## Preparation

* Download [“Khanzada Begum”](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Origins/Unit5/Khanzada-Begum?Id=107&share=link) (graphic biography and extended biography)
* Download [“Amonute”](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/WHP-1200/Unit3/Amonute?Id=107&share=link) (graphic biography and extended biography)

## Practices

## *Reading, writing*

## In this activity, you’ll use your close-reading skills to pull out information from each of the graphic and extended biographies to complete the Comparison Tool. In addition to practicing your reading skills, you’ll work on your writing by crafting two thesis statements that answer a comparison prompt.

## Purpose

Comparison may seem like it’s one of the easiest skills to master, but you might find that things become more difficult when you’re comparing historical events and processes. In this activity, you’ll work on your comparison skills by evaluating women’s roles during this historical period. By evaluating women’s roles across different geographic locations, you’ll gain a better understanding of the similarities and differences between women’s lives in the early modern period.

## Process

1. Your teacher will either hand out or have you download the Comparison – Women’s Roles worksheet.
2. Review the questions on the Comparison Tool to ensure you’re focusing on the right details when you read your assigned graphic biography.
3. Your teacher will divide the class in half, and assign one half the “Khanzada Begum” graphic and extended biography, and the other half the “Amonute” graphic and extended biography.
4. After you finish reading your assigned graphic biography, your teacher will assign you to a smaller group that includes one to two students who read “Khanzada Begum,” and one to two students who read “Amonute.” Work with this group to complete the Comparison Tool’s Part 1: Identifying and Describing, which is included in the worksheet.
5. Once everyone is finished filling out the tool, your group will share the similarities and differences you found in these two graphic biographies. Be sure to record the similarities and differences that you discuss as a class in Part 1 of the tool.
6. Finally, either individually or in your small group, use these similarities and differences to develop two thesis statements in response to the prompts:
   * *To what extent were women’s roles in North American and Central Asian communities similar from 1450 to 1700?*
   * *To what extent were women’s roles in North American and Central Asian communities different from 1450 to 1700?*
7. Your teacher will collect your worksheets and thesis statements at the end of the activity to assess your understanding of the topic and your comparison skills.

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| **Name:** |  | **Date:** |  |

**Directions:** Follow the steps below.

**Part 1: Identifying and Describing**

1. Write the topic of comparison at the top of the chart, and then add the cases you’re comparing and their associated time periods.
2. Respond to the questions in the Part 1 chart for each case you’re comparing. Use the resources provided for this comparison.
3. After responding to the questions for each case, identify and describe the similarities and differences between these cases.

**Part 2: Analyzing**

1. If you were going to write two essays about the similarities and/or differences you’ve identified for this topic, what are two thesis statements you might use? Write one thesis statement about similarities and one about differences.
2. If required, use your thesis statements to craft a response to the comparison prompt for this activity.

**Topic of Comparison**

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| --- | --- | --- |
| Part 1: Identifying and Describing | | |
| Cases You’re Comparing |  |  |
| Time Period |  |  |
| Location |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Community**  How did these women contribute to their local communities? |  | **Similarities** |  |
|  |
| **Differences** |
|  |
| **Community**  How were women’s roles shaped by the men in their communities? |  | **Similarities** |  |
|  |
| **Differences** |
|  |
| **Networks**  How did these women participate in networks during this era? |  | **Similarities** |  |
|  |
| **Differences** |
|  |

|  |  |
| --- | --- |
| Part 2: Analyzing | |
| Thesis Statement 1: Similarities |  |
| Thesis Statement 2: Differences |  |
| Response |  |