

TEACHER
RESOURCE
COMPANION

WORLD REGIONS AND CULTURES

The Eastern Hemisphere



WELCOME TO TRAVERSE

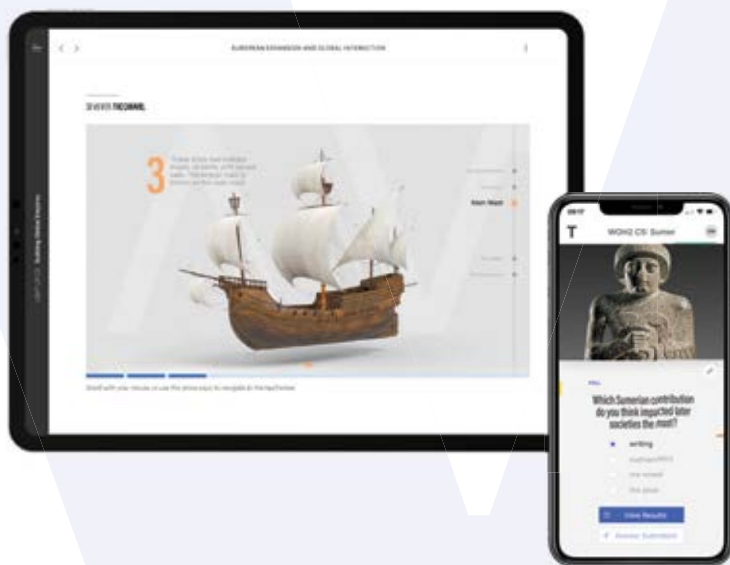
Driven by inquiry and powered by media, Traverse cultivates a dynamic digital learning experience for students of all backgrounds and learning styles.



Traverse is a standards-driven social studies curriculum that enlivens learning with a rich online experience.

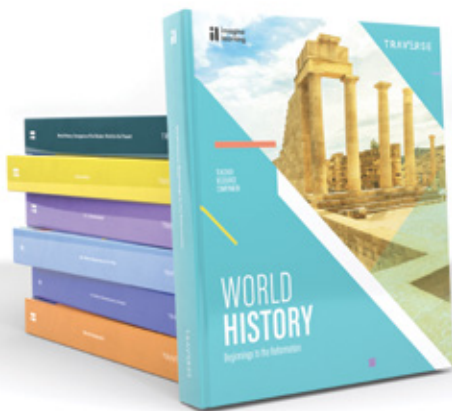
Students investigate primary and secondary sources, explore video and multimedia resources, and collaborate with online learning tools.

The digital teacher's edition (TE) provides teachers a wealth of classroom activities, discussion questions, and assessment options.



Print Materials to Support Your Classroom

The *Student Source and Skill Companion* emphasizes social studies skill development as students delve deeply into primary and secondary sources. The *Teacher Resource Companion* offers comprehensive supports as well as recommendations for pacing and differentiation to suit your students' needs.



Courses

- U.S. History: Beginnings to the Civil War
- U.S. History: Reconstruction to the Present
- U.S. History: Beginnings to the Present
- World History: Beginnings to the Reformation
- World History: Emergence of the Modern World to the Present
- World History: Beginnings to the Present
- World Regions and Cultures: The Eastern Hemisphere
- World Regions and Cultures: The Western Hemisphere
- U.S. Government
- World Geography
- Economics

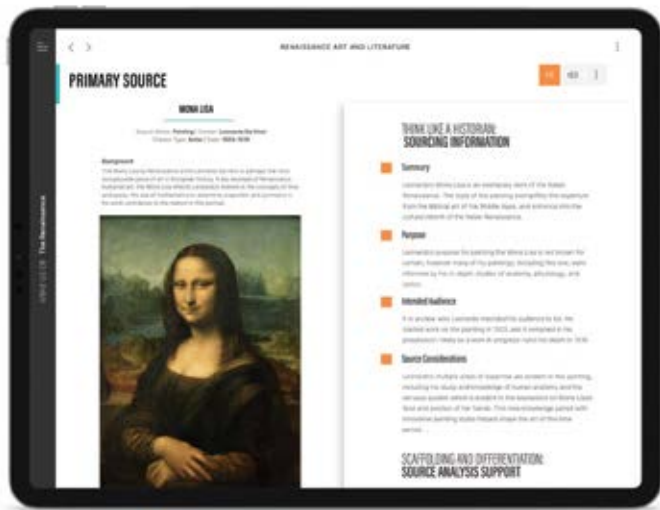


Program Advisors

Dr. Kathy Swan served as the director of the C3 Framework for inquiry and created the C3 Teachers network and the Making Inquiry Possible documentary series. Her expertise in inquiry-based learning and work with educators nationwide have been instrumental in developing the inquiry questions and tasks found within Traverse.

Dr. Sam Wineburg founded the Stanford History Education Group (SHEG), now Digital Inquiry Group (DIG). His research and work with SHEG have played a key role in developing the inquiry-driven approach used in the Traverse U.S. History and World History courses.

WHY TRAVERSE



1 BALANCED AND EFFECTIVE SOCIAL STUDIES INSTRUCTION

Traverse balances content, inquiry, and social studies skills to provide a learning experience focused on the standards teachers need to cover. The one-stop curriculum with customizable materials maximizes student learning and allows teachers to approach instruction with confidence.

2 INQUIRY-DRIVEN INSTRUCTION WITH ROBUST SKILL DEVELOPMENT

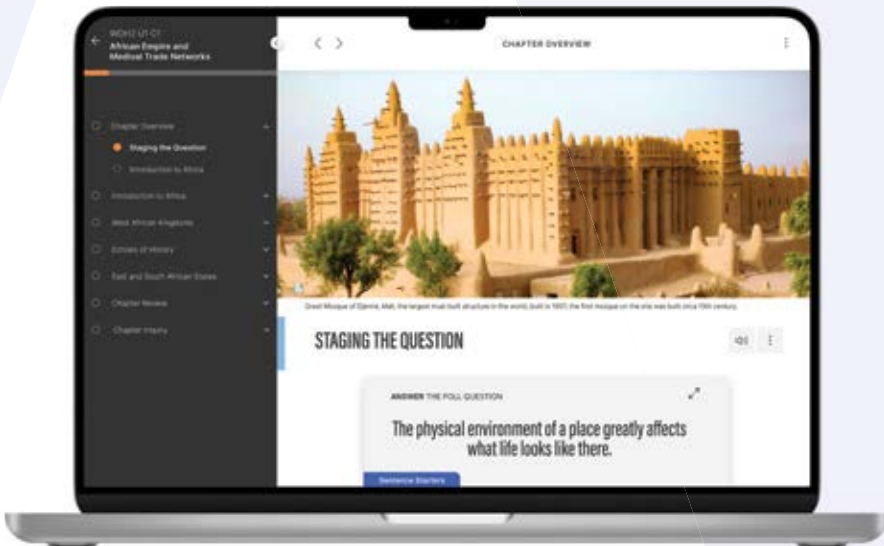
Aligned to the C3 Framework, Traverse develops the social studies skills and knowledge students need for college, career, and civic life.

In Traverse's unique approach to skill-building, featured skill lessons are paired with content. Skills are then revisited in later chapters, reinforcing learning and promoting retention.



3 MEDIA-POWERED LEARNING TO ENGAGE INSTRUCTION

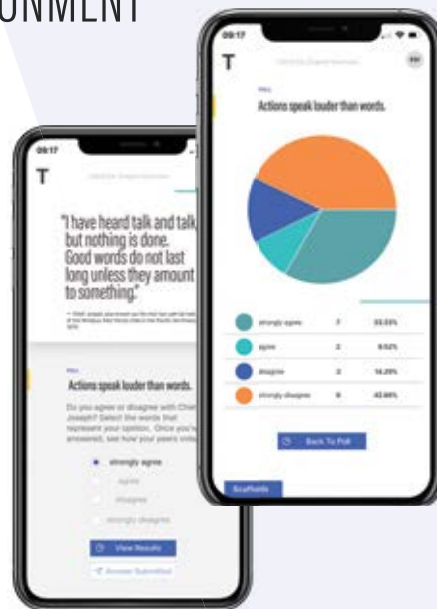
Traverse uses technology and multimedia to enhance instruction, creating digital learners out of digital natives. Students learn through a diverse range of interactive content, which drives peer-to-peer learning, from videos like The Beat to student activities like Share Your Perspective and Echoes.



4 DIFFERENTIATION AND ENGAGEMENT FOR AN EQUITABLE LEARNING ENVIRONMENT

Traverse features flexible implementation models and guidance to facilitate social learning and student collaboration.

Teachers can collect data and measure student learning outcomes through a variety of digital activities that engage students and assess their interpretation and analysis skills. Student-facing scaffolds create personalized learning experiences.



WHAT'S ONLINE

Traverse was built for online learning. Students and teachers can access all elements of the curriculum online.

CHAPTER NARRATIVE

The chapter narrative was created for this digital environment. It is modular and accessible on all devices, with content broken into manageable portions. Students can engage directly with the curriculum, leading to a student-centered, active learning experience.

Chapter Contents

Narratives provide complete standards coverage.

Images and Media

Each section showcases a variety of visual media that enhances student learning.

Assessment

Formative and summative assessments invite students to reflect on the content, share their perspectives, and display mastery of standards.



MEDIA-DRIVEN LEARNING

Student actors and presenters engage students in a variety of media formats, and carefully chosen topics reinforce and extend student learning.

THE VIEW



The View videos introduce each unit.

TRAVERSE 360



Presenters explore the impactful moments that make history.

QuickTalk



Quick Talks provide fast and fun insights into the content.

TimeTunnel



Time Tunnels are focused on events and key moments in history.

EXPLAINER VIDEO



These videos explain concepts, events, figures, and locations.

TheBeat



The Beat features a study group modeling inquiry and analysis skills.

3D OBJECT



3D object animations highlight details and examine artifacts from all angles.

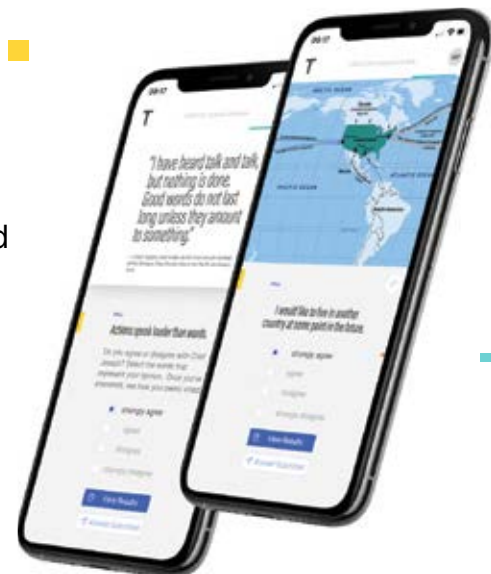
FLIPBOOK



Information about a person, place, or idea is presented in a story-like experience.

ONLINE STUDENT ACTIVITIES

Traverse integrates activities within narratives, sources, and inquiries to engage students and assess their progress. Teachers can collect data and remediate content in real time. These built-in tools create an interactive and personalized learning environment.



WHAT'S IN PRINT

From exploring sources to mastering essential skills, the *Student Source and Skill Companion* empowers students to actively engage with content.

SOURCES

Tabbing System

Identify the source's location within the chapter with the section and inquiry tabs.

Sourcing Information and Background

Set context for students with relevant source details.

Social Studies Skill Practice

Practice source-analysis skills with questions for every source. These questions are also available online.

STUDENT Source and Skill Companion

The screenshot shows a digital interface for a source titled "APOLLO 11 MOON LANDING". At the top, there are navigation tabs: "THE SPACE RACE", "FOREIGN POLICY AND CUBA", "FOREIGN POLICY AND GERMANY", and "INQUIRY". Below the tabs, the source title is displayed in a dark teal box. To the right, there is a callout box with an "Online option" icon and the text "Follow your teacher's directions for completing this activity." Below the title, there is a "SOURCING INFORMATION" section with details: "Genre: Video", "Director: NASA", and "Date: 1969". A "BACKGROUND" section follows, providing context about the Apollo 11 mission. To the right of the background text is a video player with a play button and a callout box that says "Log in to your digital student account to watch this video." Below the video player, there are two skill practice sections. The first is "HISTORICAL READING SKILL | Analyzing Auditory and Video Sources" with a matching exercise. The second is "INQUIRY AND RESEARCH SKILL | Exploring Evolving Interpretations" with a question about public opinion. At the bottom right of the interface, there is a footer with "PRIMARY AND SECONDARY SOURCES" and the page number "567".



All sources appear in the digital curriculum as well as print.

TEACHER Resource Companion

| THE SPACE RACE | FOREIGN POLICY AND CUBA | FOREIGN POLICY AND GERMANY | INQUIRY |
|--|-------------------------|---|---------|
| PRIMARY SOURCE APOLLO 11 MOON LANDING | | | |
| THINK LIKE A HISTORIAN: SOURCING INFORMATION | | | |
| Summary: The video shows the 1969 moon landing by Apollo 11 astronauts. In this excerpt, Buzz Aldrin and Neil Armstrong describe what they see and experience when descending to the moon's surface. | | audience was also the viewing public in the United States and the world. | |
| Purpose: The purpose of the video was to document Apollo 11's lunar landing. | | Source Considerations: The Apollo 11 spaceflight that landed the first two people on the moon was broadcast live. Because of how the video was converted, some images and audio are distorted and might seem crude by today's standards of high-resolution technology. This source helps students answer the Compelling Question because it shows one of the victories the United States had in the Space Race: the first lunar landing. | |
| Intended Audience: The intended audience was primarily NASA. However, since the video was also broadcast on TV, the | | | |
| SOURCE ANALYSIS SUPPORT | | | |
| Media: Explain to students that the video was viewed live by more than half a billion people, perhaps the largest-ever TV audience. Special equipment and technology were developed and considered state-of-the-art at the time, allowing the event to be seen from 239,000 miles away. | | Style: Explain that the source is an actual transmission and conversation between the astronauts and mission command at NASA. It is not necessarily entertaining, like today's documentaries, but was meant to capture a momentous event as it occurred. | |

ANALYZE AND DISCUSS

- What details do you observe in the video? *Answers will vary but might include Neil Armstrong describing his first steps on the moon.*
- How do these details connect to information you learned in the chapter about the Space Race? *Answers will vary but may discuss how this event proved America's space program was more advanced than the Soviets', pushing the United States further ahead in the Space Race.*

Online option THE SPACE RACE

HISTORICAL READING SKILL | Analyzing Auditory and Video Sources

Match each media element with the correct example. Then explain the significance of the element.

1. motion
A. Explanation: *This was the first human contact with the moon.*
2. overview shot
C. Explanation: *This mission was a large team effort.*
3. voice-over
B. Explanation: *This was broadcast to television viewers who needed context for what was happening.*
4. eyewitness account
D. Explanation: *This was the first close-up eyewitness account of the moon, including tactile description of the moon's surface.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Think Like a Historian

Develop expertise with in-depth sourcing information.

Source Analysis Support

Enrich student comprehension and analysis with additional discussion of a source's genre, style, organization, and more.

Analyze and Discuss

Encourage student reflection and discussion with questions for each source.

Social Studies Skill Practice

Answer keys provide clarification and information for you, even when students complete questions online.

CHAPTER OVERVIEW

Access all information in the point-of-use teacher edition next to the student-facing curriculum.



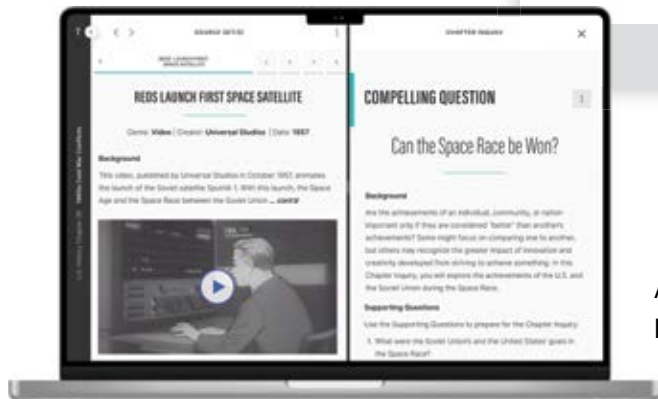
CHAPTER INQUIRY

Compelling Question

Introduce each inquiry with the Compelling Question, Supporting Questions, and background information.

Source Set

Use the source pages to complete the inquiry.



CHAPTER INQUIRY

COMPELLING QUESTION
Could the Space Race be won?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

Are the achievements of an individual, community, or nation important only if they are considered “better” than another’s achievements? Some might focus on comparing one to another, but others may recognize the greater impact of innovation and creativity developed from striving to achieve something. In this Chapter Inquiry, you will explore the achievements of the United States and the Soviet Union during the Space Race.

SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- What were the Soviet Union’s and the United States’ goals in the Space Race?
- What did the Soviet Union accomplish during the Space Race?
- What did the United States accomplish during the Space Race?
- How could a winner be determined?

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

GRAPHIC ORGANIZER

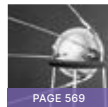
Track your ideas as you work through the source set. Complete one row for each source.

| Source Title | Possible Answer to Compelling Question | Evidence |
|--|--|----------|
| <i>Reds Launch First Space Satellite</i> | | |

INQUIRY PROMPT

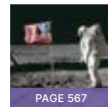
Adapt an Argument: Work with a partner to create a podcast in which you respond to the Compelling Question. Be sure to reference information from multiple sources representing how ideas have developed over time. Include a claim, evidence for your claim, and a counterclaim in your podcast. Be sure to explain the strengths and limitations of your claim and explanation, as well as the strengths and limitations of the counterclaim, as you make the case for your position.

2 | SOURCE SET



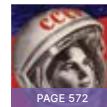
REDS LAUNCH FIRST SPACE SATELLITE
Genre: Video
Creator: Universal Studios
Date: 1957

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APOLLO 11 MOON LANDING
Genre: Video
Director: NASA
Date: 1969

PAGE 567



HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY
Genre: Article
Author: Sophie Pinkham
Date: 2019

PAGE 572



IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION
Genre: Document
Author: USIA Office of Research Analysis
Date: 1959

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EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, Michael Neufeld
Date: 2008

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All elements in the Chapter Inquiry are available online.

CHAPTER INQUIRY

? **COMPELLING QUESTION**
Could the Space Race be won?

1 | COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind students that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect students to their prior knowledge.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Reds Launch First Space Satellite
- Apollo 11 Moon Landing
- Explorer 1, America's Answer to Sputnik
- How the Soviets Won the Space Race for Equality

SCAFFOLDING AND DIFFERENTIATION

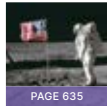
- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.
- Have students research another nation's views of the Space Race and include an additional source from that research in their response to the Compelling Question.

2 | SOURCE SET



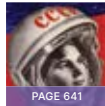
REDS LAUNCH FIRST SPACE SATELLITE
Genre: Video
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APOLLO 11 MOON LANDING
Genre: Video
Director: NASA
Date: 1969

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HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY
Genre: Article
Author: Sophie Pinkham
Date: 2019

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IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION
Genre: Document
Author: USIA Office of Research Analysis
Date: 1959

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EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, Michael Neufeld
Date: 2008

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Facilitating Inquiries

Determine your path through the inquiry, with options for how to cut back on the number of sources students will analyze to complete the inquiry task.

Scaffolding and Differentiation

Provide targeted inquiry support for beyond-grade-level students, English language learners, and approaching-grade-level students.

CHAPTER INQUIRY

In the digital environment, sources follow the Compelling Question in a convenient tabbed view. These tabs allow students to navigate quickly between sources, while the teacher edition provides essential information for instruction with each source.



SKILLS

The Beat

Go online to watch episodes of The Beat, which follows a study group over one school year. Students will see social studies skills being modeled using the same sources and inquiry prompts that they are completing.

Checklist

Every skill lesson is accompanied by a checklist that students can use to apply the skill to a variety of sources.

3

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INQUIRY AND RESEARCH SKILL

EVALUATING SECONDARY SOURCES

Examine the “Evaluating Secondary Sources” episode of The Beat to understand how one group of students approaches the process of evaluating secondary sources. Then read the definition and checklist that students discuss in the video.

What does it mean to evaluate secondary sources?
Secondary sources are works that interpret a historical topic for a particular audience, often through the use of primary sources. Like primary sources, all secondary sources have limitations. A secondary source might have limited reliability, it might omit perspectives important for answering the Compelling Question, or its information may be too broad to answer the Compelling Question. Before using a secondary source to answer the Compelling Question, it is important to identify the source’s strengths and limitations.

Why is it important to evaluate secondary sources?
There are usually multiple secondary sources on a topic, and the makers of those sources often come to different conclusions, even if they all use the same primary source evidence. Analyzing and comparing each secondary source’s interpretation or central argument and evaluating their strengths and weaknesses will help you determine how to effectively use the source to build an argument or explanation.

1. CHECKLIST HOW DO YOU EVALUATE SECONDARY SOURCES?

✓

Analyze the source’s relevance as evidence to answer your Compelling Question:

- What is the source’s maker’s interpretation or central argument?
- How does this interpretation or central argument connect to the Compelling Question?

✓

Analyze the source’s credibility as evidence to answer your Compelling Question:

- Is the information in the source historically accurate? Do other sources contain similar information?
- Is the maker of this source credible and qualified to discuss the topic?
- How might the maker’s perspective shape their interpretation or argument?
- Does the maker support the interpretation or argument in the source with logical reasoning and strong evidence?

✓

Evaluate the source’s strengths and limitations for use in your Inquiry Prompt response:

- Strengths: What makes this source a strong fit for your Inquiry Prompt response? Its credibility? Its relevance? Both?
- Limitations: After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

2. SOURCE

Now it’s time to practice evaluating secondary sources with **THE CASE FOR TAMMANY HALL BEING ON THE RIGHT SIDE OF HISTORY**, the first item in your source set. Use the checklist for Evaluating Secondary Sources 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.

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CHAPTER INQUIRY 171

Skill lessons are also available online. Students can use digital tools to split their screen and view two items side by side for easy application of a checklist.

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WELCOME TO TRAVERSE

TEACHER Resource Companion

3



INQUIRY AND RESEARCH SKILL EVALUATING SECONDARY SOURCES

Introduce students to the skill definition and checklist for Evaluating Secondary Sources. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class. Use the discussion questions to gauge students' understanding.

- How can a secondary source be evaluated for relevance? *Does the source directly address the topic or Compelling Question?*
- What does it mean for the author or creator of the source to be credible? *The author or creator is credible if they have expertise in the subject they are writing about.*
- How did the example of the music review connect to the skills? *The students evaluated the relevance of the reviews, examined the credibility of the authors, and acknowledged the limitations of their sources.*

Explain to students that this Chapter Inquiry focuses on the skill of Evaluating Secondary Sources. They will get a chance to practice this skill before applying it to the Inquiry Prompt.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in the skill:

- **address:** to apply oneself to something; direct one's efforts toward something, such as a question, issue, or problem
- **interpret:** to make sense of and assign a meaning to
- **topic:** the subject matter of a written work, discussion, or conversation

Call on students to share definitions in their own words. Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

SKILL MODEL

Project The Beat episode and use the following questions to prompt discussion. Allow students to use the annotation tool to answer the questions before you discuss them as a class. Encourage students to use the annotation tool to note places where the students are using elements of the checklist in their conversation.

- What conclusions do the students come to about the relevance of the podcast on Tammany Hall? *The students decide that the podcast is relevant to the Compelling Question because it talks about the benefits of Tammany Hall, but they acknowledge that the podcast has a smaller focus than the Compelling Question.*
- What limitations do the students identify with the credibility of the source? *The students acknowledge that the source comes from a historian but notice that he doesn't cite any primary sources.*
- How do the students plan to address the limitations of the source? *The students plan to use a primary source and to look at sources that talk about other political machines.*

COMMON MISCONCEPTIONS

Students may think that because secondary sources include encyclopedias, scholarly articles, and published books that the interpretations, arguments, and information in them can be taken at face value.

- It is best practice for secondary-source authors to fact-check their work, provide citations for information used, and address competing arguments to convey a balanced perspective. But authors do not always take these measures.
- All sources have limitations. Even secondary sources written by experts and scholars need to be carefully scrutinized and evaluated for credibility.
- A secondary source may contain inaccurate information, bias, omissions, and missing perspectives.

Academic Vocabulary

Introduce academic terms together with inquiry skills to provide context and a better understanding.

Skill Model

Integrate media into your classroom with discussion prompts for The Beat skill-modeling videos.

Teacher Notes

Teacher notes offer information and questions that empower teachers to go beyond the content in the chapter.

The teacher edition for each skill lesson provides materials to inform and engage students both online and in print.



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Inquiry Compelling Question: How can objects reveal culture?

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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

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Exploring Economics | How is economics used to understand the world?

Inquiry Compelling Question: What economic system is the best?

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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

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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

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

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

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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

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

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West and Central Africa

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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

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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

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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

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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

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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

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South and Central Asia

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 **Social Studies Reading Skill:** Analyzing Quantitative Data

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

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Indians celebrating the Hindu New Year, 2017.



UNIT 5

East and Southeast Asia

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Early History of East and Southeast Asia

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

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

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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

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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

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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

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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

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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

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

UNIT 4

South and Central Asia

Unit 4 explores South Asia and Central Asia, focusing on the physical and cultural geography of the regions from past to present. Spanning from the early Indus valley civilization to the Mongol Empire, the unit covers societies that had significant impacts on these regions. It offers an overview of three major religions that originated here: Hinduism, Buddhism, and Sikhism. The unit's later chapters feature a more in-depth focus on the demographics, politics, and culture of present-day countries like India, Pakistan, Kazakhstan, and others. Along with the unit's primary and secondary sources, a handful of case studies allow students to examine challenges and developments specific to South and Central Asia.





Indians celebrating the Hindu New Year, 2017.

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UNIT PREVIEW

Before you explore the video and key concepts, ask students to list what they already know about the geography, religions, and history of South and Central Asia.

Online

UNIT OPENER

THE VIEW

SKILLS INSTRUCTION AND PRACTICE

FEATURED INSTRUCTIONAL SKILLS

SOCIAL STUDIES READING SKILLS

Chapter 12: Analyzing Time Lines

Chapter 15: Analyzing Quantitative Data

INQUIRY AND RESEARCH SKILLS

Chapter 13: Conducting Online Research

Chapter 14: Analyzing Relationships Between Sources

Chapter 15: Analyzing Perspectives

SPIRALED PRACTICE AND APPLICATION SKILLS

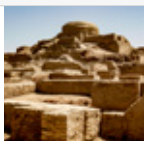
SOCIAL STUDIES READING SKILLS

- Analyzing Auditory and Video Sources
- Analyzing Images and Artwork
- Analyzing Maps
- Analyzing Primary Sources
- Analyzing Secondary Sources

INQUIRY AND RESEARCH SKILLS

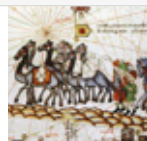
- Analyzing Cause and Effect
- Constructing Compelling and Supporting Questions
- Critiquing and Improving Arguments
- Developing and Supporting Claims
- Evaluating Primary Sources

UNIT 4 KEY CONCEPTS



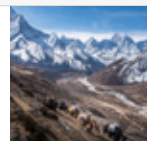
Ancient Civilizations

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.

CAN'T MISS MOMENTS

CHAPTER 12 | Early History of South and Central Asia

- 7 **Traverse 360:** The Indus Valley Civilization
- 7 **3D Object:** Harappan Stamp
- Secondary Source:** Central Asian Biomes
- Enduring Themes:** Government (Forms of Government)

CHAPTER 13 | Religions of Southern Asia

- 7 **Hotspot:** The Golden Temple
- 7 **Flipbook:** Religious Sites in South Asia
- Section:** The Natural World in Buddhism
- Primary Source:** The Hymns of the Rigveda

CHAPTER 14 | India

- 7 **Explainer Video:** Delhi Sultanate
- 7 **Interactive Map:** Population Growth in India
- Section:** Partition of India
- Secondary Source:** "The Knowledge of Our Elders": India's Living Root Bridges Submitted to UNESCO

CHAPTER 15 | South and Central Asia

- 7 **Explainer Video:** Steppe
- 7 **Interactive Map:** Biomes of Central Asia
- 7 **Hotspot:** Geography and Sports
- Enduring Themes:** Globalization and Independence (Tourism)

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?

CONNECTIONS

- River Pollution in India
- Infrastructure in Central Asia
- Climbing Mount Everest

CONNECTIONS

- The Partition of India
- Economic Reforms in Uzbekistan
- Mongol Conquest of Central Asia

CONNECTIONS

- Buddhist Temples
- Traditional Indian Attire
- Islamic Architecture



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.

CHAPTERS AT A GLANCE



CHAPTER 12 | 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?

- Geography
- The Ancient Indus Valley
- Ancient and Medieval Central Asia

Inquiry Compelling Question

Who was the more successful khan, Genghis or Kublai?

Social Studies Reading Skills

Instruction: Analyzing Time Lines



CHAPTER 13 | Religions of Southern Asia

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

- Hinduism
- Buddhism
- Sikhism
- Case Studies

Inquiry Compelling Question

What can we learn about Hindu or Buddhist societies from their sacred places?

Inquiry and Research Skills

Instruction: Conducting Online Research



CHAPTER 14 | India

How do geography and history shape life in India today?

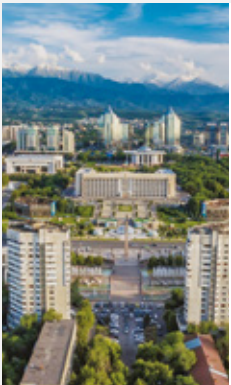
- Geography of India
- Modern History
- Life in India
- Case Studies

Inquiry Compelling Question

How did people respond to Gandhi's "Quit India" speech?

Inquiry and Research Skills

Instruction: Analyzing Relationships Between Sources



CHAPTER 15 | South and Central Asia

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

- Geography of South and Central Asia
- Modern History
- Life in South and Central Asia
- Case Studies

Inquiry Compelling Question

Is the Rogun Dam good for Tajikistan?

Social Studies Reading Skills

Instruction: Analyzing Quantitative Data

Inquiry and Research Skills

Instruction: Analyzing Perspectives

UNIT PACING OPTIONS

■ Chapter Narrative
 ■ Chapter Summary
 ■ Chapter Inquiry

| SECTION | Narrative or inquiry based on skills placement | All narratives; inquiries with skills | All narratives; all inquiries |
|--|--|---------------------------------------|-------------------------------|
| | 20 DAYS | 25 DAYS | 30 DAYS |
| UNIT INTRODUCTION | 1 | 1 | 1 |
| CHAPTER 12: EARLY HISTORY OF SOUTH AND CENTRAL ASIA Chapter Narrative <ul style="list-style-type: none"> • Geography • The Ancient Indus Valley • Ancient and Medieval Central Asia, Social Studies Reading Skill: Analyzing Time Lines Chapter Inquiry | 2–5 | 2–6 | 2–4 5–7 |
| CHAPTER 13: RELIGIONS OF SOUTHERN ASIA Chapter Narrative <ul style="list-style-type: none"> • Hinduism • Buddhism • Sikhism • Case Studies Chapter Inquiry and Research Skill: Conducting Online Research | 6 7–9 | 7–8 9–11 | 8–10 11–14 |
| CHAPTER 14: INDIA Chapter Narrative <ul style="list-style-type: none"> • Geography of India • Modern History • Life in India • Case Studies Chapter Inquiry and Research Skill: Analyzing Relationships Between Sources | 10 11–14 | 12–14 15–17 | 15–17 18–21 |
| CHAPTER 15: SOUTH AND CENTRAL ASIA Chapter Narrative <ul style="list-style-type: none"> • Geography of South and Central Asia • Modern History • Life in South and Central Asia, Social Studies Reading Skill: Analyzing Quantitative Data • Case Studies Chapter Inquiry and Research Skill: Analyzing Perspectives | 15–16 17–18 | 18–20 21–23 | 22–24 25–28 |
| UNIT REVIEW AND ASSESSMENT | 19–20 | 24–25 | 29–30 |

SCAFFOLDING AND DIFFERENTIATION

Scaffolds and differentiation provide targeted support for three levels of English language learners—beginning, intermediate, and advanced—as well as approaching- and beyond-grade-level readers. Instruction and scaffolds are differentiated based on these levels.

ENGLISH LANGUAGE LEARNERS AND APPROACHING-GRADE-LEVEL READERS

English language learners and approaching-grade-level readers receive scaffolds for every chapter, in both the narrative and Chapter Inquiry. Specific scaffolds are intentionally designed to support the needs of these learners in the social studies classroom, while other scaffolds exist as part of the many standard features in the Traverse digital platform and can be strategically utilized to support students' comprehension and engagement.

| LESSON-SPECIFIC SCAFFOLDS | TECH-ENHANCED SCAFFOLDS | TEACHER-PROVIDED SCAFFOLDS |
|---|---|---|
| <ul style="list-style-type: none"> Paragraph frames Sentence frames Sentence starters Speaking frames Word banks | <ul style="list-style-type: none"> Audio with variable speed Leveled text | <ul style="list-style-type: none"> Reading comprehension strategies Reading comprehension support |

BEYOND-GRADE-LEVEL STUDENTS

Differentiation for beyond-grade-level students balances the need for additional enrichment without simply providing extra assignments. Each Chapter Inquiry provides an option for teachers to increase the rigor of the Inquiry Prompt for these students.

| CHAPTER | CHAPTER INQUIRY TASK | ENRICHMENT FOR BEYOND-GRADE-LEVEL STUDENTS |
|---------|--|---|
| 12 | Write an outline. | Have students evaluate their empire through a different disciplinary lens, such as political, historical, geographic, social, or economic. |
| 13 | Conduct online research and write a two-paragraph essay. | Have students create a comparative chart that compares a sacred place from the source set with the sacred site of Hinduism or Buddhism they found in their research. |
| 14 | Participate in a Harkness Discussion. | Have students create a collage by finding images that represent the different forms of protest mentioned in the sources, illustrating how people respond to calls for change. |
| 15 | Adapt an argument to take the form of a poster. | Have students research another large-scale infrastructure project in a different country. Students should compare the successes and challenges of that project with the Rogun Dam and present their findings in a comparison chart. |

ASSESSMENT

Assessment in Traverse builds upon a repeated process that includes instruction, assessment, and review. Teachers regularly assess student progress through formative and summative measures and use the individualized data from those assessments to guide choices about instruction, review, remediation, and enrichment for all students.



1 INSTRUCTION AND FORMATIVE ASSESSMENT

Students have repeated and consistent opportunities for formative assessment throughout each chapter.

- ✓ Vocabulary and Content Knowledge
- ✓ Primary and Secondary Source Analysis
- ✓ Social Studies Reading, Thinking, and Inquiry and Research Skills
- ✓ Collaborative Learning

2 REVIEW

Use student response data from formative assessment to monitor progress and identify areas for reteaching.

- ✓ Student-Led Review
- ✓ Recursive Vocabulary Practice
- ✓ Chapter Recap
- ✓ Unit Review

3 RETEACH

Opportunities for review appear throughout each chapter and at the end of each unit, with opportunities for student- and teacher-directed review.

TRAVERSE GRADEBOOK

Mastery of skills and standards is tracked via the gradebook, which can be sorted and viewed by assignment, standards, or key terms.

CHAPTER VOCABULARY

Vocabulary terms provide coverage of all unit standards. Students can self-assess mastery of terms in their digital accounts.

ASSESSMENT

4 UNIT ASSESSMENT

The unit assessment can be found in the Unit Review inside your digital teacher account. From there, the digital version can be assigned to students, or a paper-based version can be printed. Have students complete the assessment digitally and use the data to monitor standards mastery and overall student progress.

PART 1 VOCABULARY AND EASTERN HEMISPHERE KNOWLEDGE

QUESTIONS: 10

FORMAT: Multiple Choice

CONTENT FOCUS:

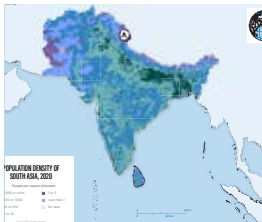
- Vedic society
- Religious syncretism
- Ashoka's leadership
- Sikhism
- Effects of pilgrimages
- Effects of monsoons
- Religion in India
- Geography of Central Asia
- Collapse of the Soviet Union
- Governments of South Asia

PART 2 PRIMARY AND SECONDARY SOURCE ANALYSIS

QUESTIONS: 5

FORMAT: Multiple Choice

SOURCE SET



Population Density of South Asia, 2020

CONTENT FOCUS: Geographic features of South Asia

SKILLS FOCUS: Analyzing Maps



Indus River Valley Civilization

CONTENT FOCUS: Monsoons

SKILLS FOCUS: Analyzing Secondary Sources



Spread of Buddhism, Second Century CE

CONTENT FOCUS: Spread of Buddhism

SKILLS FOCUS: Analyzing Maps



Taj Mahal (circa 19th century)

CONTENT FOCUS: Mughal Empire

SKILLS FOCUS: Analyzing Images and Artwork



Taliban Rule in Afghanistan

CONTENT FOCUS: Women's roles in Afghanistan

SKILLS FOCUS: Analyzing Secondary Sources

PART 3

SOCIAL STUDIES READING AND THINKING

QUESTIONS: 5

FORMAT: Tech-enhanced item types: Group and Sort, Cloze, Drag and Drop, Choice Matrix

CONTENT FOCUS:

- Genghis Khan and Kublai Khan
- Hinduism
- Sikhism
- Ganges and Yuman Rivers
- South and Central Asian history

PART 4

DOCUMENT-BASED QUESTIONS

QUESTIONS: 5 + 1 (optional)

FORMAT: Multiple Choice, Multiselect, Choice Matrix, Short Answer; Essay (optional)

CONTENT FOCUS: Religion in India

SKILLS FOCUS: Analyzing Images and Artwork, Analyzing Secondary Sources, Analyzing Quantitative Data, Analyzing Maps, Analyzing Change and Continuity

PROMPT: What impact has the presence of multiple religions had on India's cultural practices?

SOURCE SET



The Hindu Caste System



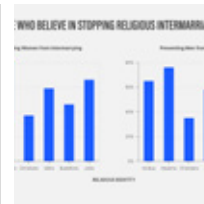
Sikhism, Central Intelligence Agency (2022)



Religious Population in India, 2022, World Population Review (2023)



Shared Religious Beliefs and Practices in India, Pew Research Center (2019–2020)



Stopping Religious Intermarriage in India, Pew Research Center (2019–2020)



Religious Sites in India

WHAT'S NEXT?

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

RETEACH chapter content or skills that students have not yet mastered.

REVISE your teaching plan to provide more or less explicit instruction into a skill, topic, or source.

REGROUP students and levels of scaffolding based on progress.

12

Early History of South and Central Asia



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

CHAPTER OVERVIEW

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.



SKILL INSTRUCTION AND PRACTICE

Chapter 12 Instructional Skill

Analyzing Time Lines

Practice and Application Skills

Analyzing Cause and Effect
Analyzing Change and Continuity
Analyzing Maps
Analyzing Primary Sources
Analyzing Secondary Sources
Critiquing and Improving Arguments



CHAPTER QUESTION

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

CHAPTER CONTENTS

CHAPTER OVERVIEW

Chapter Narrative Instructional Resources pg. 237

PRIMARY AND SECONDARY SOURCES

Central Asian Biomes pg. 237

Arthashastra pg. 239

The Expansion of Mongol Trade pg. 240

Social Studies Reading Skill:
Analyzing Time Lines pg. 241

Mongol Empire pg. 243

Genghis Khan and the Making of the
Modern World pg. 244

Khubilai Khan: His Life and Times pg. 245

Modern Views of Genghis Khan and
Kublai Khan pg. 246

CHAPTER INQUIRY

pg. 247

CHAPTER PLANNING AND PACING

CHAPTER PACING OPTIONS

OPTION A Balanced Approach **OPTION B** Inquiry-Focused Approach **OPTION C** Narrative-Focused Approach

Suggested Grouping

WG Whole Group
SG Small Group
IND Individual

| SECTION | FEATURES | OPTION A | OPTION B | OPTION C |
|--|-----------------------------------|---------------------|----------|----------|
| CHAPTER NARRATIVE | Chapter Overview | | | |
| | Geography | DAY 1 | | DAY 1 |
| | The Ancient Indus Valley | DAY 2 | Homework | DAY 2 |
| | Ancient and Medieval Central Asia | | | |
| | Echoes of History | DAY 3 | DAY 1 | DAY 3 |
| | Chapter Review | | | |
| | CHAPTER INQUIRY | Compelling Question | DAY 4 | DAY 1 |
| Source Set | | DAY 5 | DAYS 2–3 | |
| Communicating Conclusions: Construct an Argument | | DAY 6 | DAYS 4–5 | Homework |

SCAFFOLDING AND DIFFERENTIATION



These icons identify differentiation strategies and scaffolded support for a variety of students. See the digital lesson plan for additional differentiation strategies and scaffolds.

ENGLISH LANGUAGE LEARNERS

APPROACHING GRADE LEVEL

BEYOND GRADE LEVEL

Online

A summary, audio recording, and proficiency-leveled version of this chapter are available digitally.

ENDURING THEMES



GOVERNMENT

- What is political legitimacy, and how is it determined?
- To what degree are established political ideas and systems fixed? In what ways are they still evolving?

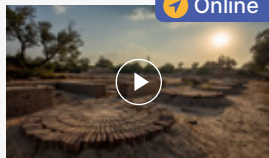


THE ENVIRONMENT

- How have environmental circumstances forced people to adapt or alter their behaviors?
- How do people find a balance between using natural resources and preserving the environment?



CHAPTER MEDIA



Online

Traverse 360
The Indus Valley Civilization



Online

Hotspot
River Valley Civilizations



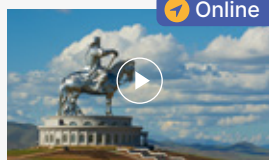
Online

3D Object
Harappan Stamp



Online

Explainer Video
The Indo-Aryans



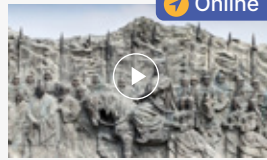
Online

Traverse 360
The Rise of the Mongol Empire



Online

Hotspot
Mongolian Ger



Online

Explainer Video
Kublai Khan

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 NARRATIVE INSTRUCTIONAL RESOURCES

 Online

Additional resources and activities are available in your digital teacher edition.

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



Subsection Topics

- Introduction to South and Central Asia
- Physical Features of South Asia
- Physical Features of Central Asia

Section Vocabulary

Ganges River, the Himalayas, Indian Ocean, Indian subcontinent, landlocked, monsoon, steppe

CONTEMPORARY CONNECTIONS

The Aral Sea, once a vital water source in Central Asia, is rapidly shrinking. Due to this ecological collapse, efforts are being made to stabilize the landscape.

- In 2005, Kazakhstan built the Kok-Aral Dam with World Bank funding to save the Northern Aral Sea. In addition, since 2020, Uzbekistan and Kazakhstan have worked on the Green Aral Sea initiative, planting drought-resistant plants in the Aralkum Desert to combat desertification and health issues associated with the toxic sands.
- **Extend Thinking:** How has the landscape of the Aral Sea changed or stayed the same over time?

GEOGRAPHY

THE ANCIENT INDUS VALLEY

ANCIENT AND MEDIEVAL CENTRAL ASIA

INQUIRY

SECONDARY SOURCE CENTRAL ASIAN BIOMES

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This map depicts five biomes—desert, grassland, temperate deciduous forest, coniferous forest, and tundra—found within the borders of the region known as Central Asia, which includes countries from Turkmenistan in the south to Russia in the north.

Purpose: This map was created in order to illustrate the variety and locations of biomes found within the region of Central Asia.

Intended Audience: This Traverse map was created for educational purposes.

Source Considerations: This source includes parts of other regions of Asia, including Iran, Afghanistan, Azerbaijan, and Georgia. However, these countries are not named on the map.

Vocabulary: Students may not have encountered biome-specific terms such as *coniferous* or *grassland*. It may be helpful to review the key characteristics—climate, vegetation, and animal life—of each of the five biomes prior to analyzing this map.

Media: Students may be overwhelmed by the climate regions depicted on the map. Encourage students to utilize the key and their annotation tool to note which areas fall under specific climate biomes.

ANALYZE AND DISCUSS

- Where are the five different biomes located? *Desert biomes are found in southern Central Asia in countries such as Turkmenistan, Uzbekistan, and the majority of Kazakhstan. Grasslands are to the north and east of these areas, in Kazakhstan, Kyrgyzstan, Tajikistan, and parts of southern Russia. Temperate deciduous forests can be found in higher altitudes of Russia and also west of the Caspian Sea. Finally, coniferous forest and tundra biomes are located in the most northern regions of Russia.*
- How might biomes within a region affect its capacity to support a large or growing population? *Answers may vary but will likely include that in order to support a large or growing population, there needs to be a stable food supply. This means that biomes such as desert or tundra may limit a population's food supply due to lack of water and/or extreme temperatures. Regions that have a mix of biomes might be more flexible with weather and water challenges and be able to support a larger population.*

Online option



SOCIAL STUDIES READING SKILL | Analyzing Maps

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

B. Correct. *Deserts and grasslands have limited water resources and arid conditions, making it difficult to grow crops.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

The Ancient Indus Valley | How did civilizations develop in the Indus River Valley?



Subsection Topics

- Civilizations Emerge
- Indus Valley Society
- Vedic Society
- Mauryan Empire

Section Vocabulary

Buddhism, caste system, Hinduism, Indus script, Indus valley civilization, Mauryan Empire, Sanskrit, Vedas

DISCUSSION QUESTIONS

3D OBJECT: HARAPPAN STAMP

- How were the Harappan stamps used? *The stamps were pressed into wet clay, which would leave an imprint.*
- What do the images of animals and mythical creatures on Harappan seals suggest about their culture or beliefs? *Answers will vary but may include that the creatures may represent beliefs, gods, or symbols of power; the unicorn may have been special to their culture, suggesting they had creative or spiritual ideas.*
- What conclusions can you draw based on the fact that items have been found at Indus valley sites from Mesopotamia and China? *Answers will vary but may include that this suggests that the civilizations were connected through trade. Students may conclude that there was likely some cultural diffusion.*



Online

MULTIPLE PERSPECTIVES

The Indus script is one of the oldest writing systems to remain undeciphered, sparking debates on whether the script is linguistic or simply symbolic.

- Some scholars believe it may be an early form of language, possibly linked to Dravidian languages. Others think it could be a type of code or symbolic system used for recordkeeping. Another theory is that the script may not be a language at all, but rather a form of religious or ceremonial symbolism.
- **Extend Thinking:** How do different perspectives on the Indus script impact our understanding of this civilization?

GEOGRAPHY

THE ANCIENT INDUS VALLEY

ANCIENT AND MEDIEVAL CENTRAL ASIA

INQUIRY

PRIMARY SOURCE

ARTHASHASTRA

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: In the book excerpt from *Arthashastra*, the author, Kautilya, describes the types of spies he recommends the emperor should employ. The book itself is a treatise on government and politics, one of the earliest surviving manuscripts of this type.

Purpose: *Arthashastra* was written as a handbook on how to govern a kingdom in ancient India.

Intended Audience: Because of Kautilya's relationship with Chandragupta Maurya—as a counselor and advisor—scholars assume the concepts in Kautilya's treatise were intended to help Chandragupta establish and rule his kingdom.

Source Considerations: The extensive description of spycraft as a tool for efficient governing creates an understanding of the political, and perhaps personal, decisions used in the Mauryan government. The text of *Arthashastra* is still studied today as a political guide.

READING COMPREHENSION SUPPORT

ELL

Style: The translation provides Sanskrit wording in parentheses for English words students may be unfamiliar with. Explain these are provided for reference only and are not required to comprehend the material.

Organization: Students might find the lack of conventional organization problematic. Explain that the first paragraphs describe types of roles in the covert network. The next describes how information is passed. The final paragraph describes another type of spy.

READ, COMPREHEND, AND DISCUSS

- What are two examples of spies based on the excerpt? *Answers will vary but might include orphans, the bravest in the land, widows, members of lower castes, servants, and enslaved people.*
- How do these examples support the author's purpose? *Answers will vary but might reference the variety of people involved in a spy network of all ranks of society who could ensure society was secure and make the emperor aware of any problems that might arise. The information provided could help the king protect the country from enemies, control internal uprisings, and make better decisions for citizens.*

Online option



SOCIAL STUDIES READING SKILL | Analyzing Primary Sources

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

D. Correct. *From Kautilya's discussion of the institution of spies, it is clear that he felt monitoring the activities of the kingdom was important.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.



Subsection Topics

- Early Peoples of Central Asia
- Islamic Conquest in Central Asia
- The Origins of the Mongols
- The Mongols Expand

Section Vocabulary

Mongols, Pax Mongolica, religious syncretism, Silk Road

DISCUSSION QUESTIONS

EXPLAINER VIDEO: KUBLAI KHAN

- Who was Kublai Khan? *Kublai Khan was a Mongol leader. He was the grandson of Genghis Khan. He established the Yuan dynasty in China in 1271.*
- What was Kublai Khan's policy toward religion in his empire? *Kublai Khan favored Buddhism but was accepting of all religions.*
- What happened to the Mongol Empire after Kublai Khan's death? *After Kublai Khan's death, there was a succession struggle, and the Mongol Empire was divided into separate khanates.*



Online

MOMENTS OF TRANSFORMATION

After uniting the Mongol tribe and conquering other peoples in the steppe, Genghis Khan implemented a new legal code that would transform and stabilize his new empire.

- Published circa 1218, the *Yassa* organized government, courts, private law like marriage and obedience to elders, and criminal law. Minor offenses were handled locally, but serious crimes often led to the death penalty or citywide destruction for a leader's failure to uphold laws. The *Yassa* brought stability to the expansive empire by codifying the laws.
- **Extend Thinking:** How did the *Yassa* transform the nomadic societies that came under Mongol rule?

GEOGRAPHY

THE ANCIENT INDUS VALLEY

ANCIENT AND MEDIEVAL CENTRAL ASIA

INQUIRY

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

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This time line highlights key events of the 13th century related to the rise and expansion of the Mongol Empire, especially focusing on trade and economic standardization.

Purpose: This time line was created to summarize important dates and events under the Mongol Empire relating to trade, territorial conquest, and economic expansion.

Intended Audience: This Traverse time line was created for educational purposes.

Source Considerations: It's important to note that all historical events—especially those related to war and conquest—involve multiple perspectives that should be taken into account. However, in a condensed time line such as this source, which focuses on the impact of the Mongol Empire's expansion of trade throughout Asia, there is not a focus on the people of the conquered territories.

Organization: Students may have difficulty following the horizontal presentation of the time line. Offer various methods of viewing the dates and events, for example vertically, and encourage students to zoom in when appropriate.

Vocabulary: There are multiple cities and landmarks mentioned in this time line that students may not be familiar with. In order to best understand the size of the Mongol Empire, have a map nearby for students to refer to.

ANALYZE AND DISCUSS

- What cities were captured by the Mongol Empire based on this source? *Beijing, Samarkand, Bukhara, and Baghdad*
- How can this data be used to understand the impact of the Mongol Empire on trade throughout Asia? *Answers may vary but will likely include that controlling lands across parts of Asia allowed the Mongol Empire to expand trade and standardize economic elements, such as taxes and forms of payment. By doing this, Mongol rulers were also able to establish and consolidate safe trade routes for merchants and travelers.*



SOCIAL STUDIES READING SKILL ANALYZING TIME LINES

Before students analyze The Expansion of Mongol Trade, provide the skill lesson on Analyzing Time Lines. Read the skill definition and checklist as a class or have students read it on their own.

Have students use the checklist to analyze the time line. They should collect their thoughts in the graphic organizer. Depending on the needs of your class, this activity could be facilitated as whole-group, small-group, or individual learning.

Use the following example for your model:

- **Observation:** Kublai Khan continued the expansion after Genghis Khan.
- **Inference:** The Mongols expanded their trade network rapidly throughout Asia and Africa.
- **Question that goes beyond:** I wonder if merchants had to learn multiple languages over such a vast trade route.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in this skill:

development: a recent event that has some relevance for the present situation

inference: a conclusion made by using evidence and reason

visual: relating to or using sight

Call on students to share a definition in their own words.

Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

SYNTHESIZING INFORMATION

- Which physical features make up natural boundaries for South and Central Asia? *The Himalayas create a natural boundary between South and Central Asia; South Asia is bordered by the Bay of Bengal, the Indian Ocean, and the Arabian Sea to the south.*
- How have the physical features of South and Central Asia, such as mountains, bodies of water, and the steppe, influenced connections with neighboring regions and civilizations? *Answers will vary but may include that South Asia's access to rivers, seas, and the Khyber Pass facilitated trade and agriculture; Central Asia's Eurasian steppe and overland routes connected nomadic societies, enabling cultural exchange and trade despite geographical barriers like mountains and deserts.*
- How did geography impact the differences between the nomadic societies in Central Asia and the urban civilizations that developed in South Asia? *Answers will vary but may include Central Asia's dry steppe supported nomadic herders who relied on livestock and domesticated horses. South Asia's fertile river valleys allowed settled agricultural civilizations to grow, fostering urban development and specialization in trade.*
- How did the geography of the Indus River Valley contribute to the development of early settlements and cities? *The Indus River provided water and fertile soil and supported farming—especially once innovations allowed farmers to store seasonal floodwater for irrigation during drier months.*
- How did the Aryans influence the cultural, religious, and social systems in the Indian subcontinent during the Vedic period? *Answers will vary but may include that the Aryans introduced Sanskrit, the Vedas, and a social hierarchy called varnas that would later form a caste system and lead to Hinduism.*
- How did Ashoka's governance of the Mauryan Empire differ from that of Chandragupta Maurya? *Answers will vary but may include that Ashoka's rejection of his predecessor's oppressive violence and war and introduction of Buddhism promoted peace, tolerance, and unity throughout the empire.*
- What adaptations did nomadic societies develop to survive on the Central Asian steppe? *Answers will vary but may include that the nomadic societies domesticated horses and became skilled riders, using this skill with advanced weaponry to raid urban areas to survive.*
- What legacy did foreign invaders have on the culture and economic development of Central Asia? *Answers will vary but may include that the Persian and Macedonian empires allowed urban cities to become crossroads between China and Rome along the Silk Road, while the Kushan Empire helped spread Buddhism throughout Central Asia.*
- **Inquiry Connection:** How did the rules of Genghis Khan and Kublai Khan differ? *Answers will vary but may include that Genghis united the Mongol tribes and conquered others on the steppe with his violent and ruthless military, while Kublai developed a sophisticated government that responded to the diversity of the large empire and promoted tolerance.*

PRIMARY AND SECONDARY SOURCES

GEOGRAPHY

THE ANCIENT INDUS VALLEY

ANCIENT AND MEDIEVAL CENTRAL ASIA

INQUIRY

SECONDARY SOURCE MONGOL EMPIRE

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This map displays the difference in lands controlled by Genghis Khan and later by Kublai Khan of the Mongol Empire from approximately 1227 to 1294.

Purpose: For the purpose of comparison, this map provides a broad overview of Mongolian-controlled territory during the time of two different rulers.

Intended Audience: This Traverse map was created for educational purposes.

Source Considerations: The cities included on this map were capital cities of the Mongol empire. Karakorum was founded by Genghis Khan as the capital of the empire in 1220, while Shangdu and Khanbaliq both served as capitals during the reign of Kublai Khan.

SOURCE ANALYSIS SUPPORT

ELL

Media: This map has a large amount of color-coded data, which may cause issues for students with color vision deficiency. Explain to students having difficulty that the areas are also marked with a “I” and “II” as noted in the key.

Organization: Students may be curious about when each area was conquered or the locations of other cities not mentioned in the map. Encourage students to research other maps or sources that may provide this detailed information.

ANALYZE AND DISCUSS

- What are some characteristics you observe about the Mongol Empire under both Genghis and Kublai Khan in the map? *Answers will vary but may include observations about the large size of the empire under both leaders, as well as the expansion of land under Kublai Khan.*
- What do these observations tell you about ways in which the empire changed over time? *Answers will vary but might include that Kublai Khan successfully conquered all of China and part of Korea, a goal of Genghis Khan. The actual amount of new territory conquered by Kublai Khan appears smaller than that of Genghis Khan. This might be due to the fact that the Mongolian territory became so spread out and diverse that it was difficult to execute or control further expansion.*

Online option



SOCIAL STUDIES READING SKILL | Analyzing Maps

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

- B.** 1. during Genghis Khan's Empire
- C.** 2. during Kublai Khan's Empire
- A.** 3. free from the Mongol Empire's control

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

SECONDARY SOURCE

GENGHIS KHAN AND THE MAKING OF THE MODERN WORLD

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: Not only did Genghis Khan rise to become the founder of the Mongol Empire, he also instituted a large number of changes throughout his empire and connected diverse cultures throughout Europe and Asia.

Purpose: Professor Jack Weatherford explores the life and accomplishments of Genghis Khan and seeks to redefine the Western characterization of the khan as a barbarian, comparing his rule and legacy with contemporary kingdoms in western Europe.

Intended Audience: As a *New York Times* bestseller, this book appeals to a broad audience of those interested in the life and legacy of Genghis Khan.

Source Considerations: Jack Weatherford, the author of *Genghis Khan and the Making of the Modern World*, studied the khan in Mongolia as part of a team analyzing *The Secret History of the Mongols*, an official history of the Mongol Empire originally kept locked in the royal treasury.

READING COMPREHENSION SUPPORT

ELL

Genre: Students may have questions about the excerpt's context. Discuss with students how readers can infer that the excerpt is part of an introduction, such as the way it gives a broad overview of its contents, is written like a summarized list, and includes few details.

Vocabulary: Students may not notice that the author chose words and phrases that emphasize certain qualities about Genghis Khan, such as *novel practice*. Have students identify other difficult words and use them to analyze the author's perspective.

READ, COMPREHEND, AND DISCUSS

- What words, phrases, or sentences did you identify that describe changes instituted by Genghis Khan in the Mongol Empire? *Answers may vary but could include examples such as "he smashed the feudal system of aristocratic privilege and birth," "He granted religious freedom within his realms," or "He insisted on the rule of law and abolished torture."*
- Reflecting on what you've studied in previous chapters, how is this similar to or different from other kingdoms? *Answers will vary but might discuss the fact that many of the other empires and kingdoms we have read about in previous chapters utilized the feudal system, which protected those born into aristocracy and held them largely above the law. This was different in the Mongol Empire, and the people under the khan were also allowed religious freedom and protected from torture.*

Online option



SOCIAL STUDIES READING SKILL | Analyzing Secondary Sources

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

C. Correct. *This is true according to the source.*

E. Correct. *This is true according to the source.*

F. Correct. *This is true according to the source.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

SECONDARY SOURCE

KHUBILAI KHAN: HIS LIFE AND TIMES

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This source is excerpted from the preface to Rossabi's book discussing the history of Kublai Khan's rule and legacy.

Purpose: Morris Rossabi explains in the introduction of *Khubilai Khan: His Life and Times* that he wanted to write a scholarly biography of the khan that presented him not only as a ruler but also as a real human being.

Intended Audience: This work would interest those seeking to learn more about Kublai Khan and the Mongol Empire as well as those interested in how past cultures and leaders influence the present.

Source Considerations: Kublai Khan was seen as a wise ruler in his own time, as well. The Mongols referred to Kublai Khan as *Setsen Khan*, or the "Wise Khan."

READING COMPREHENSION SUPPORT

ELL

Media: Students may be curious as to the capital city mentioned in the excerpt. Use outside resources to explore Shangdu. Built by Kublai Khan as the Mongol Empire's capital, then later named the summer capital, Shangdu was known as the City of 108 Temples.

Vocabulary: Students may not understand why *Genghis* is spelled *Chinggis* and Beijing is spelled *Peking*. Use this opportunity to explain that names, like other words, can have a varied history based on the cultures and languages of the people who use and record them.

READ, COMPREHEND, AND DISCUSS

- What details in the excerpt did you identify that describe achievements made under the rule of Kublai Khan? *Answers should include examples such as "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."*
- What can you infer about how these achievements might benefit the Mongol Empire? *Answers will vary but might discuss that achievements such as a new written language, development of science and medicine, or support of the arts signifies the evolution of the Mongol Empire from a realm focused solely on conquest to a diverse society interested in developing and building a more coherent culture throughout the empire.*

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? *By changing the Mongol Empire from connected nomadic tribes on the steppes of Mongolia to an established society ruled from a newly built capital city in China, Kublai Khan was possibly able to more effectively communicate and rule his people than previous khans. The excerpt describes the creation of legal codes, languages, science, and the arts, which may have been more difficult if the society he ruled was constantly moving.*

SCAFFOLDING AND DIFFERENTIATION

ELL

A word bank, sentence frame, and sentence starters for this activity are available digitally for English language learners.

SECONDARY SOURCE

MODERN VIEWS OF GENGHIS KHAN AND KUBLAI KHAN

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: Mongolians view their historical leaders—Genghis and Kublai Khan—as much more than conquerors. They honor the legacy of the empire the khans built and recognize how it has shaped what Mongolia is today.

Purpose: This source examines evolving historical interpretations about Genghis and Kublai Khan and explains how the two leaders are viewed from the perspective of Mongolians today.

Intended Audience: This Traverse source was created for educational purposes.

Source Considerations: Genghis Khan united the largest land empire in history. While he is celebrated as the founder of the empire, he is also infamous for the slaughter of entire city populations during his conquest.

READING COMPREHENSION SUPPORT

ELL

Style: Students may need assistance in understanding the differing perspectives on Genghis Khan and Kublai Khan presented in this article. Engage the class in a discussion about how historical figures may be seen in different ways by different populations.

Organization: Students may be curious to see images of the Mongolian money featuring Genghis Khan or the 800th birthday celebration mentioned in the article. Encourage students to search for these images and share with the class.

READ, COMPREHEND, AND DISCUSS

- What are two quotations from 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? *Answers will vary but may include "Pocha notes that revering one's ancestors is an important part of Mongolian culture. By honoring Genghis, Mongolians are reclaiming their historical roots" or "Genghis and Kublai were the two most important men of the last thousand years."*
- What can you infer about why Mongolians may feel it is important to create a more balanced view of Genghis Khan and Kublai Khan? *Answers will vary but may discuss that honoring ancestors is important in Mongolian culture and the legacy of both Genghis Khan and Kublai Khan have shaped Mongolia and much of the former Mongol Empire. It is important to acknowledge the impact that these rulers had in shaping the modern world while also acknowledging the methods they used to do so.*

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.

- B.** 1. old view of Genghis Khan and Kublai Khan
- A.** 2. current view of Genghis Khan
- C.** 3. current view of Kublai Khan

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.



COMPELLING QUESTION

Who was the more successful khan, Genghis or Kublai?

1 | COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind them that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect to their prior knowledge.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. You may wish to support students using the following strategy:

- Students may need help gathering evidence across multiple sources. Consider giving students a claim and having them find the sources with supporting evidence.

SCAFFOLDING AND DIFFERENTIATION

B

- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.

- Have students evaluate their empire through a different disciplinary lens, such as political, historical, geographic, social, or economic.

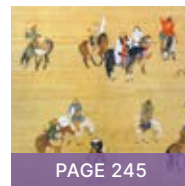
2 | SOURCE SET



MONGOL EMPIRE

Genre: Map
Date: 2024

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KHUBILAI KHAN: HIS LIFE AND TIMES

Genre: Book Excerpt
Author: Morris Rossabi
Date: 2009

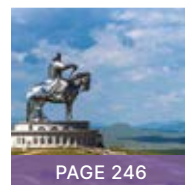
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GENGHIS KHAN AND THE MAKING OF THE MODERN WORLD

Genre: Book Excerpt
Author: Jack Weatherford
Date: 2004

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MODERN VIEWS OF GENGHIS KHAN AND KUBLAI KHAN

Genre: Article
Creator: Traverse
Date: 2022

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CONSTRUCT AN ARGUMENT

Remind students that effective communicators gather evidence to construct arguments. Have students use the Review and Discuss, Plan, and Respond steps to construct their argument to meet the needs of this specific assignment.

Have students use the bulleted outline as needed to develop their outlines. Depending on the needs of your classroom, consider working with a small group of students who could benefit from additional support.

Use these guiding questions to support students in generating ideas for their paragraphs:

- According to one of the articles, why was either Genghis Khan or Kublai Khan a significant ruler?
- Did the other sources support or challenge this view?
- Which two sources will you use in your paragraph?
- What answer to the Compelling Question is suggested by these two sources?
- What is a quote or paraphrase from each of these sources that supports this answer?

SAMPLE CLAIMS AND SUPPORTING SOURCES



| Argument Stem 1 | Argument Stem 2 | Argument Stem 3 |
|---|---|--|
| <p>Genghis Khan was the most successful because he united and successfully ruled a large empire.</p> <ul style="list-style-type: none"> • Mongol Empire • Genghis Khan and the Making of the Modern World • Modern Views of Genghis Khan and Kublai Khan | <p>Kublai Khan was the most successful because he continued to expand the empire and encouraged trade and communication with others.</p> <ul style="list-style-type: none"> • Mongol Empire • Khubilai Khan: His Life and Times • Modern Views of Genghis Khan and Kublai Khan | <p>Both Genghis Khan and Kublai Khan accomplished a great deal during their lives and were equally successful.</p> <ul style="list-style-type: none"> • 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 |



SAMPLE STUDENT RESPONSE

- *Claim: Genghis Khan was the most successful because he united and successfully ruled a large empire.*
 - Reason A:
 - *Source: Mongol Empire*
 - *Evidence: The map shows how large Genghis Khan's empire was.*
 - *Explanation: Genghis Khan's empire stretched from the Caspian Sea in western Asia all the way to the East China Sea, encompassing and uniting most of Asia.*
 - Reason B:
 - *Source: Genghis Khan and the Making of the Modern World*
 - *Evidence: The author Jack Weatherford points out that Genghis Khan ruled based on achievement, organized the Silk Road, lowered taxes, and created laws and social tolerances that applied equally to everyone.*
 - *Explanation: These strategies allowed Genghis Khan to manage such a large empire full of diverse people.*
- *Counterclaim: Kublai Khan's empire was larger, but his empire would not have been able to grow so large without Genghis Khan's first laying the foundation.*
- *Both of these sources solidify that Genghis Khan was the most successful khan for his ability to unite and rule his large Mongol Empire.*

INQUIRY RUBRIC AND RESPONSE

Review the rubric online with students before they begin their responses to the Inquiry Prompt.

Use the scaffolds below to differentiate instruction for your English language learners  and approaching-grade-level  learners.

| SCAFFOLDING AND DIFFERENTIATION   | | | |
|--|--|--|---|
| <p>BEGINNING: Sentence Starters 1 and Word Bank INTERMEDIATE: Sentence Starters 2 and Word Bank ADVANCED & APPROACHING: Sentence Starters 3</p> | | | |
| <p>Word Bank Genghis Khan, Kublai Khan, nation, laws, conquest, equality, fairness, create, safety, fighting enemies, maintain, postal system, used, culture, diplomacy, taxes, ancestor, military</p> | <p>Sentence Starters 1</p> <ul style="list-style-type: none"> • Claim: The more successful khan was ____ because . . . <ul style="list-style-type: none"> - Reason A: The first reason he was more successful was because . . . <ul style="list-style-type: none"> ▪ Source Title: ▪ Evidence: (quote / image / detail) ▪ Explanation: This (quote / image / detail) supports the claim because . . . - Reason B: The second reason he was more successful was . . . <ul style="list-style-type: none"> ▪ Source Title: ▪ Evidence: (quote / image / detail) ▪ Explanation: This (quote / image / detail) supports the claim because . . . - Counterclaim: Although ____ Khan achieved . . . he was not the most successful khan because . . . • Conclusion: In conclusion, . . . | <p>Sentence Starters 2</p> <ul style="list-style-type: none"> • Claim: The more successful khan was ____ because . . . <ul style="list-style-type: none"> - Reason A <ul style="list-style-type: none"> ▪ Evidence: One source is . . . It shows . . . ▪ Explanation: This supports the claim because . . . - Reason B <ul style="list-style-type: none"> ▪ Evidence: One source is . . . It shows . . . ▪ Explanation: This supports the claim because . . . - Counterclaim: While some may argue . . . • Conclusion: In conclusion, . . . | <p>Sentence Starters 3</p> <ul style="list-style-type: none"> • Claim: The more successful khan was . . . <ul style="list-style-type: none"> - Reason A <ul style="list-style-type: none"> ▪ Evidence: ▪ Explanation: - Reason B <ul style="list-style-type: none"> ▪ Evidence: ▪ Explanation: - Counterclaim: While some may argue . . . • Conclusion: In conclusion, . . . |