

STUDENT
SOURCE
AND SKILL
COMPANION

WORLD REGIONS AND CULTURES

The Eastern Hemisphere






GETTING STARTED

**Welcome to the Traverse Source
and Skill Companion!**

In this book, you will find the sources
for each chapter as well as detailed
instructions for every Chapter Inquiry.



CHAPTER OVERVIEW

The chapter overview gives you essential information about the chapter. Everything in this book also appears in your digital student account, along with the chapter narratives, Echoes, and multiple types of media.

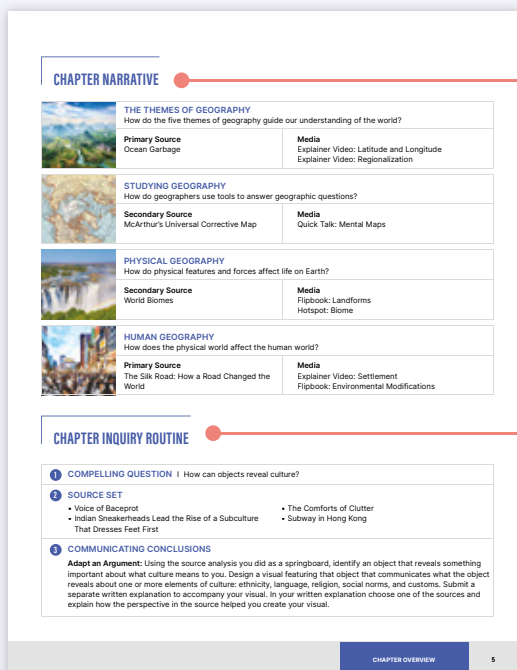


Chapter Question and Objectives

Refer to these high-level questions and goals when you need a reminder of how the sources and inquiry fit into the chapter as a whole.

Chapter Contents

Sources in the narrative are listed before sources in the inquiry. If a source is used in both the narrative and inquiry, it will only appear once in this book.



Chapter Narrative

This chapter-at-a-glance table allows you to make connections to the narrative sections and media, which are found entirely online.

Chapter Inquiry Routine

Preview the steps you will take to complete the Chapter Inquiry. All inquiries include a Compelling Question, a source set, and an Inquiry Prompt. Some also feature skill lessons and simulations.

SOURCES

Sources in each chapter are a part of the narrative, Chapter Inquiry, or both. In narratives, sources give additional information about the section topics. In Chapter Inquiries, the sources form source sets that you will use to complete each inquiry.

The screenshot shows two source cards from a digital platform. The top card is for a primary source titled "VOICE OF BACEPROT", a photograph by Putu Sayoga from 2017. It includes a "Source Analysis" tab and a "Skill Question" tab. The bottom card is a secondary source titled "INDIAN SNEAKERHEADS LEAD THE RISE OF A SUBCULTURE THAT DRESSES FEET FIRST", an article by Sweta Akundi from 2021. It includes a "Close Reading" tab and a "Skill Question" tab. Both cards feature a "SOURCING INFORMATION" section with details like genre, author, and date, and a "BACKGROUND" section. The page number 14 and "CHAPTER 1" are visible at the bottom.

Source Tabs

These tabs make it clear if a source is in a narrative section, Chapter Inquiry, or both. If the source appears in the Chapter Inquiry, you will return to that source page when you work through the source set.

Skill Question

Practice social studies skills as you answer questions about the source.

Sourcing Information and Background

Knowing who created something, when, and why can help you understand and analyze the source.

READING SKILL LESSONS

Reading Skill lessons teach you how to analyze sources. These lessons use a source in the chapter narrative to model the skill.

Checklist

Each skill lesson includes a checklist with specific steps and questions that you will use to analyze that type of source.

Skill Model

The skill model provides an example of a source analysis using the checklist.

Practice

Each Reading Skill lesson ends with a chance to practice the skill using the steps from the checklist.

The screenshot shows a digital reading skill lesson titled "ANALYZING ARTIFACTS". It includes a "SOCIAL STUDIES READING SKILL" header and a "CHECKLIST" section with three parts: "1. CHECKLIST", "2. SKILL MODEL", and "3. PRACTICE". The "CHECKLIST" section contains questions for "Make observations", "Make inferences", and "Go beyond". The "SKILL MODEL" section shows an example of a student's analysis of a pair of long pants. The "PRACTICE" section includes a table for students to record their own observations, inferences, and conclusions. The page number 53 and "PRIMARY AND SECONDARY SOURCES" are visible at the bottom.

CHAPTER INQUIRY

Each Chapter Inquiry is an opportunity to develop a claim based on evidence and to communicate that claim in a variety of ways. You will use a specific set of sources and the skills you are learning to complete each inquiry.

CHAPTER INQUIRY

1 | COMPELLING QUESTION

COMPELLING QUESTION
What was the main purpose of ancient governments?

BACKGROUND INFORMATION
What is the purpose of having rules? Why do we have so many rules? And who decides what rules are necessary? These are questions people have been asking for thousands of years. Governments, whose job it is to create and enforce the rules, have also been around for thousands of years. In this Chapter Inquiry, you will explore ancient governments and why they were created. You will look at some of the first governments and the people who worked in them in order to answer the Compelling Question: What was the main purpose of ancient governments?

SUPPORTING QUESTIONS
Use the Supporting Questions to prepare for the Chapter Inquiry:

- Why did ancient societies form governments?
- Where did many ancient rulers get their power?
- How did ancient rulers attempt to create order?

As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Evidence	Connection to Compelling Question
Book of the Dead for the Chantress of Amhat, Nauri		

INQUIRY PROMPT
Construct an Argument: Write a paragraph responding to the Compelling Question. In your paragraph, include a one-sentence claim and use examples and details from multiple sources as evidence. Be sure to explain your reasoning of how those details help explain your answer. Before you turn in your paragraph, check for strengths and weaknesses in your explanations.

2 | SOURCE SET

 BOOK OF THE DEAD FOR THE CHANTRESS OF AMHAT, NAURI Genre: Artifact Creator: Unknown Date: circa 1050 BCE PAGE 28	 HAMMURABI'S CODE Genre: Document Author: Hammurabi Translated by Robert Francis Harper Date: 1755-1750 BCE PAGE 23	 THE ANNOUNCEMENT OF THE DUKE OF SHADU Genre: Book Excerpt Author: Unknown Translated by James Legg Date: 11th century BCE PAGE 29
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Compelling Question

Each Chapter Inquiry starts with a Compelling Question. All the work you do in the inquiry will help you craft an evidence-based response to this question.

Inquiry Prompt

Your task will vary from chapter to chapter. The Inquiry Prompt always appears on the first page of the Chapter Inquiry to guide your work.

Source Set

The source set identifies which sources to use for your Chapter Inquiry. Remember that some sources were also part of the chapter narrative, so use the page numbers to locate them.

4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS
With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- Why did ancient societies form governments?
- Where did many ancient rulers get their power?
- How did ancient rulers attempt to create order?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PLAN
Plan for your written argument. You may choose to use these sentence starters to write your explanation:

- The main purpose of ancient governments was to . . .
- One piece of evidence to support this claim is . . .
- This supports that governments attempted to . . .
- According to . . .

3. RESPOND
Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:

- The response demonstrates a thorough understanding of the purpose of ancient governments.
- The response includes a strong claim and relevant evidence from multiple sources. It also includes a thorough explanation of how the evidence supports the claim, using strong reasoning, effective examples, and significant details.
- The response presents a strong, clear argument. The argument includes well-organized evidence from multiple sources, develops convincing claims, acknowledges counterclaims, and assesses the limitations and strengths of evidence and counterclaims.

INQUIRY PROMPT

COMPELLING QUESTION
What was the main purpose of ancient governments?

Construct an Argument: Write a paragraph responding to the Compelling Question. In your paragraph, include a one-sentence claim and use examples and details from multiple sources as evidence. Be sure to explain your reasoning of how those details help explain your answer. Before you turn in your paragraph, check for strengths and weaknesses in your explanations.

Communicating Conclusions

After you've read and analyzed the inquiry sources, you will use the guidance in the Communicating Conclusions section to organize your response. These three steps will help you:

- Review your ideas.
- Organize your ideas into a plan.
- Craft your response to the Inquiry Prompt.

The Compelling Question and Inquiry Prompt are repeated here for easy reference as you prepare your response.

INQUIRY AND RESEARCH SKILL LESSONS

Many Chapter Inquiries include an Inquiry and Research Skill lesson. These lessons will improve your ability to work with sources, conduct effective research, and craft successful responses.

3 | INQUIRY AND RESEARCH SKILL
CONSTRUCTING COMPELLING AND SUPPORTING QUESTIONS

Examine the "Constructing Compelling and Supporting Questions" episode of *The Beat* to understand how one group of students approaches the process of constructing compelling and supporting questions. Then read the definition and checklist that students discuss in the video.

What are compelling and supporting questions?
 Compelling questions are engaging, open-ended, debatable questions that explore enduring themes and key ideas. Supporting questions are narrower informational questions that help you answer your own compelling question.

Why is it important to construct compelling and supporting questions?
 Compelling questions help you plan inquiries around the ideas you find most interesting. Supporting questions help you develop the knowledge and understanding to build an argument in response to your own compelling questions.

1. CHECKLIST HOW DO YOU CONSTRUCT COMPELLING AND SUPPORTING QUESTIONS?

- ✓ **Analyze the sources to determine if they address the course's enduring themes listed or other related key ideas:**
 - The Environment
 - Government
 - Change
 - Culture, Art, and Technology
 - Diplomacy and Conflict
 - Globalization and Interdependence
 - Economics Around the World
- ✓ **Brainstorm and record questions that occur to you as you explore the sources, trying to come up with as many as you can.**
- ✓ **Read over your questions and determine which are compelling and which are supporting:**
 - Questions that meet the following criteria are compelling:
 - have more than one possible answer
 - cannot be answered well with a yes, no, single word, or fact
 - Questions that meet the following criteria are supporting:
 - have one answer
 - can be answered with a yes, no, single word, or fact

Finalize your own question set that consists of one compelling question and two or more supporting questions:
 – Can your supporting questions be answered with information from the sources?
 – How do your compelling and supporting questions work together?

2. SOURCE

Now it's time to practice constructing compelling and supporting questions with *EMPERESS WU'S ACCOMPLISHMENTS*, the first item in your source set. Use the checklist for Constructing Compelling and Supporting Questions to read and analyze the source and fill in your graphic organizer. Then you'll examine a second episode of *The Beat* showing how the students used the checklist to analyze the same source.

202 CHAPTER 16

The Beat

Some skill lessons include *The Beat*, a video in which students practice Inquiry and Research Skills and model collaboration.

Checklist

Each Inquiry and Research Skill includes a checklist that tells you how to practice the skill. Return to the checklist any time you need to use that skill.

Source

Use the checklist to analyze some or all of your sources before returning to the skill lesson.

3. SKILL MODEL

Examine the second episode of *The Beat* to learn how the students used the checklist to construct their own compelling and supporting questions.

Here is how one student took the conversation with her peers and used it to fill out a graphic organizer evaluating the source "Empress Wu's Accomplishments."

Source Title	Enduring Themes or Key Ideas	Questions About Empress Wu
Empress Wu's Accomplishments	<p>Politics and Power: This shows how Empress Wu used her power.</p> <p>Culture and Society: This shows how Empress Wu brought change to Chinese society.</p>	<p>Why was Empress Wu controversial if she did all these good things?</p> <p>Did people at that time like her?</p> <p>Was she a good empress?</p> <p>Did the things she changed stay after she was no longer in charge?</p> <p>How did Empress Wu improve women's rights?</p>

The student reads over her questions and uses the checklist for Constructing Compelling and Supporting Questions to determine which are compelling and which are supporting. The student then creates a question set with one compelling question and several supporting questions that she could use to investigate an idea that she finds interesting:

- Student Compelling Question: Was Empress Wu a good empress?
- Student Supporting Question 1: How did Empress Wu improve women's rights?
- Student Supporting Question 2: How did people at that time view the changes she made?

4. PRACTICE

Use the checklist for Constructing Compelling and Supporting Questions to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

CHAPTER INQUIRY 203

Skill Model

Using a source from the source set, the skill model provides an example of how you can apply the skill to the Chapter Inquiry.

Practice

You will have opportunities to practice the skill right away as you work through the inquiry and develop your response.

TABLE OF CONTENTS

UNIT 1

The World Around Us

CHAPTER 1

pg. 4

Exploring Geography

| How is geography used to understand the world?

⚙️ **Social Studies Reading Skill:** Reading Maps

Inquiry Compelling Question: How can objects reveal culture?

CHAPTER 2

pg. 19

Exploring Government and Citizenship

| How is political science used to understand the world?

⚙️ **Social Studies Reading Skill:** Analyzing Primary Sources

Inquiry Compelling Question: What was the main purpose of ancient governments?

⚙️ **Inquiry and Research Skill:** Developing and Supporting Claims

CHAPTER 3

pg. 34

Exploring Economics

| How is economics used to understand the world?

Inquiry Compelling Question: What economic system is the best?

CHAPTER 4

pg. 48

Discovering the Past

| How is history used to understand the world?

⚙️ **Social Studies Reading Skill:** Analyzing Artifacts

Inquiry Compelling Question: Did cities improve ancient societies?

Halong Bay, Vietnam.



UNIT 2

Southwest Asia and North Africa

CHAPTER 5

pg. 64

Early History of Southwest Asia and North Africa

How did the physical environment and trade contribute to the development of civilizations in Southwest Asia and North Africa?

 **Social Studies Reading Skill:** Analyzing Secondary Sources

Inquiry Compelling Question: What is the most important feature of a civilization?

 **Inquiry and Research Skill:** Evaluating Primary Sources

CHAPTER 6

pg. 81

Religions of Southwest Asia

What factors have contributed to the development and spread of the major religions of Southwest Asia?

Inquiry Compelling Question: How did the Diaspora shape early Jewish culture?

 **Inquiry and Research Skill:** Evaluating Secondary Sources

CHAPTER 7

pg. 98

Southwest Asia

How do geography and history shape life in Southwest Asia today?

Inquiry Compelling Question: How can Southwest Asia create a better economic future?

CHAPTER 8

pg. 115

North Africa

How do geography and history shape life in North Africa today?

 **Social Studies Reading Skill:** Analyzing Maps

Inquiry Compelling Question: What caused the Arab Spring in Egypt?

 **Inquiry and Research Skill:** Analyzing Cause and Effect

The Palm Islands in Dubai, United Arab Emirates.



UNIT 3

Sub-Saharan Africa

CHAPTER 9

pg. 134

Early History of Sub-Saharan Africa

How did the physical environment and trade contribute to the development of civilizations in Sub-Saharan Africa?

Inquiry Compelling Question: What was Mansa Musa's greatest achievement?

Inquiry and Research Skill: Analyzing Historical Significance

CHAPTER 10

pg. 149

West and Central Africa

How do geography and history shape life in West and Central Africa today?

Social Studies Reading Skill: Analyzing Images and Artwork

Inquiry Compelling Question: What can Nollywood tell us about Nigerian society?

Inquiry and Research Skill: Determining Helpful Sources

CHAPTER 11

pg. 168

East and Southern Africa

How do geography and history shape life in East and Southern Africa today?

Social Studies Reading Skill: Analyzing Auditory and Video Sources

Inquiry Compelling Question: To what extent have gender quotas in Rwanda changed women's lives?

Inquiry and Research Skill: Analyzing Change and Continuity

A busy market street in Lagos, Nigeria.



UNIT 4

South and Central Asia

CHAPTER 12
pg. 188

Early History of South and Central Asia

How did the physical environment and trade contribute to the development of civilizations in South and Central Asia?

Social Studies Reading Skill: Analyzing Time Lines

Inquiry Compelling Question: Who was the more successful khan, Genghis or Kublai?

CHAPTER 13
pg. 202

Religions of Southern Asia

What factors have contributed to the development and spread of the major religions from South Asia?

Inquiry Compelling Question: What can we learn about Hindu or Buddhist societies from their sacred places?

Inquiry and Research Skill: Conducting Online Research

CHAPTER 14
pg. 216

India

How do geography and history shape life in India today?

Inquiry Compelling Question: How did people respond to Gandhi's "Quit India" speech?

Inquiry and Research Skill: Analyzing Relationships Between Sources

CHAPTER 15
pg. 231

South and Central Asia

How do geography and history shape life in South and Central Asia today?

Social Studies Reading Skill: Analyzing Quantitative Data

Inquiry Compelling Question: Is the Rogun Dam good for Tajikistan?

Inquiry and Research Skill: Analyzing Perspectives

Indians celebrating the Hindu New Year, 2017.



UNIT 5

East and Southeast Asia

CHAPTER 16

pg. 250

Early History of East and Southeast Asia

How did the physical environment and trade contribute to the development of civilizations in East and Southeast Asia?

Inquiry Compelling Question: How can our questions help us understand a person's historical significance?

Inquiry and Research Skill: Constructing Compelling and Supporting Questions

CHAPTER 17

pg. 265

China

How do geography and history shape life in China today?

Inquiry Compelling Question: How can I create my own inquiry about a topic in this chapter?

CHAPTER 18

pg. 279

East Asia

How do geography and history shape life in East Asia today?

Inquiry Compelling Question: What is the most effective way to manage screen time?

Inquiry and Research Skill: Assessing Options for Action

CHAPTER 19

pg. 294

Southeast Asia

How do geography and history shape life in Southeast Asia today?

Inquiry Compelling Question: What is the most accurate measure of a country's well-being?

Inquiry and Research Skill: Writing Arguments

People from the Bajau ethnic group of Southeast Asia.



UNIT 6

Oceania

CHAPTER 20

pg. 314

Early History of Oceania

How did the physical environment and trade contribute to the development of civilizations in Oceania?

Inquiry Compelling Question: What happened to the people of Rapa Nui?

Inquiry and Research Skill: Critiquing and Improving Arguments

CHAPTER 21

pg. 329

Australia and New Zealand

How do geography and history shape life in Australia and New Zealand today?

Inquiry Compelling Question: How do people live in extreme climates?

Inquiry and Research Skill: Communicating Conclusions

CHAPTER 22

pg. 346

The Pacific Islands and Antarctica

How do geography and history shape life in the Pacific Islands and Antarctica today?

Inquiry Compelling Question: Who should own Antarctica?

Cave art depicting the Wandjina associated with the Indigenous Wunambal people of Western Australia.



PRIMARY AND SECONDARY SOURCES LIST

Unit 1

The World Around Us

N Source appears in Chapter Narrative

I Source appears in Chapter Inquiry

CHAPTER 1

EXPLORING GEOGRAPHY

Ocean Garbage N	
Jason Swain (Photograph, 2015)	8
McArthur's Universal Corrective Map N	
Traverse (Map, 2024)	9
World Biomes N	
Traverse (Map, 2024)	10
The Silk Road: How a Road Changed the World N	
Various (Image Set, Various)	12
Voice of Baceprot I	
Putu Sayoga (Photograph, 2017)	14
Indian Sneakerheads Lead the Rise of a Subculture That Dresses Feet First I	
Sweta Akundi (Article, 2021)	14
The Comforts of Clutter I	
Laila Lalami (Article, 2020)	15
Subway in Hong Kong I	
Bob Henry (Photograph, 2017)	16

CHAPTER 2

EXPLORING GOVERNMENT AND CITIZENSHIP

Hammurabi's Code N I	
Hammurabi (translated by Robert Francis Harper) (Document, 1755–1750 BCE)	23
Political Systems in Southeast Asia, 2022 N	
Traverse (Map, 2024)	25
Characteristics of the United Nations N	
James Bell, Jacob Poushter, Moira Fagan, Nicholas Kent, and J. J. Moncus (Tables, 2020)	26
The Conscription System of South Korea N	
Sayuri Umeda (Essay, 2022)	27
Book of the Dead for the Chantress of Amun, Nauny I	
Unknown (Artifact, circa 1050 BCE)	28
The Announcement of the Duke of Shaou I	
Unknown (translated by James Legge) (Book Excerpt, 11th century BCE)	29

CHAPTER 3

EXPLORING ECONOMICS

Oil Reserve Map N	
Jo Di Graphics (Map, 2018)	38
A Look at How North Korea's Economy Works N I	
NPR (Radio Program, 2018)	39
High Rice Prices Worldwide Likely to Continue into 2024 N	
Yiamyut Sutthichaya and Smanachan Buddhajak (Article, 2023)	40
Globalization WPAY World Youth Report N	
United Nations Department of Economic and Social Affairs (Document, 2005)	41
The Four Sectors of the Economy N	
Think Econ (Video, 2022)	42
The Economic System of Mauritius I	
International Trade Administration (Essay, 2023)	42
The Mixed Market Economies of Ethiopia and India I	
Traverse (Article, 2024)	43

CHAPTER 4

DISCOVERING THE PAST

The World's Oldest Pants N	
Eric A. Powell (Article, 2014)	52
Early Human Migration N	
Traverse (Map, 2024)	54
Reception Hall of an Assyrian Royal Palace N	
Austen Henry Layard (Illustration, 1849)	55
Ruins of Ur I	
George Rendel (Photograph, 1937)	55
Ruins of Çatalhöyük I	
Paul Williams (Photograph, 2018)	56
Stone Age Cities I	
Gustav Milne (Article, 2016)	57
Was the Neolithic Revolution Good or Bad? I	
Traverse (Article, 2022)	58

Unit 2

Southwest Asia and North Africa

CHAPTER 5

EARLY HISTORY OF SOUTHWEST ASIA AND NORTH AFRICA

Physical Features of Southwest Asia and North Africa N	
Various (Image Set, Various)	68
The Epic of Gilgamesh: Tablet XI N	
Unknown (translated by Maureen Gallery Kovacs) (Poem, circa 2100 BCE)	69
Ancient Phoenician Trade Routes N	
Traverse (Map, 2024).....	70
A New Discovery Sheds Light on Ancient Egypt's Most Successful Female Pharaoh N	
Elahe Izadi (Article, 2016)	71
The Sumerians: Their History, Culture, and Character I	
Samuel Noah Kramer (Book Excerpt, 1963)	73
Cuneiform Tablet: Caravan Account I	
Unknown (Artifact, 1888–1876 BCE)	74
Working in the Neo-Assyrian Empire I	
Unknown (Relief, circa 645 BCE)	74
Stone Carving of Mesopotamian Feast I	
Unknown (Artifact, 2600–2350 BCE)	75
What Is Commensality? A Critical Discussion of an Expanding Research Field I	
Håkan Jönsson, Maxime Michaud, and Nicklas Neuman (Article, 2021)	76

CHAPTER 6

RELIGIONS OF SOUTHWEST ASIA

The Thirteen Principles of Jewish Faith N	
Maimonides (translated and edited by Chabad.org) (Document, circa 1200).....	86
Mark 4, Revised Standard Version N	
Unknown (Book Excerpt, 70 CE)	87
The Qur'an N	
Unknown (translated by J. M. Rodwell) (Book Excerpt, Seventh Century)	88
Routes of the Crusades N	
Traverse (Map, 2024).....	89
History of the Ancient Jewish Diaspora I	
Traverse (Article, 2022)	90
Jewish Diasporas, Eighth Century BCE to Third Century CE I	
Traverse (Map, 2024).....	91

Building Jewish in the Roman East I	
Peter Richardson (Book Excerpt, 2004).....	92
Jewish Communities Around the World I	
Traverse (Article, 2022)	93

CHAPTER 7

SOUTHWEST ASIA

Desert Oasis N	
Jane Sweeney (Photograph, Unknown).....	102
The 1967 War N	
Natan Sachs, Tamara Cofman Wittes, and Fred Dews (Podcast, 2017).....	102
Land Use in Southwest Asia N	
Traverse (Map, 2024).....	103
Saudi Arabia Lifts Ban on Female Drivers N	
Shannon Van Sant (Article, 2018)	104
World Energy Investment 2024: Middle East I	
International Energy Agency (Chart, 2024)	105
Saudi Arabia's Vision 2030 I	
The Government of Saudi Arabia (Document, 2016)	106
Omar Sultan Al Olama's Remarks at the AI Safety Summit I	
Omar Sultan Al Olama (Speech, 2023).....	107
Saudi Arabia Is Using Sports to Reform Its Image on the World Stage I	
Scott Simon and Jon Wertheim (Interview, 2023)	108

CHAPTER 8

NORTH AFRICA

Gas Pipeline Network Between North Africa and Europe N	
Michael Düren (Map, 2017).....	119
Causes of the Arab Spring Protests in Egypt N I	
Traverse (Time Line, 2024)	121
Ghat Festival in Libya N	
Michael Runkel (Photograph, 2005)	122
The History of the Suez Canal N	
Zachary Karabell and Ari Shapiro (Interview, 2021)	123
Mohamed Bouazizi: 2011, "Arab Spring," Tunisia I	
European Parliament (Essay, 2011)	123
Social Media and the Arab Spring I	
Sean N. Blas (Essay, 2018)	124
Life Under Mubarak I	
Traverse (Chart, 2024)	126

Unit 3

Sub-Saharan Africa

CHAPTER 9

EARLY HISTORY OF SUB-SAHARAN AFRICA

Climate Regions of Sub-Saharan Africa N	
Traverse (Map, 2024).....	138
Mansa Musa, One of the Wealthiest People Who Ever Lived N I	
Jessica Smith (Video, 2015).....	139
The Great Enclosure at the Great Zimbabwe Ruins N	
Christopher Scott (Photograph, 2017).....	140
Brass Plaques from the Royal Palace in Benin City N	
Unknown (Reliefs, 16th–17th Century).....	141
Catalan Atlas (Leaf II) I	
Abraham Cresques (Map, 1375).....	142
Djinguereber Mosque I	
Luis Dafos (Photograph, 2005).....	143
Account of Mansa Musa's Visit to Cairo I	
Al-Umari (Document, circa 1340).....	144

CHAPTER 10

WEST AND CENTRAL AFRICA

Salt in West Africa N	
Various (Image Set, Various).....	153
Open Letter to King Leopold N	
George Washington Williams (Correspondence, 1890) ...	155
Cities in Nigeria N	
Traverse (Map, 2024).....	157
Ghana's Educational Revival N	
USAID (Essay, 2023).....	158
Filmmaking in Nollywood I	
Akintunde Akinleye (Photograph, 2014).....	159

Social Scientists Partner with Nollywood I	
Jessica Wolf (Essay, 2019).....	160
The Economic Impact of Nollywood I	
Traverse (Chart, 2024).....	161
Nigerian Culture and the Movies I	
Seyi Lasisi (Article, 2024).....	162

CHAPTER 11

EAST AND SOUTHERN AFRICA

Elevation and Population Density in East Africa N	
Traverse (Map, 2024).....	172
The Ruin of Zululand N	
Frances Ellen Colenso (Book Excerpt, 1885).....	174
3 Musicians, 51 Strings: 3MA on Redefining African Musical Traditions N	
Ballaké Sissoko, Driss El Maloumi, Rajery, and Betto Arcos (Radio Program, 2020).....	175
Ecotourism: Group of Giraffes Crossing a Road in Kruger National Park, South Africa N	
Westend61 (Video, Unknown).....	175
Rwandan Women in Government I	
Traverse (Time Line, 2024).....	177
It's the No. 1 Country for Women in Politics—But Not in Daily Life I	
Gregory Warner (Article, 2016).....	178
Rwanda's Newly Elected Parliament Members I	
Cyril Ndegeya (Photograph, 2018).....	179
Rwandan Women by the Numbers I	
Traverse (Data Set, 2024).....	180

Unit 4

South and Central Asia

CHAPTER 12

EARLY HISTORY OF SOUTH AND CENTRAL ASIA

Central Asian Biomes N	
Traverse (Map, 2024).....	192
Arthashastra N	
Kautilya (translated by L. N. Rangarajan) (Book Excerpt, 321–296 BCE).....	193
The Expansion of Mongol Trade N	
Traverse (Time Line, 2024).....	194
Mongol Empire I	
Traverse (Map, 2024).....	196
Genghis Khan and the Making of the Modern World I	
Jack Weatherford (Book Excerpt, 2004).....	197

Khubilai Khan: His Life and Times I	
Morris Rossabi (Book Excerpt, 2009).....	198
Modern Views of Genghis Khan and Kublai Khan I	
Traverse (Article, 2022).....	199

CHAPTER 13

RELIGIONS OF SOUTHERN ASIA

The Hymns of the Rigveda N	
Unknown (translated by Ralph T. H. Griffith) (Book Excerpt, 1500–1200 BCE).....	206
The Life of the Buddha N	
Unknown (translated and edited by Bhikkhu Ñāṇamoli) (Book Excerpt, circa 100 BCE).....	207

Guru Granth Sahib N	
Guru Nanak and Guru Arjan (translated by Kartar Singh Duggal) (Book Excerpt, 15th century).....	208
Religious Sites in South Asia N	
Traverse (Map, 2024).....	209
Sacred Places in Hinduism I	
Various (Image Set, Various).....	210
Sacred Places in Buddhism I	
Various (Image Set, Various).....	211

CHAPTER 14
INDIA

India's Largest Salt Producer N	
Kasha Patel (Article, 2019).....	220
Partition of India N	
Traverse (Map, 2024).....	221
“The Knowledge of Our Elders”: India’s Living Root	
Bridges Submitted to UNESCO N	
Amrit Dhillon (Article, 2022).....	222
Ganges Pollution N	
Geraint Rowland (Photograph, 2019).....	223
Quit India I	
Mohandas Gandhi (Speech, 1942).....	224
Overlooked No More: Usha Mehta, Freedom Fighter Against British Rule in India I	
Geneva Abdul (Article, 2021).....	225

Unit 5

East and Southeast Asia

CHAPTER 16
EARLY HISTORY OF EAST AND SOUTHEAST ASIA

Ten Thousand Miles Along the Yellow River N	
Unknown (Artifact, circa 1690).....	254
Pan Chao: Lessons for Women N	
Pan Chao (Book Excerpt, 80).....	255
Medieval Commerce in Asia N	
William Shepherd (Map, 1911).....	256
The Constitution of Prince Shotoku N	
Shotoku (translated by W. G. Aston) (Document, 604) ...	257
Standing Boar N	
Unknown (Artifact, 14th Century).....	258
Empress Wu’s Accomplishments I	
Traverse (Article, 2022).....	258
The Demonization of Empress Wu I	
Mike Dash (Article, 2012).....	259
Empress Wu’s Uncharacterized Stele I	
Unknown (Artifact, circa 706).....	260

CHAPTER 17
CHINA

Panda Habitats N	
Traverse (Map, 2025).....	269

Mohandas Karamchand Gandhi I	
Raja Rao (Article, 1969).....	226

CHAPTER 15
SOUTH AND CENTRAL ASIA

Monsoons in South Asia N	
The Earth Observatory (Video, 2019).....	235
Eastern Europe and Central Asia, 1988 and 2008 N	
Traverse (Maps, 2024).....	236
Sectoral Share of GDP, Bangladesh N	
Traverse (Graph, 2025).....	238
Malala Yousafzai: A ‘Normal,’ Yet Powerful Girl N	
Michel Marin, Malala Yousafzai, and Ziauddin Yousafzai (Radio Program, 2013).....	240
Stakeholder Engagement Plan for Rogun Hydropower Plant I	
Project Management Group Under the President of the Republic of Tajikistan (Document, 2024).....	241
Regional Effects of the Rogun Dam I	
Traverse (Article, 2025).....	242
The Real Cost of Hydropower Plants in Central Asia and the Caucasus I	
Manana Kochladze (Article, 2022).....	243

Quotations from Chairman Mao Tse-tung N	
Mao Tse-tung (Book Excerpt, 1972).....	270
Clothing Factory N	
Unknown (Video, Unknown).....	271
Nigerians Living near a Major Belt and Road Project Grew More Positive Toward China After It Was Completed N	
Charles Quinn (Graph, 2020).....	272

CHAPTER 18
EAST ASIA

Pacific Ring of Fire N	
Traverse (Map, 2025).....	283
The Making of Modern Japan N	
Naoko Shimazu, Mark Ravina, and Rajan Datar (Podcast, 2018).....	284
North vs. South Korea’s GDP Per Capita N	
Traverse (Chart, 2024).....	284
Expanding Capacity, Opportunity, and Desire to Learn Korean as a Heritage Language N	
Sarah J. Shin and Jin Sook Lee (Article, 2013).....	285
Hooked on the Internet, South Korean Teens Go into Digital Detox I	
Michael Sullivan, Lee Kae Seong, Sungwon Roh, and Shim Yong-Chool (Radio Program, 2019).....	286

Digital Addiction Intervention for Children and Adolescents: A Scoping Review I	
Keya Ding and Hui Li (Article, 2023).....	287
Prevention Strategies and Interventions for Internet Use Disorders Due to Addictive Behaviors Based on an Integrative Conceptual Model I	
Seung-Yup Lee, Min Seob Kim, and Hae Kook Lee (Article, 2019)	288
Managing Screen Time in South Korea I	
Traverse (Chart, 2025)	289

CHAPTER 19

SOUTHEAST ASIA

Floating Village in Myanmar N	
Otto Stadler (Video, Unknown)	298

Alive in the Killing Fields: Surviving the Khmer Rouge Genocide N	
Nawuth Keat with Martha E. Kendall (Memoir, 2009).....	299
Major Religions of Southeast Asia N	
Traverse (Map, 2024).....	300
Rice Terrace N	
ibigfish (Video, Unknown).....	301
Indicators of a Nation's Well-Being I	
Traverse (Article, 2025)	301
GDP per Capita of Southeast Asian Countries, 2023 I	
Traverse (Chart, 2025)	303
HDI of Southeast Asian Countries, 2022 I	
Traverse (Chart, 2025)	304
GNH of Southeast Asian Countries, 2024 I	
Traverse (Chart, 2025)	305

Unit 6

Oceania

CHAPTER 20

EARLY HISTORY OF OCEANIA

Pacific Island Artifact N	
Unknown (Artifact, Unknown).....	318
Unprecedented Study of Aboriginal Australians Points to One Shared Out of Africa Migration for Modern Humans N	
University of Cambridge (Article, 2019).....	319
Lapita Sites in Oceania N	
Traverse (Map, 2025).....	320
Triumph of the Commons: Sustainable Community Practices on Rapa Nui (Easter Island) I	
Robert J. DiNapoli, Carl P. Lipo, and Terry L. Hunt (Chart, 2021)	321
Rethinking Easter Island's Ecological Catastrophe I	
Terry L. Hunt (Article, 2007).....	322
From Ethnographical Subjects to Archaeological Objects: Pierre Loti on Easter Island (Rapa Nui) I	
Daniel Schávelzon (Article, 2014)	323
Easter Island's Secret May Be Adaptation, Not Suicide I	
Rachel Martin and Mara Mulrooney (Radio Program, 2013)	324

CHAPTER 21

AUSTRALIA AND NEW ZEALAND

Australia's "Frozen Zoo" and the Risk of Extinction N	
Ian Gunn (Article, 2011).....	333
One People—One Destiny N	
Henry Parkes (Speech, 1891)	334
Ethnic Groups in New Zealand N	
Traverse (Table, 2024).....	335
Heat Stress on the Great Barrier Reef N	
Emily Cassidy (Article, 2024)	336

Living in Extreme Climates I	
Various (Image Set, Various)	337
Inside Coober Pedy, Australia's Underground Mining Town I	
Chris Weller and Erin McDowell (Article, 2020).....	338
Māori Village Nestled Among Hot Springs Reckoning with the Return of Foreign Tourists I	
Eva Corlett (Article, 2022)	339
Australian Stilt Houses I	
Traverse (Article, 2025)	340

CHAPTER 22

THE PACIFIC ISLANDS AND ANTARCTICA

Concerns in the Samoa's over State of Emergency Communications N	
Sara Vui-Talitu, Tuiasau Ueese Petaia, Autagavaia Tipi Autagavaia, and Monica Miller (Newscast, 2018)	350
Antarctica: Research Stations and Territorial Claims N I	
Central Intelligence Agency (Map, 1986).....	351
Declaration on Law of the Sea and a Regional Fisheries Agency N	
South Pacific Forum (Document, 1977).....	352
Torres Strait Rights Activist on the Desperate Fight to Save the Islands N	
Julia Dean and Yessie Mosby (Interview, 2022).....	353
Antarctic Expeditions I	
Traverse (Time Line, 2024)	353
The Antarctic Treaty of 1959 I	
Various Countries (Document, 1959).....	354
U.S. Government's Statement About Antarctica I	
U.S. State Department (Article, Unknown)	355
Countries Rush for Upper Hand in Antarctica I	
Simon Romero (Article, 2015).....	356



World's biggest Buddhist temple, located in Java, Indonesia.

UNIT 4

South and Central Asia

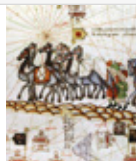


UNIT 4 KEY CONCEPTS



Ancient Civilizations

South and Central Asia have a rich history of ancient civilizations, including the Indus valley civilization, Mauryan Empire, and Gupta Empire.



Trade Networks

The Silk Road connected South and Central Asia to Europe, facilitating the exchange of goods and ideas between East and West.



Geography

The regions feature diverse landscapes, including the Himalayas, deserts like the Thar, fertile plains, and river systems such as the Ganges.



Modern History

The histories of South and Central Asia are shaped by colonialism, independence movements, and the struggle for political stability.

Indians celebrating
the Hindu New Year, 2017.

ENDURING THEMES

THE ENVIRONMENT

How can human behavior have both positive and negative effects on the environment?

Human societies can have a host of different effects on their environments, from conservation to destruction. Hindu and Buddhist traditions hold a deep reverence for natural spaces, pronouncing certain rivers and mountains as holy sites. But many human endeavors, even those that produce technological wonders, have also taken a heavy toll. As you read, pay attention to the actions of governments and individuals to protect the environment. How are the circumstances in South and Central Asia unique? Can countries in South and Central Asia balance economic growth with environmental conservation?

CHANGE

What internal and external factors cause a society to change?

Throughout history, South and Central Asia have been sites of ongoing transformation. Umayyad conquests in the seventh and eighth centuries brought Islam and its decrees to Central Asia. Europe's colonial ambitions in South Asia created new conflicts and inflamed old ones. Consider also, as you read, how various societies in South and Central Asia transformed from within, whether through emerging ideas or the rise of new governments. How do internal pressures give rise to both unrest and transformation? What other factors can lead to sudden or gradual change?

CULTURE, ART, AND TECHNOLOGY

How can art and technology reflect the culture of a place?

Art and technology, as products of human ingenuity, offer windows to understanding cultures past and present. In ancient India, scriptures and artifacts reflect a society organized by hierarchy. In Central Asia, the development of bow technology reflected a culture adapted to life on the Eurasian steppe. As you read, consider how the modern cultures of South and Central Asia are reflected in art and technology. What do creations reveal about their creators? What do you think future historians will remember from the technology and art of our own era?



Demographics

The regions are home to a vast diversity of ethnic groups, languages, and religions, with significant populations in both urban and rural areas.



Culture

The cultures of South and Central Asia are incredibly rich, with traditions in art, music, dance, literature, and festivals.



Government

The political landscape varies widely, from democracies like India to authoritarian regimes in parts of Central Asia.



Economics

Economies in these regions range from agriculture-based economies to emerging markets in technology, manufacturing, and services.

12

Early History of South and Central Asia



Ruins of Mohenjo-daro in the Indus valley, circa 2500 BCE.

CHAPTER OVERVIEW



CHAPTER QUESTION

How did the physical environment and trade contribute to the development of civilizations in South and Central Asia?

CHAPTER OBJECTIVES

1. Locate and describe the major physical features of South and Central Asia.
2. Explain the geographic, political, economic, and cultural characteristics of the ancient Indus valley.
3. Explain the geographic, political, economic, and cultural characteristics of medieval Central Asia.
4. Develop an outline in which you analyze cause and effect to present an argument about who was the more successful khan, Genghis or Kublai.

“At a time when most rulers considered themselves to be above the law, Genghis Khan insisted on laws holding rulers as equally accountable as the lowest herder.”

—Jack Weatherford, *Genghis Khan and the Making of the Modern World*, 2004

CHAPTER CONTENTS

CHAPTER OVERVIEW

pg. 188

PRIMARY AND SECONDARY SOURCES

Central Asian Biomes	pg. 192
Arthashastra	pg. 193
The Expansion of Mongol Trade	pg. 194
Social Studies Reading Skill: Analyzing Time Lines	pg. 195
Mongol Empire	pg. 196
Genghis Khan and the Making of the Modern World	pg. 197
Khubilai Khan: His Life and Times	pg. 198
Modern Views of Genghis Khan and Kublai Khan	pg. 199

CHAPTER INQUIRY

pg. 200

CHAPTER NARRATIVE



GEOGRAPHY

What are the major physical features of South and Central Asia?

Secondary Source

Central Asian Biomes



THE ANCIENT INDUS VALLEY

How did civilizations develop in the Indus River Valley?

Primary Source

Arthashastra

Media

Traverse 360: The Indus Valley Civilization

Hotspot: River Valley Civilizations

3D Object: Harappan Stamp

Explainer Video: The Indo-Aryans



ANCIENT AND MEDIEVAL CENTRAL ASIA

What role did trade play in the development of civilizations in Central Asia?

Secondary Source

The Expansion of Mongol Trade

Media

Traverse 360: The Rise of the Mongol Empire

Hotspot: Mongolian Ger

Explainer Video: Kublai Khan

CHAPTER INQUIRY ROUTINE

1 COMPELLING QUESTION

Who was the more successful khan, Genghis or Kublai?

2 SOURCE SET

- Mongol Empire
- Genghis Khan and the Making of the Modern World
- Khubilai Khan: His Life and Times
- Modern Views of Genghis Khan and Kublai Khan

3 COMMUNICATING CONCLUSIONS

Construct an Argument: Write and submit an outline that presents an argument in response to the Compelling Question. Include a clear claim, supported by evidence from at least two sources, explaining why you believe your selected khan was more successful. Consider the immediate and long-term effects of each khan's accomplishments. Include a counterclaim that acknowledges the strengths of the other khan, and explain why these may fall short of your criteria for success. Your outline will be reviewed by a peer. Review the feedback you receive from your peer and submit a reflection identifying your critique of one peer's outline and explaining how you would use the critiques you received to improve your own outline.

CHAPTER SUMMARY

BACKGROUND

- South Asia lies south of the Himalayas, bordered by the Indian Ocean. Central Asia is landlocked, stretching from the Caspian Sea to mountains in what is now western China.
- Early civilizations in South Asia developed along the Indus River Valley, leaving behind evidence of urban centers and agricultural innovations.
- Central Asian civilizations were shaped by nomadic pastoralism and hunter-gatherer lifestyles, adapting to life on the Eurasian steppe.

South Asia consists primarily of the **Indian subcontinent**, extending into the **Indian Ocean**. It features diverse climates, including **monsoons** that bring heavy rain. People have lived along river systems like the **Ganges River** for thousands of years. To the north, **the Himalayas** divide South Asia from Central Asia and China. Central Asia has mountains, forests, and the vast Eurasian **steppe**. Early civilizations in the steppe were nomadic hunter-gatherers and herders. They were the first to domesticate wild horses. Without access to sea trade routes, Central Asian kingdoms relied on overland trade routes and conquest to gain wealth.

The Indus River supported one of the world's first civilizations, the **Indus valley civilization**. Archaeologists have uncovered ruins of two cities in the region. Artifacts include storehouses,

toilets with drainage systems, and pottery and weapons with **Indus script**. Still, much of the culture and its language remains a mystery. Arrival of Aryan peoples from Central Asia around 1500 BCE formed the Vedic society. Most knowledge of this period comes from the **Vedas**, which were written in early **Sanskrit**. The Vedic social structure eventually evolved into the **caste system**. Brahmanism, which emerged during this time, developed into **Hinduism**. Later, the **Mauryan Empire** united the Indian subcontinent. Emperor Ashoka converted to **Buddhism** and promoted peace and religious tolerance. After the Mauryan Empire fell, the region split into smaller kingdoms.

Central Asia's steppe supported many nomadic civilizations. Horseback empires gained wealth and power through conquests and trade. The **Silk Road** made Central Asia a crossroads for goods and ideas. Islam spread to the region in the eighth century. Under Islamic rule, trade flourished and cultures blended, resulting in **religious syncretism**. The **Mongols** originated in Central Asia's plains as loosely connected clans. In 1206 CE, Genghis Khan united the Mongol tribes. His armies expanded rapidly through the use of horseback attacks. By 1223, Mongol forces had conquered northern China, Central Asia, and parts of Russia.

During the **Pax Mongolica**, Kublai Khan ruled the Mongol Empire. His rule was marked by safe travel and fast communication across the empire. However, Mongol dominance eventually declined. This was due to multiple factors including the spread of the Black Death, the rising power of European monarchies, the growth of the Ottoman Empire, and the closing of part of the Silk Road.

CHAPTER VOCABULARY

Buddhism

religion founded on the Indian subcontinent and based on the teachings of Siddhartha Gautama

caste system

a strict social hierarchy in which citizens are born into a societal role or class and cannot move to another

Ganges River

a major river flowing from the Himalayas to the Bay of Bengal through the northern Indian subcontinent, revered as sacred in Hinduism

the Himalayas

tall mountain range in South Asia; separates the Indian subcontinent from China and Central Asia



Buddhist shrine in the Himalayas.

Hinduism

major polytheistic world religion founded on the Indian subcontinent during the ancient period; includes beliefs in karma, dharma, and reincarnation

Indian Ocean

one of Earth's five oceans, which extends east of Africa and west of Australia and from the southern coast of Asia to the Southern Ocean

Indian subcontinent

large, triangle-shaped land mass in South Asia bordering the Indian Ocean

Indus script

a combination of numbers, words, and symbols believed to be the earliest-known form of writing on the Indian subcontinent

Indus valley civilization

one of a group of early human civilizations on the Indian subcontinent; flourished starting around 3300 BCE

landlocked

country or region entirely surrounded by land without direct access to the ocean or sea

Mauryan Empire

the consolidation of many Indian kingdoms under Chandragupta Maurya, formed around 321 BCE

Mongols

historic name for the nomadic and pastoral tribe that lived near the Eurasian steppe in central Asia; established a massive land empire in the 12th and 13th centuries



15th century Persian artwork depicting Genghis Khan and his wife.

monsoon

seasonal change in the direction of strong winds in a region and resulting changes in precipitation

Pax Mongolica

a period of stability and peace under the Mongol Empire, the world's largest-ever contiguous land empire; spanned from approximately 1250 to 1350. During this time, trade prospered along the Silk Road, and government was effectively administered.

religious syncretism

the combining or blending of beliefs, traditions, or practices of multiple belief systems within a single belief system

Sanskrit

the language of the Vedic peoples



Sanskrit engravings from a temple complex.

Silk Road

a series of routes that allowed traders to carry goods, cultural practices, beliefs, ideas, and diseases between Asia, Europe, and northern Africa

steppe

large area of level, treeless grassland

Vedas

collection of religious poems written by the Aryan people

PRIMARY AND SECONDARY SOURCES

🔗 Online option

Follow your teacher's directions for completing this activity.

GEOGRAPHY

THE ANCIENT INDUS VALLEY

ANCIENT AND MEDIEVAL CENTRAL ASIA

INQUIRY

SECONDARY SOURCE CENTRAL ASIAN BIOMES

SOURCING INFORMATION

Genre: Map

Date: 2024

BACKGROUND

This map of Central Asia shows the five distinct biomes of the region, highlighting its diverse ecosystems. Deserts with sparse vegetation, expansive grasslands called steppes, forests, and the frigid tundra are all represented. Each biome includes unique plants and animals that thrive in specific climates, some supporting civilizations throughout history more sustainably than others.

? **Section Question:**
What are the major physical features of South and Central Asia?



🔗 Online option



SOCIAL STUDIES READING SKILL | Analyzing Maps

According to the map, what challenges might people living in Turkmenistan face?

- A. frequent flooding and difficulty maintaining stable infrastructure
- B. scarcity of water resources and difficulty growing crops
- C. navigating dense rainforests and dealing with tropical diseases
- D. protecting crops from heavy snowfall and freezing temperatures

PRIMARY SOURCE

ARTHASHASTRA



Section Question: How did civilizations develop in the Indus River Valley?



SOURCING INFORMATION

Genre: Book Excerpt

Author: Kautilya (translated by L. N. Rangarajan)

Date: 321–296 BCE

BACKGROUND

Arthashastra, written around the third century, is one of the oldest surviving books about politics. In an excerpt from Part IX, “Covert Operations,” author Kautilya devises a political system of espionage at all levels of society. Scholars theorize the ancient Sanskrit manuscript was a how-to-govern guide for Emperor Chandragupta Maurya, founder of the Mauryan Empire.

ROVING AGENTS

Secret Agent: (Sattri)

Secret agents shall be recruited from orphans who have to be looked after by the state. They shall be trained in the following techniques: interpretation of signs and marks, palmistry¹ and similar techniques of interpreting body marks, magic and illusions, the duties of the *ashramas* [stages of life], and the science of omens and augury.² Alternatively, they can be trained in [physiology and sociology,] the art of men and society.

Assassin: (Tikshna)

These shall be recruited from the bravest in the land, particularly those who, for the sake of money, are willing to fight wild elephants and tigers, in total disregard for their personal safety.

Poisoner: (Rasada)

Those who are cruel, lazy and devoid of any affection for their relatives shall be recruited as poisoners.

Wandering Nuns: (Parivrajika, Munda-Vrshala)

A wandering nun may be a Brahmin³ (*parivrajika*) or from another sect (*vrshala* with their heads shaven). Such agents shall be recruited from poor but intrepid widows, who need to work for their living. They shall be treated with honour in the palace so that they may go into the houses of high officials freely.

[In addition to the above categories employed on a permanent basis, occasional agents could also be used. Their salary was fixed at 250 panas p.a.⁴ Which could be increased according to the work done.]

TRANSMISSION OF INTELLIGENCE

The intelligence gathered from roving spies shall be collected together in the establishments of spies based in one place and shall be transmitted by code. The transmitters shall not know who the gatherers were. [Sometimes transmission of intelligence gathered by agents within the house may become difficult if nuns are prevented from entering it.]. In such a case, the intelligence gathered shall be transmitted by means of songs, speech, signs, or messages in code hidden inside musical instruments or vessels, to other agents appearing at the door in disguise (as the parent of a servant, an artist, a singer or a slave). Alternatively, the agent inside the house may attempt to get out either secretly or by pretending to be ill, mad, or feigning⁵ escape from fire or poison.

DOUBLE AGENTS

Double agents are those clandestine⁶ operatives who, while employed by a king, spy for another king. They can adopt as cover any of the guises mentioned as cover for clandestine operatives under the Chancellor.

¹palmistry: a practice of giving interpretations and predictions for someone, usually concerning their future, by examination of the palm of their hand

²augury: the practice of observing signs of natural phenomena to tell the future

³Brahmin: the highest social class of Hindu India

⁴panas p.a.: early Indian silver coinage used as payment per year

⁵feigning: the act of pretending in order to mislead

⁶clandestine: done in secret



SOCIAL STUDIES READING SKILL | Analyzing Primary Sources

Which of the following conclusions is supported by this excerpt from *Arthashastra*?

- A. Orphans make the most effective spies because they are often brave and reckless.
- B. Kautilya believed that the emperor should employ only a small number of spies in order to maintain control of the institution of spies.
- C. In ancient India, only the best-educated upper class could be spies because no one would suspect them.
- D. Kautilya believed that close monitoring of officials and citizens was important for effective governance.

GEOGRAPHY

THE ANCIENT INDUS VALLEY

ANCIENT AND MEDIEVAL CENTRAL ASIA

INQUIRY

SECONDARY SOURCE WITH SOCIAL STUDIES READING SKILL
THE EXPANSION OF MONGOL TRADE



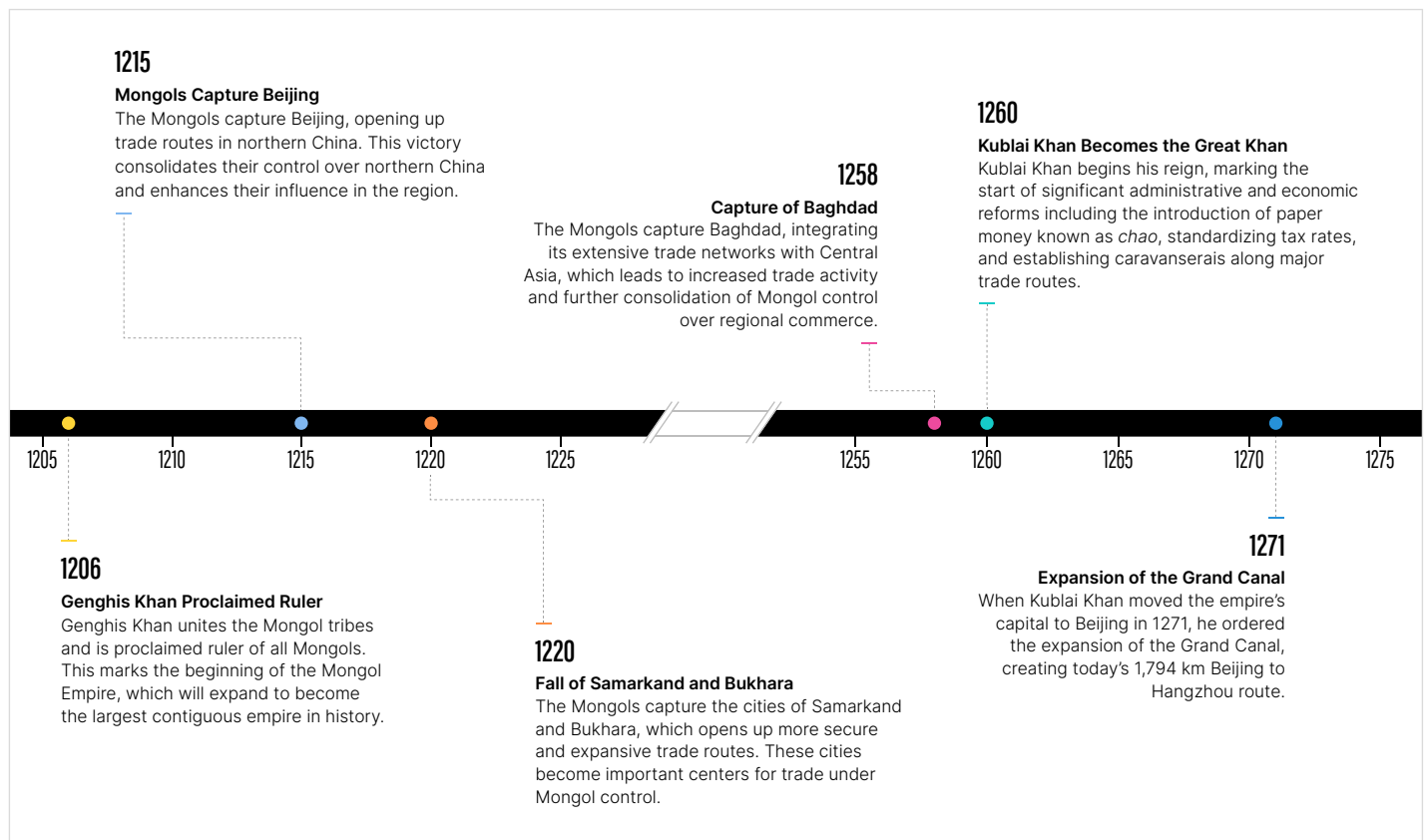
Section Question: What role did trade play in the development of civilizations in Central Asia?

SOURCING INFORMATION

Genre: Time Line | Date: 2024

BACKGROUND

Genghis Khan's proclamation as ruler in 1206 set the newly established Mongol Empire on a path of conquest throughout Eurasia in the 13th century. Economic milestones, including the introduction of paper money, were met under Mongol rule, illustrating the empire's rapid expansion and its profound impact on trade and culture from the Pacific Ocean to the Mediterranean Sea.



SOCIAL STUDIES READING SKILL

ANALYZING TIME LINES

A time line is a visual representation of events in chronological order. Time lines are secondary sources that provide information about the relationships between events in a specific era or period. Time lines help historians understand and draw conclusions about chronology, cause and effect, growth and development, change, and decline. Parallel time lines can be used to compare and contrast events that happened in different places over the same period of time.

1. CHECKLIST



Make observations.

- What is the title and time span of the time line?
- What kinds of events does the time line show?
- What intervals of time are marked on the time line?
- What do you need to know about the historical context in order to analyze this time line?



Make inferences.

- How are two or more events on the time line connected?
- What does the amount of time between events tell you about the relationship between events?
- How does the time line help you understand what changed over time and what stayed the same?



Go beyond.

- What information or events are not represented on this time line?
- How does analyzing events in chronological order help you better understand the time period?
- What new questions do you have after analyzing this time line?

2. SKILL MODEL

Here's how one student uses the checklist to analyze *The Expansion of Mongol Trade*.



Make observations.

- *The title of the time line is *The Expansion of Mongol Trade*.*
- *This time line shows a lot of events related to the Mongols taking over important cities.*



Make inferences.

- *I can infer that as the Mongols took over more cities, they expanded their control over trade.*
- *I see multiple events about Beijing so that city must have been important.*



Go beyond.

- *This time line doesn't give me any information on how the Mongols took over these cities.*
- *I wonder if any of the cities that were conquered put up a fight.*

3. PRACTICE

Online option

Use the checklist for Analyzing Time Lines to analyze *The Expansion of Mongol Trade*. Use a table like the one below to record your observations in column 1, your inferences in column 2, and your questions in column 3. The first row has been completed for you as a model.

Make Observations	Make Inferences	Go Beyond
<i>This time line displays many events related to the Mongols taking over cities.</i>	<i>The Mongols grew their trade routes across multiple continents in less than 70 years.</i>	<i>How did the Mongols take over so many cities?</i>

SECONDARY SOURCE

MONGOL EMPIRE

Source Analysis: Identify characteristics of the Mongol Empire under both Genghis and Kublai Khan, and draw conclusions about ways in which the empire changed over time.

SOURCING INFORMATION

Genre: Map | Date: 2024

BACKGROUND

This map compares the lands controlled by the Mongol Empire during the reigns of Genghis Khan and Kublai Khan. Genghis Khan founded the Mongol Empire in 1206, uniting nomadic tribes in Central Asia and rapidly expanding his empire through warfare. His grandson, Kublai Khan, continued this successful expansion until his death in 1294.



Online option

SOCIAL STUDIES READING SKILL | Analyzing Maps

Match each location to the correct description of when and by whom it was controlled.

Control

- during Genghis Khan's Empire
- during Kublai Khan's Empire
- free from the Mongol Empire's control

Location

- India
- Mongolia
- China, Persia, and parts of Russia

SECONDARY SOURCE

GENGHIS KHAN AND THE MAKING OF THE MODERN WORLD

Close Reading: Identify words, phrases, or sentences that describe changes that were instituted by Genghis Khan in the Mongol Empire, and describe how these changes are similar to or different from conditions found in modern nations.



SOURCING INFORMATION

Genre: Book Excerpt
Author: Jack Weatherford
Date: 2004

BACKGROUND

In *Genghis Khan and the Making of the Modern World*, author Jack Weatherford makes the argument that the khan's accomplishments transformed the world around him. His conquest connected nearly all of Central Asia, laying the foundation for an empire that grew larger than North America, including what would become over 30 modern nations with a population of more than three billion people today.

As he smashed the feudal system of aristocratic privilege and birth, he built a new and unique system based on individual merit, loyalty, and achievement. He took the disjointed and languorous¹ trading towns along the Silk Route and organized them into history's largest free-trade zone. He lowered taxes for everyone, and abolished them altogether for doctors, teachers, priests, and educational institutions. He established a regular census and created the first international postal system. His was not an empire that hoarded wealth and treasure; instead, he widely distributed the goods acquired in combat so that they could make their way back into commercial circulation. He created an international law and recognized the ultimate supreme

law of the Eternal Blue Sky² over all people. At a time when most rulers considered themselves to be above the law, Genghis Khan insisted on laws holding rulers as equally accountable as the lowest herder. He granted religious freedom within his realms, though he demanded total loyalty from conquered subjects of all religions. He insisted on the rule of law and abolished torture, but he mounted major campaigns to seek out and kill raiding bandits and terrorist assassins. He refused to hold hostages and, instead, instituted the novel practice of granting diplomatic immunity for all ambassadors and envoys, including those from hostile nations with whom he was at war.

¹languorous: not busy or productive

²Eternal Blue Sky: at times referred to as Tengri, the supreme deity in the religion practiced by Genghis Khan

Online option



SOCIAL STUDIES READING SKILL | Analyzing Secondary Sources

Which of these statements are true about Genghis Khan? Select the three correct answers.

- A. Genghis Khan built a new and unique system based on aristocratic privilege and birth.
- B. Genghis Khan, like most rulers of his time, considered himself above the law.
- C. Genghis Khan organized the largest-ever free trade zone along the Silk Road.
- D. Genghis Khan demanded total loyalty from his hostages.
- E. Genghis Khan believed in the law of the Eternal Blue Sky but also granted religious freedom.
- F. Genghis Khan shared the riches taken from enemies instead of keeping them for himself.

SECONDARY SOURCE

KHUBILAI KHAN: HIS LIFE AND TIMES



Close Reading: Identify details in the excerpt that describe achievements under the rule of Kublai Khan, and infer how these achievements might benefit the Mongol Empire.



SOURCING INFORMATION

Genre: Book Excerpt

Author: Morris Rossabi

Date: 2009

BACKGROUND

Khubilai, or Kublai, Khan inherited an empire characterized by Mongol conquest and cultural advancements that began under the rule of his grandfather, Genghis Khan. In *Khubilai Khan: His Life and Times*, author Morris Rossabi explores the life and legacy of the ruler who not only increased the size of the empire but also transitioned the Mongolian people from nomadic tribes to an established society.

His life and career spanned the rise and decline of the Mongol empire. He was born in 1215, the year in which his grandfather, Chinggis Khan¹ seized Peking,² and his death in 1294 coincided with the deterioration and dismemberment of the Mongol empire that had been gradually created from the early thirteenth century on. He was significant because he was the first of the

Mongol rulers to make the transition from a nomadic conqueror from the steppes to effective ruler of a sedentary society.³ His reign in China witnessed the construction of a capital city, the development of a legal code and a new written script for all the languages in the Mongol domains, and court patronage of the theater, the arts and crafts, and science and medicine.

¹Chinggis Khan: an alternate spelling of Genghis Khan

²Peking: outdated spelling of Beijing, the capital city of China

³sedentary society: a society in which people remain in a single place throughout the year, as opposed to a nomadic society in which people continually travel with the seasons

 Online option


SOCIAL STUDIES READING SKILL | Analyzing Secondary Sources

Read this quotation from the book *Khubilai Khan: His Life and Times*.

“He was significant because he was the first of the Mongol rulers to make the transition from a nomadic conqueror from the steppes to effective ruler of a sedentary society.”

Why might the transition from a nomadic conqueror to a ruler of a sedentary society be important for the Mongol Empire?

SECONDARY SOURCE

MODERN VIEWS OF GENGHIS KHAN AND KUBLAI KHAN



SOURCING INFORMATION

Genre: Article

Creator: Traverse

Date: 2022

BACKGROUND

To many of the modern nations that were once conquered by the Mongol Empire, Genghis Khan and Kublai Khan are remembered as brutal tyrants. However, modern-day Mongolians celebrate the two rulers as founders of their country, rulers who were able to unite Central Asia into one of the largest empires the world has ever known.



Close Reading: Identify details in the text that indicate the Mongolian people's feeling that it is important to create a more balanced view of Genghis Khan and Kublai Khan, and infer why they feel this way.

For many, the names Genghis Khan and Kublai Khan call to mind terrifying, dangerous conquerors. But many Mongolians look at these ancient leaders differently. Mongolia experienced a democratic revolution in 1990. Since then, Mongolians have revived and redefined their national history. Genghis and Kublai have emerged as popular foundational heroes, according to Jehangir S. Pocha in *The New York Times* article "Mongolia Sees Genghis Khan's Good Side."



Elbegdorj Tsakhia, a former Mongolian president and prime minister, jokes that "Genghis Khan wasn't really a bad guy, he just had bad press." Genghis has a reputation as a military tyrant, especially in nations he conquered, such as China, India, and Iran. To Mongolians, though, Genghis is the "father of the nation," writes Pocha. He even appears on Mongolian money. Pocha notes that revering one's ancestors is an important part of Mongolian culture. By honoring Genghis, Mongolians are reclaiming their historical roots.



Kublai Khan, another Mongolian king and grandson of Genghis, enjoys a similar popularity. Mongolians call him "Kublai the Wise," writes the *Straits Times*. For the leader's 800th birthday, Mongolians had a weeklong celebration. The celebration was meant to "honour and value the contribution of Kublai Khan to Mongolian and world history" according to one government official.

Jack Weatherford, a scholar of Mongolian history who spoke to the *Straits Times*, notes that Genghis and Kublai "were the two most important men of the last thousand years." They set the stage for the creation of the Mongol Empire. Its legacy still influences Asian geography and culture today.

Online option



SOCIAL STUDIES READING SKILL | Analyzing Secondary Sources

Over time, Mongolians have changed their perspectives when it comes to Genghis Khan and Kublai Khan. Match the perspective with the correct details.

Perspective

1. old view of Genghis Khan and Kublai Khan
2. current view of Genghis Khan
3. current view of Kublai Khan

Details

- A. founder of the nation
- B. terrifying, dangerous conquerors
- C. one of the most important men of the last thousand years



COMPELLING QUESTION

Who was the more successful khan, Genghis or Kublai?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

Imagine the amount of work that goes into designing and building a school building. Then think of all of the work and the people it takes to keep it clean, updated, and useful. Both are difficult jobs that require a lot of work. How would you determine if these people are doing their jobs successfully? At a different level, the same could be said hundreds of years ago about building an empire. Some leaders put in the hard work of building an empire, while the next generations had to maintain the empire. In this Chapter Inquiry, you will explore and compare two Mongol leaders, Genghis Khan and Kublai Khan, and the work they did to build and maintain the Mongol Empire.

SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- What were the main achievements of Genghis Khan?
- What were the main achievements of Kublai Khan?
- Why are these achievements historically significant?
- How are Genghis Khan and Kublai Khan viewed in modern times?

As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER

Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Evidence	Connection to Compelling Question
<i>Mongol Empire</i>		

INQUIRY PROMPT

Construct an Argument: Write and submit an outline that presents an argument in response to the Compelling Question. Include a clear claim, supported by evidence from at least two sources, explaining why you believe your selected khan was more successful. Consider the immediate and long-term effects of each khan's accomplishments. Include a counterclaim that acknowledges the strengths of the other khan, and explain why these may fall short of your criteria for success. Your outline will be reviewed by a peer. Review the feedback you receive from your peer and submit a reflection identifying your critique of one peer's outline and explaining how you would use the critiques you received to improve your own outline.

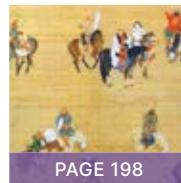
2 | SOURCE SET



MONGOL EMPIRE

Genre: Map
Date: 2024

PAGE 196



KHUBILAI KHAN: HIS LIFE AND TIMES

Genre: Book Excerpt
Author: Morris Rossabi
Date: 2009

PAGE 198



GENGHIS KHAN AND THE MAKING OF THE MODERN WORLD

Genre: Book Excerpt
Author: Jack Weatherford
Date: 2004

PAGE 197



MODERN VIEWS OF GENGHIS KHAN AND KUBLAI KHAN

Genre: Article
Creator: Traverse
Date: 2022

PAGE 199

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS

With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- What were the main achievements of Genghis Khan?
- What were the main achievements of Kublai Khan?
- Why are these achievements historically significant?
- How are Genghis Khan and Kublai Khan viewed in modern times?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PLAN

Plan for your outline. You may use this structure to create your outline:

- Claim
 - Reason A
 - Evidence
 - Explanation
 - Reason B
 - Evidence
 - Explanation
 - Counterclaim:
- Concluding sentence that ties back to your claim

3. RESPOND

Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:

- The response demonstrates a thorough understanding of the achievements of Genghis Khan and Kublai Khan and the impact of the Mongol Empire on the peoples of Asia and Europe.
- The response accurately analyzes multiple complex causes and effects of an event or development. The analysis thoroughly explains the relationships between events, describes how they developed, and distinguishes between different types of causes.
- The student effectively critiques an argument for credibility. The response thoroughly analyzes the strengths and limitations of the argument's claims, counterclaims, evidence, and explanations.
- The student successfully identifies and addresses the limitations of an argument. The student thoroughly strengthens the argument by refining claims and counterclaims.

INQUIRY PROMPT



COMPELLING QUESTION

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