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| Name: |  | Date: |  |

## Preparation

* Watch [Omani Empire](https://www.oerproject.com/OER-Materials/OER-Media/Videos/WHP-1200/Unit3/The-Omani-Empire)
* Watch [Comanche Empire](https://www.oerproject.com/OER-Materials/OER-Media/Videos/WHP-1200/Unit3/Comanche-Empire)

## Purpose

In this activity, you will use your contextualization skills to unpack how the Omani and Comanche created empires that seemed to defy some of the traditional characteristics of empires in this era. Locating the Omani and Comanche empires in time and space as well as considering their respective cultures at the time is critical to thinking about this topic.

## Practices

### Causation

You’ll will be asked to compare the Omani and Comanche empires with other empires of this era as you try to determine the context and conditions that led to the creation and expansion of the Omani and Comanche states.

## Process

In this activity, you will use the event cards on the Omani and Comanche Empires to complete the Contextualization Tool, which is included in the Contextualization—Omani and Comanche Empires worksheet. Then, you’ll use the information from your completed tools and evidence from the *Omani Empire* video from earlier in this lesson along with the *Comanche Empire* video to answer a prompt about these empires. By contextualizing the time, place, and culture that surrounded these empires, you will be able to more fully understand how these empires were formed and how they maintained control over such a vast area of diverse people.

1. First, what examples come to mind when you hear the word *empire*.
2. Are there some empires you’ve learned about in this course that don’t fit with that traditional idea of an empire. What’s different about these empires?
3. Your teacher will either hand out or have you download the Contextualization—Omani and Comanche Empires worksheet. By now you should be becoming more familiar with the Contextualization Tool. Remember that contextualization is often about situating an event in its temporal (time period), spatial (location), and cultural setting. Also, remember to follow all the worksheet’s directions. Note: If you need to refresh your memory on these two empires, review the video transcripts. If necessary, you can also conduct independent research on the Comanche Empire. A suggested source to use is the official website of the Comanche Nation ([https://comanchenation.com](https://comanchenation.com/)).
4. Your teacher will break the class into small groups of three to four students to complete the tool for the Omani and Comanche Empires.
5. Write the dates and locations for both these empires and then divide the event cards for each empire into broad and narrow context.
6. Then, you’ll share your broad and narrow context with the class by placing your event cards on the funnel on the board. Be sure to share your reasons for categorizing your event cards as broad or narrow context. You are allowed to move any event cards that you think were placed incorrectly by the prior group, but you must provide justification for doing so. After your group has moved any of the previous group’s event cards then you can place two of your event cards (one for each empire) that are not already up on the funnel and explain your reasoning to the class. Then, return to your group to answer the remaining questions on the tool.
7. Once everyone has placed their event cards, return to your group to answer the remaining questions in the tool.
8. Finally, use your descriptions of broad and narrow context from the tool and information from the videos to either individually or in your small groups write a one-paragraph response to the following question: *What historical context related to the****time period, location,****and****culture****of the Omani and Comanche allowed them to develop empires that seemed different from other, more traditional empires in history?*
9. Your teacher will collect your worksheets and paragraphs to assess how your contextualization skills are progressing.

**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.

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1. Take the event cards and divide them up into broad and narrow context.
2. Place them on the funnel in their appropriate location. Be prepared to explain your placement.
3. Write one to two sentences that describes the broad context.

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

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

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1. Write a 2-3 sentence response that answers the following prompt: *What historical context related to the* ***time period****,* ***location****, and* ***culture*** *of the Omani and Comanche allowed them to develop empires that seemed different from other, more traditional empires in history?*

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**Broad Context**

**Narrow Context**

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| Historical Event/Development: |  |