Global History and Geography II

Two practice sessions per week, followed by one new retrieval check.

Name _____ **Date** _____

Week 1 / Read the object in the cartoon + Turn a timeline into context

Work the two exercises on the corresponding week's sheet. Then put your notes away and answer this check.

Invent a caption that criticizes control of factory time. Explain which symbol would make your meaning clear.

Week 2 / Compare voices on industrialization + Read a map claim critically

Work the two exercises on the corresponding week's sheet. Then put your notes away and answer this check.

Why might a statute and an inspection report answer different historical questions?

Week 3 / Explain continuity across independence + Build an enduring-issue paragraph

Work the two exercises on the corresponding week's sheet. Then put your notes away and answer this check.

Which archives would help test whether independence changed trade dependence? Give a reason.

Bridge rehearsal

A colonial freight line links mines to one port. What would show whose interests it served beyond the route itself?

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SESSION 1

Read the object in the cartoon

An original cartoon brief shows an imperial official holding a key marked “ports.” A local trader stands outside a gate marked “trade rules.” Identify the cartoonist's position and explain how two details convey it. Name one question you would ask about its creator before using it as evidence.



Start here if you were away. Draw the gate and key or label them in the description.

SESSION 2

Turn a timeline into context

Historical summary: British colonial rule gave authorities control over salt production and taxation in India. In 1930 Gandhi and marchers challenged the salt laws by marching to the coast. Explain why choosing salt connected a daily need to a political challenge. Identify one additional source needed to judge participation.

Start here if you were away. Write “daily use” and “who sets the rule” in the margin.

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SESSION 3

Compare voices on industrialization

Two invented teaching voices from an industrializing city: A factory owner says coordinated shifts keep prices low. A worker's letter says the bell sets the pace of every meal. Identify one shared development, explain a difference in perspective, and state one question each source can answer.

Start here if you were away. Underline a detail about time in each voice.

SESSION 4

Read a map claim critically

A simplified, invented colonial rail network has three inland mining districts. Each has a rail line to the same export port; there are no direct lines between districts. Sketch it. Infer one possible economic priority. Identify an alternative explanation and evidence that would help distinguish the two.

Start here if you were away. Use one point for each district and another for the port.

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SESSION 5

Explain continuity across independence

Historical summary: India gained independence in 1947 and Ghana in 1957. An original classroom scenario describes a newly independent government still relying on one major export and on overseas buyers. Explain the difference between political sovereignty and economic dependence. Name one record needed to test the scenario in either country.

Start here if you were away. Mark which statements are historical dates and which describe a hypothetical economy.

SESSION 6

Build an enduring-issue paragraph

Three teaching summaries: imperial authorities control trade access; factory owners set the workday; colonial salt laws provoke organized protest. Choose an enduring issue, explain it using evidence from at least two summaries, and add a historically grounded outside example. Explain how the issue persisted or changed.

Start here if you were away. Choose a relationship visible in more than one summary. Name the groups involved.