**Contextualization Tool**

* **Broad**: Does the context represent broader themes, trends, events, eras, or regions related to the historical development at hand? Does it represent a long-term (underlying) cause or contributing factor?
* **Narrow**: Does the context represent themes, trends, events, eras, or regions that are more closely tied in time/place to the historical development at hand? Does it help us see the short-term (immediate) causes or contributing factors?

**Directions:** Respond to each of the prompts below.

1. Write the date(s) and location(s) of the historical event being studied.

c. thirteenth to nineteenth centuries, Omani (Arabian Peninsula/Indian Ocean) and Comanche (North America)

1. Take the event cards and divide them up into broad and narrow context.

Broad context:

Omani

* + - The Omani Empire gradually kicked the Portuguese out of Arabia and took over their former trading posts along the coast of East Africa.
    - Other empires such as the British wanted to deal with one ruler, which led the Omani to transform their governing structures.
    - As the Omani Empire expanded, people from different backgrounds were active in Omani trade and government, with many people migrating throughout the empire such as South Asians to East Africa and East Africans to Arabia.

Comanche

* + - European colonizers brought horses from Afro-Eurasia to the Americas during the Columbian Exchange.
    - After the Comanche migrated from the area that is now Wyoming, independent bands with leaders who were democratically chosen arose.

Narrow context:

Omani

* + - The Omani Empire gradually kicked the Portuguese out of Arabia and took over their former trading posts along the coast of East Africa.
    - Other empires such as the British wanted to deal with one ruler, which led the Omani to transform their governing structures.
    - As the Omani Empire expanded, people from different backgrounds were active in Omani trade and government, with many people migrating throughout the empire such as South Asians to East Africa and East Africans to Arabia.

Comanche

* + - Independent Comanche bands grew in size and population and by 1725, they interacted with their neighbors, who introduced them to the mustang, which allowed the Comanche to ride farther and faster.
    - Comanche used their superior horsemanship to create alliances in central North America.
    - The Comanche territory became a buffer between lands controlled by the Spanish, English, and French.
    - The Comanche traded extensively with their Indigenous neighbors as well as European settlers, which allowed them to acquire weapons that made European governments like the Spanish fear Comanche power in the region.

1. Place them on the funnel in their appropriate location. Be prepared to explain your placement.
2. Write three to four sentences that describes the broad context.

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| Trade networks played a role in the expansion of both the Omani and Comanche empires, as connections between different societies allowed these empires to establish alliances through trade and utilize different members of their extended communities to their advantage. |

1. Write one to two sentences that describes the narrow content.

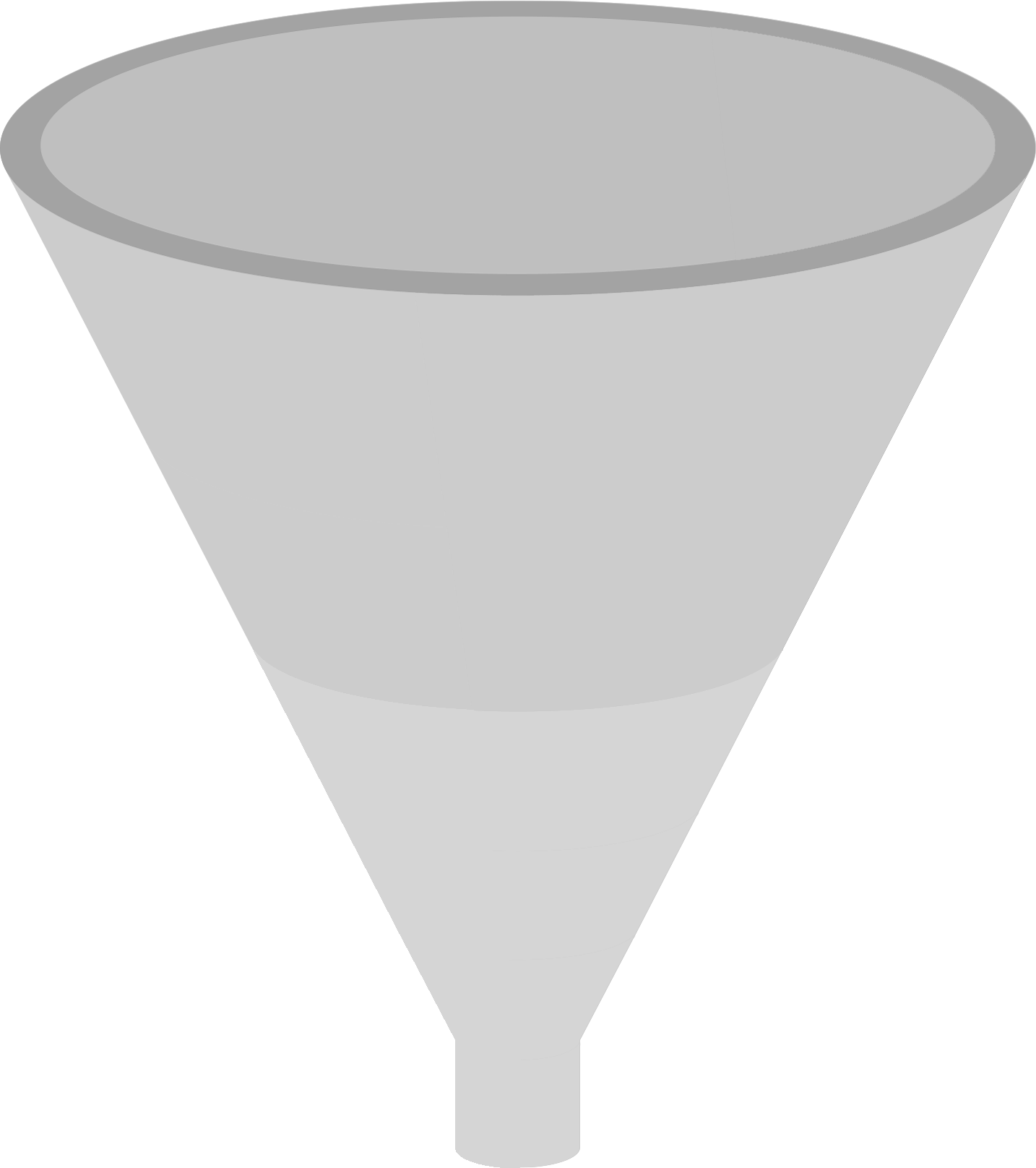
|  |
| --- |
| The Omani and Comanche utilized trade connections to expand and maintain their empires.  For example, the Omani used their knowledge of Indian Ocean trade and connections to take over trading posts once held by the Portuguese and transform their governmental structure to better negotiate with the British Empire. As the Omani expanded, they utilized their connections from South Asia to East Africa to award positions to those who were best suited to fill them. The Comanche also utilized trade connections by acquiring horses and weapons from European settlers. They then used horsemanship to travel farther and faster in order to establish alliances with other Indigenous communities and expand their trade and influence. |

1. Write one to two sentences analyzing how the broad and narrow context help you better understand the historical event.

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| The broad context helps us understand the historical background related to trade and the sharing of ideas, goods, and people that allowed both the Omani and Comanche to expand their empires. The narrow context helps us understand the specifics of how each empire transformed based on these connections. |

1. Use information from the Contextualization Tool and the article “Opium Wars and Economic Imperialism” to write a multi-paragraph response that answers the following prompt: *What were the broader temporal, spatial, and cultural contexts that made it possible for the Opium Wars to occur?*

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| Both the Omani and Comanche learned from the sharing of ideas, goods, and people across each region’s vast trade networks. The Omani used their knowledge of Indian Ocean trade and connections made through this trade to construct an empire that took advantage of the skills of different people such as those in South Asia, Arabia, and East Africa. The Omani also learned how some European powers liked to negotiate their trade deals and adapted their governmental structure to make trade with these nations more lucrative. The Comanche also learned from both their Indigenous neighbors and European settlers. They used the goods acquired through trade such as horses and weapons to their advantage. In being able to cross a large territory quickly, they created alliances with neighboring groups and acted as a buffer zone between different European nations competing for territory. While the Comanche did not have a central ruler, ties between different local leaders through kinship allowed them to effectively administer the empire. |



**Broad Context**

**Narrow Context**

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| --- | --- |
| Historical Event/Development: |  |

## Contextualization: Feedback Form

**Directions:** Check the criteria met for each category and leave notes for your students specifying what they did well and what they can do to improve. Any crossed-out areas will not be evaluated as part of this activity.

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| --- | --- | --- | --- | --- |
| **Broad Context** | No broad context is identified. | Historical context is described | A brief analysis of the historical context is provided. | An extended analysis of the historical context is provided. |
| **Notes** | | | | |

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| --- | --- | --- | --- | --- |
| **Narrow Context** | No narrow context is identified. | Narrow context is identified. | A brief analysis of the narrow context is provided. | An extended analysis of the narrow context is provided. |
| **Notes** | | | | |

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| --- | --- | --- | --- |
| **Analysis** | No description of how context helps to explain the historical event is provided. | A brief description of how context helps to explain the historical event is provided. | An extended description of how context helps to explain the historical event is provided. |
| **Notes** | | | |

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| **Historical accuracy** | Incorrectly refers to historical content and may include misconceptions of that content.  There are many minor errors or a major error in applying historical content.  Uses many unsupported opinions. | Avoids explicit misconceptions of the content.  May make an occasional minor error in applying historical content.  Uses some unsupported opinions. | Avoids misconceptions.  There are no errors in applying historical content.  Avoids using unsupported opinions. |
| **Notes** | | | |