you don’t find anything in the square, that’s fine; just move on to the next one. Try to find five to ten artifacts across the nine grid squares.

Every time you find an artifact, mark its location with a number on your grid paper, and briefly describe it in your artifact log.

8. After completing your survey of all nine grid squares, leave what you found where you found it, collect your marker flags and papers, and return home to analyze your findings.
9. Analyze the artifacts you found in your survey area, and write a brief report describing what you’ve learned about human activity in the area from your findings. See the example report in the appendix for ideas.

Submit your report, survey map, and artifact log to your teacher.

Archaeological Laws and Ethics

- Do not survey private property without the owner’s consent.
- It is illegal to remove objects from federal and state parks. Some of these require a permit for archaeological survey even if you leave the objects undisturbed.
- There is a chance that you could find something historically and archaeologically significant while conducting this project. If you do, contact your local government or historical society.

If you need more information, start with this guide from the Society for American Archaeology on the ethics and laws surrounding collecting artifacts. Note that this guide only applies in the United States; other countries have their own laws surrounding archaeology, which you should look up if applicable.

“Archaeology Law & Ethics”

www.saa.org/about-archaeology/archaeology-law-ethics#:~:text=

Students’ findings will vary widely. As noted in the directions, they should remember that an artifact refers to any sign of human activity. Much, if not all, of what they find would usually be categorized as trash. This fact forces students to make an important conceptual leap, broadening their view of what constitutes evidence. Indeed, much of professional archaeology involves reconstructing and interpreting historical societies based on what they threw away. Practicing this skill in a familiar, modern context gives students a more intuitive grasp of archaeological thinking and methodology.

Aerial Archaeology

Since the invention of flight, archaeologists have taken to the skies to get a better look at evidence on the ground. Some archaeological features that are barely perceptible at surface-level are easily visible from the air. In recent decades, the public availability of high-quality satellite imagery has made aerial archaeology an even more powerful tool and enabled amateur archaeologists around the world to contribute to historical discoveries and preservation using crowdsourcing archaeology platforms like GlobalXplorer^o (www.globalexplorer.org). For more on this approach to archaeology, you can watch the following video:

“Hunting for Peru’s Lost Civilizations—with Satellites”

www.youtube.com/watch?v=Dh5sPiuaO9Y

In this lesson, you will use Google Earth to explore ancient American archaeological sites from the air, thinking about how aerial imagery can help archaeologists and historians draw conclusions about ancient structures, settlements, and societies.

1. Open Google Earth (earth.google.com/web).
2. On the left side of the screen, click the “Map Style” button. (It looks like two stacked squares and is the second button from the bottom.) Select “Clean” for your Map Style; this will help give you an unobstructed view of archaeological sites.
3. On the left side of the screen, click the “Search” button. (It is the second button from the top and looks like a magnifying glass.) Search for one of the following sites, and hit Enter to bring it up on Google Earth.
 - Chavín de Huántar
 - Chichén Itzá
 - Chaco Culture National Historic Park
 - Machu Picchu
 - Chan Chan
4. Use the view controls in the lower right corner of the screen to manipulate the image. You can zoom in and out, switch between 2D and 3D imagery, and adjust the compass heading.
5. Explore the images of your site in order to answer the following questions. Expand on each as much as you feel necessary. Feel free to illustrate your written answers with screenshots from Google Earth.
 - a. Describe your site as it appears from the air. What archaeological features do you notice? What modern constructions do you notice?

- b. How do the structures relate to the physical landscape? (This is best seen in Google Earth's 3D view.) How might that physical landscape have changed over time? Can you see evidence that the environment has changed over the centuries or been altered by recent human activity?
- c. Based on what you're seeing from the air, what might the various buildings and other **anthropogenic** (human-created) features on this site have been used for?
- d. Based on what you're seeing from the air, why might people in the distant past have chosen this site to settle?

Answers will vary based on the site students choose to view and on the parts of the site they choose to focus on. This activity naturally requires a good deal of informed guesswork—students are not expected to be experts at satellite reconnaissance or archaeological interpretation! Regardless of the conclusions they draw, make sure that students support their answers by referring to specific features of their site that are visible in the satellite imagery.

Causation, Continuity, and Change

The Collapse of the Maya

The end of the Maya civilization is among the most intriguing events in the history of the ancient Americas. As you learned in your textbook reading, Maya cities were abandoned without clear explanation in the eighth and ninth centuries CE. In this assignment, you will research some of the theories historians have suggested for the collapse of Maya civilization and make an argument for which explanation or explanations you find most persuasive.

1. Research the collapse of Maya civilization using any high-quality resources of your choice, in addition to the material in your textbook. As you will note, historians do not all agree in their explanations for the collapse of the Maya. Be sure to take careful notes of the evidence historians give to support their claims. Think about which sources and theories you find most persuasive, and why.
2. What theories have historians given to explain the collapse of Maya civilization in the eighth and ninth centuries CE? Based on what you've learned, which explanation or explanations do you find most persuasive, and why?

Answer these questions in a well-organized essay. Be sure to provide specific historical evidence to justify your claims, and to cite your sources both in the bibliography and by using in-text, parenthetical citations.

For more information, see "Organizing a Social Studies Essay: Arguments and Evidence" in the appendix. (You are encouraged to refer to this resource throughout the course.)

The key skill for students to practice in this assignment is balancing and choosing between competing historical interpretations. As they explore some of the many theories explaining the collapse of the Maya, they should consider what evidence these theories are based

on and the authority (or lack thereof) of the people advancing them. Students should also measure these theories against their own internal sense of plausibility and their own understanding of the causes of historical change. As usual, finding the “right answer” is less important than the thinking process. Look for logical argumentation, citation to specific evidence, and clear, well-organized writing.

The explanations for the collapse of the Maya civilization range from the historical to the pseudoscientific. Students should practice their online research skills to identify reputable academic sources. Historians generally accept that the collapse of Maya civilization was multicausal, though they disagree on the relative importance of each cause.

Important explanations for the collapse include:

- An intensifying cycle of violence, as the many small kingdoms of the Maya world fought one another for resources and preeminence.
- Foreign invasion, perhaps by the Toltec from central Mexico.
- Changing weather patterns, which caused a series of severe droughts.
- Overexploitation of natural resources, leading to the depletion of fertile soils and timber supplies.
- Epidemic disease.
- The end of important trade routes as a result of any or all of the factors above.

Build-a-Civ

Trade and Interdependence

As you’ve learned in this course so far, no human society exists in a vacuum, entirely independent and disconnected from its neighbors. In this and other lessons, trade has been an important theme, a way not only of fulfilling economic needs, but also of building cultural and political connections.

Think back on your civilization as you have developed it in the ancient period. In particular, consider the resources and advantages provided by its geography, and the relationships you have imagined between it and its neighbors.

Now, design your society’s position within an ancient trade network. Think about some of the following questions:

- Who do you trade with?
- What goods and services do you provide, and what goods and services do you receive in exchange?
- What are your laws and regulations concerning trade?
- How do you maintain friendly relations with your trading partners?

Create a graphic that shows your trade network, supplementing it with written description as you feel necessary.

For an extra challenge, imagine that one of the links in your trade network is severed, whether by war, natural disaster, or some other crisis. Describe the ripple effects that this event would have on your trade network as a whole, as well as on the economy and political stability of your civilization. What actions might you take to adapt to this new challenge?

This assignment pairs particularly well with the Causation, Continuity, and Change essay on the collapse of the Maya civilization. Both activities ask students to consider how trade connections generate not just wealth but also economic, social, and political interdependence. As we have now seen numerous times in this course, highly interconnected civilizations were (and are) more economically and intellectually prosperous, but they are also more vulnerable—events affecting any member of an interconnected network reverberate to affect all members.

Students may choose to manage trade in their civilization however they see fit, but they should do so in the context of what they’ve learned about the ancient Americas and the role of trade in human civilizations more broadly.

SHARE YOUR WORK

When you have completed this lesson, share your work with your teacher.

- Bibliography for lesson 6
- Guiding questions
- Time line and/or map
- Activities that were completed:
 - Voices from the Past: Archaeological Sites of Ancient America
 - Voices from the Past: Site Visit
 - Voices from the Past: Survey Archaeology
 - Voices from the Past: Aerial Archaeology
 - Causation, Continuity, and Change: The Collapse of the Maya
 - Build-a-Civ: Trade and Interdependence

Lesson 17/ 18

First Semester Project and Review

Learning Objectives

In this lesson, you will:

- Reflect on the key themes of the course to draw attention to patterns of human development and relationships across time and geographic regions.
- Reflect on your learning and identify skill development strategies to work on.
- Present a comprehensive evidence-based argument that explains your historical interpretation of a question based on primary source material.
- Create and teach an original lesson plan based on a specific period of human history.

ASSIGNMENT CHECKLIST

- ☐ Read the lesson introduction.
- ☐ Complete the reflection activity.
- ☐ Complete your Historical Literature Project.
- ☐ Design an Independent Teaching Project.

Lesson Introduction

You have now reached the halfway point in your world history course, having traced the development of human civilizations from the invention of agriculture to the cusp of the modern world. You have watched societies grow in scale and complexity, and you have seen disparate regions and diverse cultures intertwine into a connected global network. Along the way, you have practiced the skills of historical reasoning and argumentation—skills that will serve you well not only in school, but also in life.

In this two-week lesson, you will complete your capstone assignment for the semester, writing the final report for your Historical Literature Project. You will also think back on the first semester, the subjects you've covered, the themes that bound them together, and your own development as a historian.

In this two-week lesson, which is the halfway point of the course, students should have ample time to focus on writing their final report for the Historical Literature Project. There is no new content for this lesson. Should you choose, students may use some time this week to catch up on assignments they weren't able to complete (or complete as well as they'd like) in previous lessons, or to do enrichment and review with activities you previously chose to skip.

Reflection

Complete the following reflection questions, expanding as much as you feel necessary. While you are encouraged to look back over your notes, no further research is required or recommended for these questions. The goal here is to think back on and make meaning out of the information that you've learned over the first semester (and, in particular, in the second quarter of the course, lessons 10–16).

1. In the history you've covered since lesson 9, what people, places, or events did you find most intriguing or fascinating, and why? What developments in human history do you think were most influential?
2. Which of the key themes (**Community and Hierarchy**, **Migration and Exchange**, **"Progress" and Its Consequences**, and **Humans and the Environment**) seem most important to you in lessons 10–16, and why? Are there any major themes in what you've learned in these lessons that aren't included on this list?
3. What have you learned from the Build-a-Civ exercises about the challenges and complexity of historical decision-making?
4. Look back at your reflection responses in lesson 9, in particular your goals for the strengths you wanted to develop. What strategies have you used over the last seven lessons to meet these goals? What are your goals for the second semester, and what strategies will you use to achieve them?
5. What would you like your teacher to know about your experience in the first semester of this course?

As in lesson 9, these reflection questions allow students to review and synthesize what they've learned over the last several weeks. There are no right or wrong answers, but you should encourage students to provide specific historical examples to support their answers for questions 1–3.

Question 4 can be a helpful conversation starter to discuss students' progress in the course. It is useful for students to look back at how they answered the same question in lesson 9 and consider their adjustments and growth over the last nine weeks. Encourage students to consider which parts of their academic approach have worked, which haven't, and what changes they want to implement in the second semester.

Historical Literature Project

Based on your notes on your primary source, the skeleton outline you developed in lesson 16, and your teacher's feedback, write a final report on your chosen work of historical literature. The central purpose of this report is to answer the historical question you chose in lesson 14.

Your report should present a well-organized answer to your question, and use evidence from the primary source (and, secondarily, from your outside research) to argue that this answer is valid. You may

find that your question has more than one plausible answer—your report should mention these multiple possibilities and argue for which answer you find *most* accurate.

Your report should be written in a polished and professional academic style and should be free of typos. Cite all evidence both with in-text citations and in a final bibliography, following MLA style guidelines (see the appendix).

This is a challenging final project, one you have been building toward over multiple lessons. You are doing the same work that occupies professional historians. While your final report is not expected to be a perfect model of professional historical writing, it should represent your best sustained effort.

The Historical Literature Project final report is the culmination and capstone of students' work over the first semester, and the criteria for assessment are largely familiar.

- **Reports should be well organized, with a clear thesis statement and introductory paragraph, body paragraphs that each have a clear topic (and topic sentence), and a conclusion.**
- **Writing should be concise, proofread, and academic/professional in tone.**
- **Students should use specific evidence (primarily from their chosen book, though also from outside research) to support their claims, and properly cite the sources of this evidence both in a bibliography and with in-text citations.**
- **Students' background research should be reasonably broad and thorough, and it should rely on multiple reputable, high-quality sources.**
- **In their interpretation of their primary source, students should use the analytical skills they have practiced in previous assignments, with attention to nuance and the ways in which authors express the values, norms, and circumstances of their historical moment.**

In addition to these criteria, students should be evaluated on how well they have integrated teacher feedback from the previous scaffolding components of the Historical Literature Project. This is a substantial and challenging project—be sure to reward effort and improvement week to week.

Independent Teaching Project

1. Pick a topic from the first semester of this course that you found especially interesting and significant. Alternately, pick a topic that you wish had been covered but wasn't. As in lesson 9, you may find it useful to look at your map and time line for gaps in the course where you'd like to learn more. Be sure to consult with your teacher to make sure your topic is manageable in the two weeks allotted for this lesson.
2. Research your topic using any high-quality resources of your choice.
3. Then, plan a lesson to teach fellow high schoolers about your subject. Your lesson can include a presentation, but you are encouraged to be creative and include more interactive elements as well. (If you're stuck for ideas, think about what lessons you've enjoyed in this or other history courses, and model your lesson on that.)

4. Teach your lesson to your teacher, peers, and/or family members.
5. Write a few sentences about your teaching experience and what, if anything, you would change next time you teach the lesson.

Include your written lesson plan, along with any related materials (slideshows, readings, worksheets, etc.) when you submit your response.

This assignment is intended primarily for students who are not completing the Historical Literature Project, though in some cases you may wish to assign both (especially for students who completed the Historical Literature Project more quickly than expected and who don't want to move on to the second semester just yet).

In evaluating this assignment, look for thorough and detailed research and creative techniques of presentation and instruction. Your student will be a novice teacher, and pedagogical perfection is not the goal. Instead, the purpose of this assignment is for them to synthesize what they have learned about a topic in order to make it comprehensible and engaging to others, a task that requires higher-order thinking and greater content mastery than simple memorization and representation.

SHARE YOUR WORK

When you have completed this lesson, share your work with your teacher.

- Reflection questions
- Historical Literature Project
- Independent Teaching Project

Lesson 23

The High Tide of the European Triad (c. 1850–1914)

Learning Objectives

In this lesson, you will:

- Explain the connection between nationalism, imperialism, Social Darwinism, racial discrimination, and colonial exploitation.
- Examine biases, belief systems, and false reasoning that led to asserting political self-determination while denying self-rule to others.
- Analyze the political and organizational strategies that certain countries used to successfully avoid colonization and international domination.

Lesson Introduction

The second half of the nineteenth century marked the high tide of the European Triad of industrial capitalism, nationalism, and colonialism. In Europe and European-America, this was the era of **nation-states**, in which the political state embodied a national community defined by language, custom, and shared history, and in which members of the national community demanded a role in leading the state as participatory **citizens**. Nationalism went hand-in-hand with colonialism, as European and American nations expressed their strength and vitality through the expansion of colonial empires in Africa and Asia (while denying national **self-determination**—the right to choose their own governments—to the inhabitants of these continents in the process). By 1900, most of the Eastern Hemisphere was dominated by the imperial powers of Europe (and, to a lesser extent, the United States and Japan). The combination of the ideologies of nationalism and colonialism with the capabilities of industrial capitalism—which by the mid-nineteenth century gave

ASSIGNMENT CHECKLIST

- ☐ Read the lesson introduction.
- ☐ Complete the assigned reading.
- ☐ Respond to the guiding questions.
- ☐ Add to your time line and/or map.
- ☐ Complete your choice of activities:

Voices from the Past:
Justifying Empire

In Their Shoes: Life under
Colonial Rule

Causation, Continuity,
and Change: The Meiji
Restoration in Japan

Causation, Continuity,
and Change: Menelik II,
the Battle of Adwa, and
Ethiopian Independence

Causation, Continuity,
and Change: The Paris
Commune (1871)

Build-a-Civ: Nation, State,
and Civilization

European states a decisive military advantage over less industrialized rivals—proved wildly successful for the nations at the top of the international food chain.

Of course, the success of the European Triad was often devastating for non-Europeans. In the United States, Indigenous groups were dispossessed and massacred in the name of American “**Manifest Destiny**.” The developing nation-states of the Western Hemisphere (most notably the United States, Canada, and Brazil) were racially exclusive; in this period, full membership in the nation (and thus, full political rights in the state) were dependent on European ancestry.



Map showing how the “Scramble for Africa” was experienced across the continent
(Image credit: davidjl123/Somebody500)

In Africa and Asia, colonialism brought imperial glory to the nation-states of Europe (especially France and Great Britain) but political subjugation to native populations. After the Great Rebellion in 1857, India was brought under direct British rule through the **Raj** system. One of the great spheres of human activity through most of Afro-Eurasian history was now denied fundamental political rights. Similarly, the late nineteenth century saw the **Scramble for Africa** as the powers of Europe carved up the African landmass into brutal colonial regimes. By 1900, only two African nation-states, Liberia and Ethiopia, remained independent.



Though they pale in comparison to the cruelties it imposed on non-Europeans, the Triad did have some negative effects for Europeans and European-Americans themselves. Nationalism proved politically destabilizing in Europe. Warfare in the late nineteenth century forged two new nation-states—**Germany** and **Italy**—and threatened the unity of vast, multiethnic empires such as Russia and, especially, **Austria-Hungary**. Colonial competition and the emergence of new industrial, imperialist nation-states—including Germany, the United States, and Japan (after the major reforms of the **Meiji Restoration**)—threatened the global balance of power. As the twentieth century dawned, the grandiose world order of the European Triad rested on increasingly shaky foundations.

Making Connections

As in previous lessons, **Community and Hierarchy** remains an especially prominent theme. At its heart, the European Triad advanced an argument for how communities should be organized, both in terms of domestic and international politics. As you explore the latter half of the nineteenth century, think about the contradictions inherent in this argument: How did the presumed right of Europeans to national self-determination conflict with the expansion of their colonial empires?

Think as well about “**Progress**” and **Its Consequences** as you see the European Triad rise to global dominance. European colonialists truly believed that they were creating a better world, certainly for themselves, and even (so some thought) for the colonial subjects they were “lifting out of barbarism.” As you study this period, pay attention both to the harms and injustices these conquerors inflicted and to the ingrained beliefs that allowed them to see colonial domination as justified.

The guiding questions are especially important this week, asking students to pick apart the relationship between two corners of the European Triad (nationalism and imperialism). For many students, this is a challenging exercise in international history, and you may wish to lighten the load elsewhere to accommodate.

As a general reminder, feel free to adjust lessons to meet students where they are. Some of this week’s activities are quite challenging and may not be suitable for your student as written. As the introduction to the coursebook notes, these lesson plans are a menu, not a meal, so consider them guidelines for creating a customized learning experience rather than a rigid approach to the material.

Reading and Learning

To learn about nationalism and imperialism in the late nineteenth century, begin by reading the following sections. Give yourself plenty of time to complete the reading, and take careful notes. Consult additional sources as needed to learn about these topics and complete the questions and assignments below. Keep a bibliography of all the resources you consult for this lesson.

1. In *Worlds Together, Worlds Apart*, read the following sections:
 - pages 845–885 (all of chapter 17)
2. Optional: In *History of the World Map by Map*, read pages 242–243, 246–249, 254–255, and 264–265.

Comprehension Check

Guiding Questions

1. In the nineteenth century, what was a “nation”? How was it different from a “state”? How did political elites in the nineteenth century attempt to combine these two concepts?

In the nineteenth century, numerous thinkers advanced the idea of the “nation-state,” in which the state drew its legitimacy, authority, and vitality from the collective will and history of the nation. As the textbook notes, in practice it was usually the state and its political elites that defined the concept of the nation by instituting shared laws, a national language, and institutions such as public education and national armies. While in theory the nation created the institutions of the state, in practice it was the state that created the shared “imagined community” of the nation.

2. What is the relationship between nationalism and imperialism?

Nationalism is the belief in the vitality of the national community and in the state as an expression of that collective vitality and popular will. It directly fueled imperial expansion. Possessing a large empire was considered a marker of a powerful and vital nation, and governments competed with each other to express the glory of their people through conquest and colonization. Imperial expansion in turn denied national self-determination to colonized peoples, who developed their own nationalist movements focused on throwing off imperial overlords. (These movements ultimately proved successful, especially in the decades following World War II.)

3. How did nationalism and imperialism create instability and tension in Europe by the late nineteenth century?

Nationalism fueled numerous revolutions in Europe (especially in 1848), as people demanded a more active role in their governments (in line with the principles of popular sovereignty and the nation-state). Nationalist movements also dramatically altered the balance of power within Europe by leading to the formation of two large nation-states (Germany and Italy) and by sowing division within the multiethnic Austro-Hungarian Empire and within Great Britain (especially between England and Ireland).

4. Explain the connection between the scientific work of Charles Darwin and European imperial and industrial exploitation in the late nineteenth century.

In the nineteenth century, the term *nation* referred to a community of people bound together by their shared history, territory, traditions, language, and culture. A *state* referred to a political organization with defined borders and a sovereign government. (It is relatively interchangeable with the modern term *country*.)

While Charles Darwin himself focused his theories of natural selection and the “survival of the fittest” on the natural world, other European scientists and thinkers were quick to transfer these same principles to the relationships between different nations, socioeconomic classes, and races. The resulting movement, known as Social Darwinism, argued that some nation-states (particularly those of western Europe) were more fit than other countries elsewhere, and that it was therefore only “natural” for them to conquer

and colonize weaker states. Similar pseudoscientific theories were applied to justify the growing wealth gap between the upper and lower classes, and to argue for the supremacy of the “white race” to the rest of humanity.

Time Line

Add at least three events or periods you learned about in this lesson to your time line. Choose events that you find particularly significant or meaningful. Label each one, and add notes, if desired.

Key dates for this lesson include the following:

- **The Americas:** the American Civil War (1861–1865); Canadian independence from Great Britain (1867); the completion of the transcontinental railroad (1869); the abolition of slavery in Brazil (1888); the formation of the Brazilian Republic (1891); and the Spanish-American War (1898)
- **Africa:** British occupation of Egypt (1882); the Berlin Conference “divides” Africa (1885); the Scramble for Africa (1885–1914); and the Battle of Adwa (1896)
- **Europe:** the revolutions of 1848; the publication of *The Origin of Species* (1859); the abolition of serfdom in Russia (1861); the unifications of Germany and Italy (1871); and the establishment of the Third French Republic (1871)
- **Asia:** Commodore Perry “opens” Japan (1853); the beginning of the British Raj in India (1857); China’s Self-Strengthening Movement (1861–1895); the beginning of Japan’s Meiji Period (1868); the introduction of the Meiji Constitution (1889); the Sino-Japanese War (1894–1895); and the Russo-Japanese War (1904–1905)

Map

Add at least three new places you learned about in this lesson to your map. Label each place with its name and the lesson number.

Key sites for this lesson include the following:

- **The Americas:** the United States, Washington, DC, Richmond, Gettysburg, Atlanta, Vicksburg, New Orleans; Canada, Ottawa, Montreal, Toronto, Brazil, Rio de Janeiro, Manaus, and Galapagos Islands
- **Africa:** Egypt; Ethiopia, Addis Ababa, French West Africa, German South West Africa, Belgian Congo, Rhodesia, and South Africa
- **Europe:** Prussia, Berlin, Germany, Kingdom of Piedmont-Sardinia, Italy, Rome, France, Paris, Ireland, Russia, and Moscow
- **Asia:** India, Ceylon (Sri Lanka), Indonesia, Java, Sumatra, China, Japan, Edo, Korea, Okinawa, Sakhalin Island, Siberia, and Vladivostok

Voices from the Past

Justifying Empire

In this assignment, you will continue to practice the skills of interpreting primary sources, focusing on the ideologies the imperialists used to support their actions in the late nineteenth century.

1. Read the four primary sources on pages 889–895 in *Worlds Together, Worlds Apart*.
2. Using at least three of these sources as evidence, respond to the following prompt (adapted from page 889) in a well-organized and supported essay: How do the authors of these documents justify their country's right to rule others? In what ways are their justifications similar and different?

The justifications given vary across the four assigned primary sources. Brief descriptions are below. Students should highlight both similarities and differences between these positions, and support their conclusions with specific evidence from the texts. As usual, you are encouraged to revise this lesson in order to accommodate students of all levels. For instance, you may choose to have students focus on only two documents (O'Sullivan and Okuma are the most approachable) or even just on one.

- O'Sullivan, "Manifest Destiny": In O'Sullivan's view, America's westward expansion is divinely preordained, as evidenced by the booming population of the United States. Strength in numbers (particularly of the "Anglo-Saxon race") is proof positive that American power is God's will. O'Sullivan further justifies U.S. expansion by the failures of the Mexican government to hold and integrate its territories—the United States is hardly at fault for offering a "superior" form of government to places such as Texas and California.
- Shigenobu Okuma, "Fifty Years of New Japan": Like O'Sullivan, Okuma stresses Japan's population growth as evidence of its "natural" fitness for great power status. This is paired, in his view, with the tremendous modernization of Japan's government, society, and economy during the Meiji Restoration. He has no qualms about conceding the value of Western ideas: "All this is nothing but the result of adopting the superior features of Western institutions . . . and it may be said that the nation has succeeded in this grand metamorphosis through the promptings and the influence of foreign civilization." In an interesting comparison to O'Sullivan's racial politics, Okuma concludes by noting that thanks to recent growth and development, the Japanese people "may be said to somewhat resemble the Anglo-Saxon race."
- Espe Ukhtomskii, "Russia's Imperial Destiny": Ukhtomskii argues that Russia has a "historical part and inherited mission as leaders of the East," a mission it has foolishly relinquished to other powers of Europe. Ukhtomskii phrases Russia's imperial ambitions in almost anti-colonial terms; Britain, France, Germany, and others have attempted to force "Western principles" on unwilling Asian civilizations, with disastrous results. He paints Russia as the natural power to step in and restore order to the impending chaos, and he suggests that Russia will build its own empire as a better alternative to the grasping powers of western Europe.

- **The General Act of the Conference of Berlin:** The European signatories of this declaration justify their interference in Africa on the basis of a “civilizing mission.” They are “preoccupied with the means of increasing the moral and material well being of the indigenous populations.” They clothe this civilizing mission in the language of political liberty, particularly when it includes free trade (which takes pride of place in chapter 1 of the declaration). Chapter 1 article 6 in particular establishes the responsibility of European colonizers to support Christian missionary efforts within their new territories.

In Their Shoes

Life under Colonial Rule

European and American conquest and imperialism had a variety of effects on people living in newly colonized territories. In this assignment, you will research one colony in greater depth, and use what you’ve learned to imagine the interactions between local populations and their new imperial overlords.

1. Conduct research on colonialism and imperialism in one of the places that you learned about in this lesson. Be as specific as you can in choosing your location.
2. Imagine that you are a native inhabitant of this colony. Your narrator’s specific identity and socioeconomic circumstances are up to you. Write a series of diary entries describing your interactions with your empire’s institutions and representatives, recounting how your life is affected by your status as a colonial subject.

Be creative, and bring your diary entries to life with specific details from your research.

Responses will vary based on the subject students choose and the resources they use to research it. As noted in the directions, encourage students to be as specific as possible both in their choice of setting and their choice of narrator. A key takeaway from this assignment is that the “colonial experience” was not homogenous across all European colonies (or even all regions of a single colony), nor did colonial subjects of all backgrounds experience imperialism in the same way. As always, while creativity is encouraged, students should make sure that their diary entries incorporate specific details from their research and reflect a broader, well-informed understanding of colonialism and imperialism in their chosen context.

Causation, Continuity, and Change

While the European Triad was the dominant form of political, economic, and social organization in the late nineteenth century, it did not reign supreme everywhere. In this assignment, you will study an exception to the widespread success of European nationalism, colonialism, and industrial capitalism, and think about how and why some people in the late nineteenth century were able to resist the trends of the time.

Choose one of the following topics:

- The Meiji Restoration in Japan
- Menelik II, the Battle of Adwa, and Ethiopian Independence
- The Paris Commune (1871)

Regardless of which option students choose, they should prioritize in-depth research, and use what they have learned to develop a clear argument. Responses should be analytical rather than summary. Refer students to “Organizing a Social Studies Essay: Arguments and Evidence” and the Skeleton Outline Worksheet in the appendix if they are struggling with organizing their essays or citing sufficient, relevant evidence.

The Meiji Restoration in Japan

1. Research Japan’s Meiji Restoration using any high-quality resources of your choice.
2. How did Japan adapt in the late nineteenth and early twentieth century to avoid foreign domination? How did these reforms balance foreign influences with Japanese traditions?

Respond in a well-organized and supported essay. Refer to “Organizing a Social Studies Essay: Arguments and Evidence” in the appendix for how to structure your argument. Use the Skeleton Outline Worksheet (or a similar format) to identify your thesis and topic sentences, and to organize the sources you’ll use as evidence.

The Meiji Restoration refers to the period from 1868 to 1912, in which Japan was swept by political, economic, and social reforms—many drawing on European and American examples—that aimed to strengthen the country on the international stage. The movement was in part a response to the forced “opening of Japan” to international trade, accomplished by U.S. warships under Commodore Matthew Perry in 1858. The Restoration began in earnest when a coup overthrew the Tokugawa Shogunate in 1868.

During the Meiji Restoration, Japan built a centralized and powerful military and bureaucracy; the traditional military and administrative institutions of the samurai and regional lords (daimyo) were pushed to the side. Women took a more prominent role in public life. During this period, Japan invested heavily in an industrial economy. By the turn of the century, Japan had established itself as a power on the world stage, defeating China in the Sino-Japanese War of 1894–1895 and Russia in the Russo-Japanese War of 1904–1905.

Menelik II, the Battle of Adwa, and Ethiopian Independence

1. Research Menelik II, the Battle of Adwa, and Ethiopian independence using any high-quality resources of your choice.
2. How was Ethiopia able to remain independent in the nineteenth century, when almost all the rest of Africa fell to European conquerors?

Respond in a well-organized and supported essay. Refer to “Organizing a Social Studies Essay: Arguments and Evidence” in the appendix for how to structure your argument. Use the Skeleton

Outline Worksheet (or a similar format) to identify your thesis and topic sentences, and to organize the sources you'll use as evidence.

While Ethiopia's war against Italy was hardly the only example of African resistance to European imperialism, it was certainly the most successful. Ethiopia's Menelik II engaged in shrewd diplomacy with European powers in order to obtain industrial weapons, including the Maxim machine guns that proved so decisive in the defeat of other African powers. At the Battle of Adwa, Ethiopian forces badly outnumbered their Italian opponents, who also suffered from severe logistical difficulties. Student responses may address both the strength of the Ethiopians and the relative weakness of Italy compared to the other imperialist powers of Europe.

The Paris Commune (1871)

1. Research the Paris Commune of 1871 using any high-quality resources of your choice.
2. How did the rebels of the Paris Commune challenge the values of industrial capitalism? Based on your research, did their uprising have any chance of success?

Respond in a well-organized and supported essay. Refer to “Organizing a Social Studies Essay: Arguments and Evidence” in the appendix for how to structure your argument. Use the Skeleton Outline Worksheet (or a similar format) to identify your thesis and topic sentences, and to organize the sources you'll use as evidence.

Violence broke out in Paris after the humiliating French defeat in the Franco-German War and the collapse of Napoleon III's government. Parisian radicals opposed not only the potential return of a French monarchy, but also the broader principles of capitalism and industrialism. As the textbook notes, the rebellion attempted to establish Paris as “a utopia for workers” (858). Initiatives of the Commune included the end of child labor and the abolition or remission of some debts.

The Commune was crushed with heavy casualties by the French Army in the “bloody week” beginning on May 21, 1871. Student responses will vary on its chances for success—as always, they may take any position provided they defend it—but divisions within the Commune and the lack of broader support in the French provinces certainly call the long-term viability of this revolution into doubt.

Build-a-Civ

Nation, State, and Civilization

In previous Build-a-Civ assignments, your imagined society has been referred to with the relatively vague term “civilization,” and generally assumed that your civilization represents a single political unit or state. Now that you are more familiar with the ideas and history of nationalism, it is time to reconsider the relationship between your civilization, nationalism, and the state, and to think about how you as a leader would deal with the historical challenges that these concepts presented.

Consider the following scenarios:

Scenario 1: Your civilization is organized as a nation-state, with you at its head. Members of your society (your “nation”) are generally happy with this state of affairs. However, due to immigration or even conquest, there are a variety of other cultural groups living within the territory of your nation-state, who are different from your civilization in important cultural and linguistic ways. Some members of these groups are calling for political self-determination and for nation-states of their own. How do you respond? Do you take actions to accommodate and/or assimilate these cultures within your nation-state? Or do you grant them partial or complete independence?

Scenario 2: You are a powerful leader in your society but not the head of a state. Your civilization is scattered across numerous states, but it is not the dominant power in any of them. Perhaps these states are relatively accommodating to your people, or perhaps they deny them membership and rights in the political community. Many members of your society want political self-determination and are calling for you to unify your population into a single nation-state of its own. How do you respond? What obstacles is a push for national independence likely to cause, particularly from the existing nation-states in your area? How will you overcome these obstacles?

Choose one scenario and respond with a detailed written proposal, explaining and justifying your actions.

Depending on previous choices students have made about their society, one or both options for this prompt may present continuity issues. This is a good opportunity for students to think about the diverse, multiethnic nature of most political bodies and to complicate and add nuance to their vision for their imagined civilization.

The two scenarios correspond with actual historical dilemmas faced by numerous countries in the late nineteenth and early twentieth centuries. The cases of the Ottoman and Austro-Hungarian Empires are instructive models for option 1; their inability to successfully negotiate the problems of nationalism in a multiethnic state were among the causes of World War I. For option 2, students will find good parallels in the experience of numerous African societies that found themselves subdivided between one or more imperial powers, in the Zionist movements of the early twentieth century and the formation of Israel in 1948, and (more recently) in the case of the Kurds in the modern Middle East.

SHARE YOUR WORK

When you have completed this lesson, share your work with your teacher.

- Bibliography for lesson 23
- Guiding questions
- Time line and/or map
- Activities that were completed:
 - Voices from the Past: Justifying Empire
 - In Their Shoes: Life under Colonial Rule

- Causation, Continuity, and Change: The Meiji Restoration in Japan
- Causation, Continuity, and Change: Menelik II, the Battle of Adwa, and Ethiopian Independence
- Causation, Continuity, and Change: The Paris Commune (1871)
- Build-a-Civ: Nation, State, and Civilization



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