Social Studies

World History:
Communities and Connections

High School Teacher Edition

Oak Meadow

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Teacher Edition

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Table of Contents

Appendix

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demands on teachers, who help students navigate a personalized, intellectually rewarding path through a huge amount of historical content and a variety of exercises and activities.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.

Each lesson includes a rubric that can be used to assess one or more of the assignments. Most are single-point rubrics with space to write notes. Larger projects have a comprehensive analytic rubric that specifies progressive levels of proficiency. You might want to add to these rubrics or develop your own. Students can use the rubrics to clarify expectations, guide their work, and focus their skill-building. You can use these rubrics to provide specific feedback about what the student is doing well and what they need to work on.

In this teacher edition, you will find the full text from the student coursebook as well as teacher edition answers, which are seen in **orange**. This teacher edition provides information on what to look for when evaluating student work. For obvious reasons, it is best not to share this teacher edition with your student. Each student is expected to produce original work, and any incidence of plagiarism should be taken very seriously. If you notice a student's answers matching those of the teacher edition word for word, it is important that you have a discussion about plagiarism and the necessity of producing original work. While students in high school are expected to be well aware of academic honesty, any discussion about it should be approached as a learning opportunity. Make sure your student is familiar with when and how to properly attribute sources.

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.

We encourage you to join your student in discussing (and, if possible, reading) the assigned books in this course. Taking a special interest in your student's work can result in greater engagement and effort on their part. We hope this course helps your student gain insight about themselves and their writing as they develop their skills.

Tips for Using This Course

This course is designed to be used by students in grades 9–12. The coursebook includes an abundance of assignments and activities so it can be more flexible for students of different levels, interests, and abilities. No student is expected to do everything. Think of the coursebook as a menu of options to choose from. The course will be customized individually by each student.

In order to help students orient themselves to the course, below is a recommended workload for the first few lessons to use as a guide. Students can complete the following:

Lesson Introduction

Reading and Learning

Skill Builder

Bibliography (added to in each lesson)

Any 2 Comprehension Check guiding questions

Time Line

Map

1 or 2 "major" assignments

Voices from the Past

In Their Shoes

Causation, Continuity, and Change

Build-a-Civ

Feel free to adjust the workload as needed throughout the course.

A Note About the Workload

Oak Meadow courses are designed to be flexible. Teachers can require all assignments to be completed or designate some assignments as required and others as optional. This lets teachers adapt the course for a wide range of student abilities, goals, and skills.

Students vary greatly in terms of their ability to absorb information and express themselves. Some may find the reading in this course takes longer than expected; others may find the writing assignments take a great deal of time. In general, students can expect to spend about five to seven hours on each weekly lesson. If your student needs more time to complete the work, you can modify lessons to focus on fewer assignments or allow them to complete some of the written assignments orally. Modifications like these can allow students to produce work that is of a higher quality than if they have to rush to get everything done.

Each lesson in this course can be customized to suit your student's needs. Use your judgment in culling, substituting, and adjusting assignments as needed so that your student can meet the course's main objectives while devoting an appropriate amount of time to their studies. Keep an eye on the workload as your student progresses through the course and make adjustments so they have time for meaningful learning experiences.

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.

Learning Outcomes for This Course

Upon successful completion of the course, you will:

- Understand the complex dynamics between humans and the environment and the consequences that can come with progress.
- Understand the role of hierarchy in a community and how the exchange of goods and ideas, and the movement of populations change a society.
- Be able to use primary and secondary sources as relevant evidence and cite them in proper format.
- Be able to support a thesis using in-text citations to develop your ideas and analysis.

Course Materials

The following books are required for this course:

- *Worlds Together, Worlds Apart*, Concise 4th edition, by Adelman, Pollard, and Tignor (W. W. Norton, 2024)
- *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.

Rubrics are found in each lesson and provide criteria that can be used to guide and assess your work. These rubrics can help clarify the skills you are working on and expectations regarding the quality of your work.

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.

A Note About the Workload

Students vary greatly in terms of reading speed, reading comprehension, and writing ability. Some may find the reading in this course takes less time than expected; others may find the writing assignments take a great deal of time. In general, you can expect to spend about five to seven hours on each weekly lesson.

Keep an eye on the workload as you progress through the course. If you find you are struggling to complete the work, contact your teacher to discuss your options. Your teacher might modify lessons depending on particular learning goals or challenges you are facing.

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.

ASSIGNMENT CHECKLIST

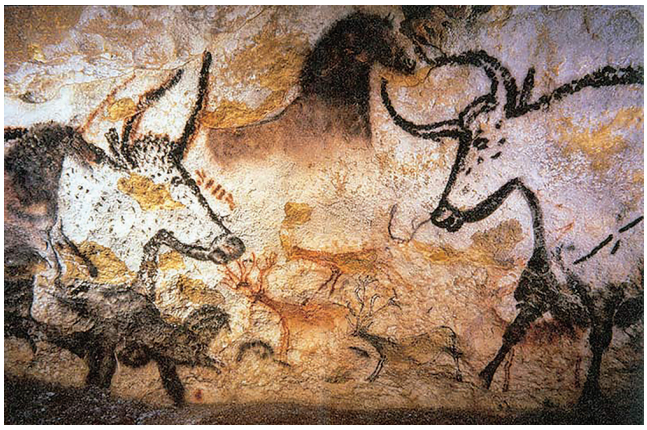
- ☐ Read the lesson introduction.
- ☐ Complete the assigned reading.
- ☐ Complete the Skill Builder activities.
- ☐ Respond to the guiding questions.
- ☐ Begin to develop your time line and/or map.
- ☐ Complete your choice of activities:
  - Voices from the Past: History through Artifacts
  - Voices from the Past: History through Documents
  - In Their Shoes: City Life
  - Build-a-Civ: Royal Artwork

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

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 22–29 ("The Life of Early *Homo sapiens*" to the end of "Transhumant Herders and Nomadic Pastoralists" in chapter 1)
   - pages 53–95 (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"

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"

"MLA Works Cited Page: Periodicals"

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

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. 22–29, 53–95.

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. Archaeologists and historians make educated guesses about what certain artifacts were used for, and from these educated guesses, they build hypotheses to reveal a bigger picture of life in the ancient world. They are not always right, as author/illustrator David Macaulay humorously points out in his book, *Motel of the Mysteries*.

   Read an excerpt from it at the link below.

   "Motel of the Mysteries"

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.

Learning Assessment Rubric

The single-point rubric below (like those in each lesson) indicates skills and elements that your work should demonstrate. You and/or your teacher can use these rubrics to evaluate your work and help develop your skills. There may be other criteria that you or your teacher will want to use to evaluate your work as well.

Evidence of Meeting or Exceeding Expectations	Expectations	Areas for Growth
	Perspective Information from primary and secondary sources is used to build an understanding of different perspectives and to inform a subjective account of the experiences of others.	
	Comparison Cultural structures from different geographical regions are compared to show similarities, differences, advantages, and disadvantages.	

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"

   "Tomb of Queen Meresankh III (G 7530–7540)"

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 99–118 (from the beginning of chapter 3 to the end of "Territorial States in Southwest Asia")
   - pages 147–165 (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 (*Worlds Together, Worlds Apart,* Primary Source 1.4 on pages 47–48).

  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 (*Worlds Together, Worlds Apart,* Primary Source 1.5 on page 48).

  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 210–217 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.

Learning Assessment Rubric

Evidence of Meeting or Exceeding Expectations	Expectations	Areas for Growth
	Structure Information, findings, and supporting evidence are presented such that readers can follow the line of reasoning, organization, and development of ideas.	
	Evidence Evidence is drawn from literary or informational texts to support analysis, reflection, and opinion.	

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