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| Name: |  |
| Date: |  |

## Purpose

This activity will help you consider how the frames relate to the development of states. Making a prediction before learning new content not only helps you draw upon your previous knowledge, but also jump-starts your thinking for the upcoming lesson. You’ll get an opportunity to revisit your thinking at the end of the lesson.

## Process

1. Review the list of statements below regarding the development of early states, taken from one of the articles you will encounter in this lesson*—*“First States,” by Trevor Getz:
* The people running a state claim authority over a group of people.
* States are the first communities too big for everyone to know each other.
* Most states have big buildings and walls, or armies.
* Many states seem to be created when a community’s economy becomes large and complicated.
* States collect taxes from the people.
* Most states, even the early ones, are not egalitarian.
* Some historians argue that the state emerged largely to make sure food got to people who did important work that wasn’t about food.
1. Use three different color highlighters to highlight the portions of the statements that reference the three frames: networks, production/distribution, and communities.
2. Then, make a prediction: Which of the three frames will be most important in establishing early states?

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| ***Teachers’ note:*** *Collect students’ categorizations and predictions at the end of this activity. Students will revisit them in the closer activity for this lesson.* |