HANDBOOK

For teachers, parents, and course facilitators



THE THOUSAND NAMES OF GOD | FROM A FAR COUNTRY

World History Parts 1 & 2

THE NOMADIC PROFESSOR

Quick facts: Select any hyperlinked "quick fact" for a more detailed explanation

⇒ *This handbook contains hyperlinks that make it most useful as a digital file.*

Scope and sequence	A two-course, global history survey: *World 1: The Thousand Names of God*, ~4000 BC – ~1300 AD *World 2: From a Far Country*, ~1300 AD – near the present
Credits	Taken together: 1.0 credit World History, 1.0 credit Humanities Taken separately: 0.5 credits World History, 0.5 credits Humanities (each)
Grade levels	9-12
Prerequisites	High school reading level
Length	2 semesters; appr. 36 weeks and 140 hours
Rigor	Honors high school level appropriate; can be scaled down (see "Customization" below)
Coursework	**Daily**: quizzes, guided notes, maps, timelines, vocabulary **Weekly**: document lessons, artifact studies **Semester**: museum exhibits, argumentative essay
Scaffolding	Course audio, guided notes, video modeling, rubrics, and answer keys
Delivery	Online text, video, and audio, with many printable elements
Customization	Users can elect to take a Basic, Standard, or Advanced version of the course; they can also elect to take the course without the Humanities credit
Standards alignment	Common literacy standards for History/Social Studies

Calendar and pacing	~18 weeks per course; 4-5 days of class per week for 40-70 minutes per day
Role of instructor and/or parent	Quizzes are automatically graded; the course instructor will need to use our rubrics, answer keys, and model answers to give feedback and/or scores to other student work
Technology and materials	**Required:** Internet access; functional device, preferably a computer or laptop **Optional:** Printer; software for digitally editing PDF documents; globe or atlas; blank wall
Course author	The course author is Dr. William Kesler Jackson. The course scaffolding is provided by Nate Noorlander.
Support	Email: support@nomadicprofessor.com Phone: 986-213-4822

Scope and Sequence

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World 1 — The Thousand Names of God

The Rise of Civilization through the Medieval Period (c. 1300 AD) (10 units)

16 World Regions: North America, Mesoamerica, South America, Northern Europe, Eastern Europe, Southern Europe, North Africa, West Africa, East Africa, Southern Africa, West Asia, Central Asia, East Asia, South Asia, Southeast Asia, Australia-Oceania

Units 1-3: The Rise of Civilization (c. 4000 – 500 BC)

Unit 1: To 2000 BC

Students will be able to (hereafter SWBAT):

1. Define "prehistory" and "civilization"
2. Describe the Paleolithic, Neolithic, Uruk, and Dynastic periods
3. Describe Egyptian civilization, including the Early Dynastic Period, the Old Kingdom, and the Intermediate Period
4. Compare Egyptian and Mesopotamian civilizations
5. Describe the Caral, Eurasian Steppe, Indus Valley, and Oxus cultures and civilizations
6. Identify the same civilizations on a timeline and a map
7. Describe the megalithic structures of prehistoric Europe
8. Describe early Minoan and Chinese civilizations
9. Characterize "globalization" as of 2000 BC
10. Discuss potential themes their first museum exhibit will explore
11. Identify several artifacts that express that theme in some way
12. Discuss and explain the Humanities subject area(s) their theme and artifacts examine

Unit 2: The Second Millennium BC

SWBAT:

1. Characterize Olmec civilization
2. Describe prehistoric North American, Australian, and Oceanic societies
3. Identify the key rulers and locales of Egypt's New Kingdom
4. Describe Nubia, Bantu migration, and early East Africa and southern Africa
5. Describe the end of Minoan civilization
6. Describe the Mycenaean civilization
7. Describe the Babylonians, Hittites, Assyrians, and Hebrews
8. Describe the progress of the Oxus and Indus Valley civilizations
9. Describe the status of civilization in China and Southeast Asia
10. Recognize questions about "original land claims"
11. Discuss the methods a historian uses to arrive at justified conclusions about the past
12. Use the historical method to write sound interpretive artifact labels

Unit 3: 1000-500 BC

SWBAT:

1. Identify and describe Chavín culture, the Olmecs, the Zapotecs, the Adena, the Ancestral Puebloans, the Aboriginal Australians, and Austronesian migration
2. Describe the Carthaginians and post-New-Kingdom Egypt
3. Describe the status of east and west Africa in the first half of the first millennium BC
4. Characterize the Greek "Archaic Age"
5. Describe the trajectory of the Celts, Israel, and the Neo-Assyrians
6. Describe first millennium West Asian empires
7. Characterize Zoroastrianism
8. Describe the rise of the Achaemenid Empire
9. Describe and identify key characteristics and locations for the Vedic Age, the Zhou Empire, and Southeast Asia around the turn of the second millennium
10. Justify artifact pairings based on thematic and historical connections
11. Judge exhibit quality based on specific rubric criteria

Units 4-7: Classical Civilizations (c. 500 BC – 500 AD)

Unit 4: 500-200 BC

SWBAT:

1. Describe and characterize Aboriginal Australia, the Chavín, the Epi-Olmecs, the Maya, and the Adena in the period 500BC-200BC
2. Describe the Achaemenid Empire
3. Describe developments in Western and Eastern Africa
4. Compare and contrast West Asian imperial trends through 200BC
5. Characterize Classical Greek politics, medicine, history, and philosophy
6. Describe the start of Alexander the Great's empire
7. Describe Alexander's conquered territory before and after his death
8. Distinguish between Vedism, Jainism, and Buddhism
9. Describe the establishment and succession of the Maurya Empire
10. Characterize the Hellenistic Era
11. Describe the Archaic, Republican, and Punic War periods in Rome
12. Describe and characterize Qin political innovations and ambitions

Unit 5: 200 BC-100 AD

SWBAT:

1. Describe civilizational developments in the Americas, Australia, and Oceania through 100 AD
2. Explain Rome's development from city-state to empire

3. Characterize Roman society
4. Explain the structure and hierarchy of the Roman government
5. Explain the fall of the Republic and the transition to empire
6. Describe Rome's empire in Africa and Europe
7. Describe the development of Africa outside of the Roman Empire
8. Characterize the period of the Parthian empire in succinct and summative bullet points
9. Describe conflicts between the Romans, Seleucids, Parthians, and Jews, including Jesus
10. Describe developments in India and China through 100 AD
11. Define "epistemology"
12. Discuss what it means to claim to "know" something in different subject areas

Unit 6: 100 AD-340 AD

SWBAT:

1. Describe developments in Mesoamerica, North America, and Australia / Oceania
2. Identify key locations on a map
3. Describe the development of Christianity under Roman rule
4. Characterize Rome's five "good emperors" and Third Century Crisis
5. Describe civilizational developments in Africa
6. Describe Rome's Christianization
7. Describe threats to Rome's empire through the third century AD
8. Describe the rise of the Sassanids in the third century AD
9. Describe the Sogdian, Kushan, Satavahana, Han, and Funan peoples
10. Identify key locations on a map
11. Describe the context and content of Marcus Aurelius's Meditations

Unit 7: 340 AD-580 AD

SWBAT:

1. Describe developments across the Americas, Australia, and the Pacific
2. Explain the end of the Western Roman Empire
3. Describe Christianity in the Roman Empire in the 4th and 5th centuries
4. Summarize large quantities of text in a few sentences
5. Characterize the Byzantine Empire and the Roman legacy
6. Describe Christianity in North and East Africa
7. Describe Sassanid developments through the sixth century AD
8. Characterize the Guptas
9. Define and describe Hinduism during the Gupta era
10. Describe the Northern Wei
11. Describe Japanese origin stories
12. Discuss Plato's allegory of the cave
13. Discuss Plotinus's concepts of "the One" and "the Great Chain of Being"

14. Discuss Augustine's professed indebtedness to Plato
15. Identify key locations on a map

Units 8-10: Medieval Civilizations (c. 300 AD – 1300 AD)

Unit 8: 580 AD-820 AD

SWBAT:

1. Describe civilizational developments in the Americas, Australia, and Oceania
2. Describe the rise of Muhammad and Islam
3. Describe the conquests and succession battles of the first two Muslim caliphates
4. Describe developments in West and East Africa through the 7th century AD
5. Discuss changes in European power centers from the Muslim victories in the west to the eastern Slavs
6. Characterize Charlemagne's rule over the former Western Roman Empire
7. Discuss the influence of Christianity and Islam on Europe throughout the 6th-8th centuries
8. Discuss the complexity of defining the "Slavs"
9. Describe the Bulgarian Empire
10. Describe the rise of empire in Tibet, Korea, Japan, and with the Khmer
11. Describe India after the Guptas
12. Explain the origins and significance of the Grand Canal
13. Describe the development of the Islamic calendar
14. Explain the adoption of the Gregorian calendar
15. Convert dates between the Islamic and Gregorian calendars
16. Identify key locations on a map

Unit 9: 820 AD-1060 AD

SWBAT:

1. Explain Wari and Tiwanaku collapse
2. Describe shifting centers of power among the Maya
3. Describe developments in North America, Australia, and the Pacific Islands
4. Discuss Islamization and Arabization across the northern and eastern Africa
5. Describe the Fatimids and Almoravids
6. Characterize the Eastern, Western, and Southern Slavs
7. Discuss the political influence of Christianity from Rome and Constantinople
8. Characterize the impact and legacy of the Vikings
9. Characterize Islam under the Abbasids
10. Describe some differences between Arabia and Persia
11. Explain how Buddhism declined in India and Indonesia
12. Describe East Asian developments, including Japan's Heian Period
13. Recount several specific medieval stories of enslavement and escape

14. Identify several factors motivating medieval slavery
15. Discuss several contexts in which medieval slavery took place

Unit 10: 1060 AD-1300 AD

SWBAT:

1. Discuss civilizational developments in the Americas, Australia, and the Pacific
2. Discuss specific examples of empire and its motivations throughout the medieval period
3. Describe fragmented Islam in North Africa, Southern Europe, and West Asia
4. Describe multiple examples of and motivations for empire building
5. Characterize Europe's "Commercial Revolution" in the High Middle Ages
6. Describe and explain the Crusades
7. Explain the spread of Islam to India
8. Describe developments in European monarchy through the High Middle Ages
9. Describe trends in Mongol conquest from East Asia to Eastern Europe
10. Characterize Mongol conquest and rule
11. Make connections between representative historical artifacts and important world-historical themes
12. Make connections between representative historical artifacts and important world-historical themes

World 2 —From a Far Country

The Late Medieval to the Modern World (1300 AD to the present) (10 units)

Units 1-2: The Late Medieval World (c. 1300-1460 AD)

Unit 1: 1300 AD-1380 AD

SWBAT:

1. Describe the status of Mongol rule in Central and East Asia
2. Discuss the influence of Islam on South Asia
3. Describe the impact of the Black Death on Europe and Central Asia
4. Identify successor powers to the Mongols in Europe and Central Asia
5. Explain the Hundred Years' War and the Great Western Schism
6. Identify historically important locations on a map
7. Characterize 14th-century North, East, West, and Southern Africa
8. Characterize 14th-century North America, Mesoamerica, and South America
9. Characterize 14th-century Australia and Oceania
10. Characterize medieval reactions to the Black Death from Ibn Khaldun, Frances Petrarch, and Giovanni Boccaccio

Unit 2: 1380 AD-1460 AD

SWBAT:

1. Describe and explain Timur's empire and tactics
2. Characterize the impacts of the Hundred Years' War
3. Describe conflicts within the Church, from the Great Western Schism to heresy
4. Explain the significance of the year 1453
5. Characterize the Italian Renaissance and the High Middle Ages broadly
6. Describe Buddhism in Japan and Korea
7. Describe the late-medieval Chinese navy
8. Describe 15th-century developments in the Maghreb, the Mali Empire, and Great Zimbabwe
9. Describe and characterize the Inca and Aztec
10. Describe developments in the North America and Australia/Oceania
11. Describe several connections between the Classical world and the Italian Renaissance
12. Identify the key figures in Raphael's School of Athens and Cardinal and Theological Virtues

Units 3-6: The Early-Modern World (c. 1460-1750)

Unit 3: 1460 AD-1540 AD

SWBAT:

1. Describe the Hanseatic League and articulate evidence of proto-nationalism in Europe
2. Characterize and explain the Protestant Reformation
3. Describe the end of the Mongols in Russia
4. Describe the Habsburg-Ottoman rivalry across Europe
5. Describe and explain 15th- and 16th-century exploration sailing west and east from Europe
6. Identify key figures and events of the European exploration period
7. Characterize the rise of Shi'a Islam in Iran
8. Characterize 16th-century Africa: the Ottomans in the north, the Portuguese in the south, the Kingdom of Kongo in the west, and the competition over the east
9. Identify and describe key events regarding Portuguese exploration, trade, and colonization in Africa, South Asia, and East Asia
10. Characterize the foundation of the Mughal Empire
11. Discuss the impacts of centralization and decentralization in Europe and Asia
12. Place the Spanish conquest of the Americas into its historical context
13. Read between the lines of primary and secondary sources to make an original historical judgment

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Unit 4: 1540 AD-1540 AD

SWBAT:

1. Describe and characterize the sixteenth-century European "wars of religion"
2. Describe and characterize the Eighty Years' War
3. Characterize the Safavids, Ottomans, and Mughals as of 1620
4. Describe the relationship between Tibetan religious and political authority as of 1620
5. Describe and characterize European colonization efforts in the late-16th-century Americas
6. Describe the impacts of European contact and competition on East- and Southeast-Asian states
7. Identify and describe late 16th-century dynasties from Burma to Japan
8. Explain Japanese unification and isolation
9. Discuss Buddhism's path from India to China
10. Interpret certain allegorical layers beneath the surface of the Chinese novel, Journey to the West

Unit 5: to 1675
Unit 6: to 1750

Units 7-10: The Modern World (c. 1750-near the present)

These units are still being finalized. Check back soon for updated content!

Unit 7: to 1825
Unit 8: to 1900
Unit 9: to 1960
Unit 10: since 1960

Credits

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Humanities Credit Description

⇒ *For an outline of the course's core history credits, see the course Scope and Sequence*

+/- 65 hours per semester = 1 credit Humanities in total

Throughout World 1 and World 2 students construct a World History Museum with 60-80 artifacts of their own choosing. Students focus on the Humanities themes and subject areas of their choice, including language, culture, religion, art, literature, history, and philosophy. Students justify and explain each artifact choice in a written Interpretive Artifact Label, and organize their artifacts into exhibits with themes they justify and articulate in their Exhibit Curation Forms. Across both courses, students take an original deep-dive into one or more humanities subject areas, driven by their interests, but guided by our models and instructions. Further, students are taught to justify their decisions and their interpretations using sound historical judgment and sound methods for historical literacy.

In this way, our course Humanities credit more-or-less reverses the emphases of the Humanities CLEP test, which is outlined below. As you can see in this excerpt from CLEP prep materials, most of the test covers essentially factual information, which makes up about 80% of the exam, with the remaining 20% devoted to interpretation and exploration. In our coverage of the Humanities, it's this last 20% that we're primarily interested in, and the first 80% you'll cover in a pretty haphazard way, depending on what you select for your historical museum exhibits. In addition, the way you breakdown the humanities subject areas you focus on will be entirely up to you—if you are most interested in poetry, or the visual arts, or philosophy, you are free to make any of these the focus of your exhibits. **Consequently, our Humanities credit is not sufficient to prepare students for the comprehensive CLEP Humanities exam,** though it will surely help them build the skills they need to interpret passages and works of art.

Knowledge and Skills Required

Questions on the Humanities exam test the abilities listed below, in the approximate percentages indicated. Some questions may require more than one of the abilities.

- Knowledge of factual information (authors, works, etc.) (50% of the examination)
- Recognition of techniques such as rhyme scheme, medium, and matters of style, and the ability to identify them as characteristics of certain writers, artists, schools, or periods (30% of the examination)
- Understanding and interpretation of literary passages and art reproductions that are likely to be unfamiliar to most candidates (20% of the examination)

50% LITERATURE

- 10% Drama
- 10%–15% Poetry
- 15%–20% Fiction
- 10% Nonfiction (including philosophy)

50% THE ARTS

- 20% Visual arts: painting, sculpture, etc.
- 5% Visual arts: architecture
- 15% Performing arts: music
- 10% Performing arts: film, dance, etc.

By the end of each semester students have spent approximately 50-60 hours curating and documenting their own museum exhibits. In the process they've learned what makes up the Humanities, and they've learned to make comparisons, judge relative significance, judge cause and effect, synthesize ideas, argue conclusions, and make connections across time and space. In short, students learn to take a *broad* view of things, and to look for familiarity, antecedents, cause and effect, and/or patterns that go beyond the narrow, fleeting, or every-day.

World 1	**Units 1-3:** The Rise of Civilizations—*Amateur Exhibit* · Students learn foundational skills for exhibit curation and historical literacy · Student exhibits are experimental, intuitive, and informational **Units 4-10:** Classical Civilizations and Medieval Civilizations—*Professional Exhibits* · Students learn the primary Humanities subject areas · Student exhibits are argumentative, tightly focused, and streamlined
World 2	**Units 1-7:** Late Medieval and Early Modern Civilizations—*Professional Exhibits* **Units 8-10:** Modern Civilizations—*Written Assignment* · *Described below*

At the end of World 2, students spend the remainder of their credit hours (15-20 hours) on a final written assignment. Students are coached and challenged to write an argumentative essay in response to one of the following questions. Students can tentatively select a question and begin gathering evidence for it from the very beginning of the course. Strong answers will draw their evidence from the events we've studied in the course.

1. To what extent is a broad, survey-level understanding of world history better or worse than a narrow, specialized understanding of some part of world history?

    ⇒ *How should we consider the relative contributions of historians like Jared Diamond and Paul Johnson against historians like Laurel Thatcher Ulrich and Pamela H. Smith?*

2. To what extent has the history of the world been driven by war and competition?

    ⇒ *When are wars causes of change and when are they consequences of change?*

3. "The ancient world is not very relevant to most people in the 21st century." To what extent do you agree or disagree with this statement?

    ⇒ *The ancient past is far away—what does it have to do with you?*

4. "World history has been driven by invention and trade." To what extent is this statement true?

    ⇒ *Is domestic and foreign policy wrapped up in the exchange of goods and ideas, or something else?*

5. Can the history of the world be reasonably told through a collection of its artifacts? Explain.

    ⇒ *How is studying artifacts different than studying books?*

6. "Knowing world history is a prerequisite for having strong opinions about the present." Is this true? Explain.

    ⇒ *Can you decide who's right or wrong in any foreign or domestic conflict without knowing its historical context?*

Rigor, Coursework, Scaffolding, and Delivery

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Our goal is to stretch the students in terms of (1) what they know about the past, and (2) how well they can think through claims and evidence.

The core course content is delivered through **text**, **video**, and **audio**. Students should take advantage of the course audio tracks to improve their comprehension and focus. The combination of reading, watching, listening, and taking notes on maps, timelines, and other handouts is designed to improve and direct student attention by regularly switching between mediums and tasks.

Course text

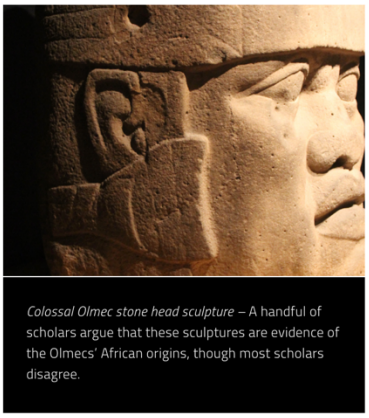
What are the legacies of pre-Columbian Mesoamerican peoples?

Pre-Columbian South American peoples left countless legacies for the modern world. Here are just a few.

The Quechua language family—spoken by the Incas and surrounding peoples, then imposed by the Incas on conquered peoples—is still spoken as the primary language of perhaps ten million South Americans.

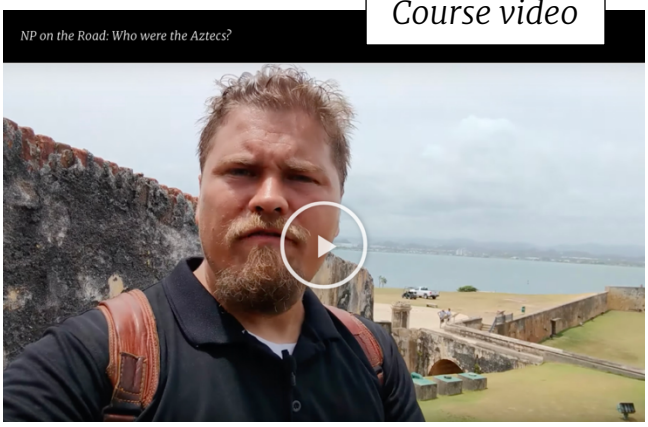
Andean peoples were possibly the first to domesticate the alpaca and llama for meat, as pack animals, and, of course, for wool. Modern South America's sizable textile industry is based largely on these animals, which continue to play an important role in the lives of millions of rural South Americans.

The Olmecs set the pattern for all great Mesoamerican civilizations to follow, establishing norms for architecture, government, religion, aesthetics, and even recreation that would permeate Mesoamerican urban culture for millennia (the Maya may predate the Olmec, but Olmec *urban* culture—i.e. civilization—predates Maya urban culture). The civilization's great stone heads continue to spawn a wide variety of historical theories about Olmec origins.



Colossal Olmec stone head sculpture – A handful of scholars argue that these sculptures are evidence of the Olmecs' African origins, though most scholars disagree.

Course video



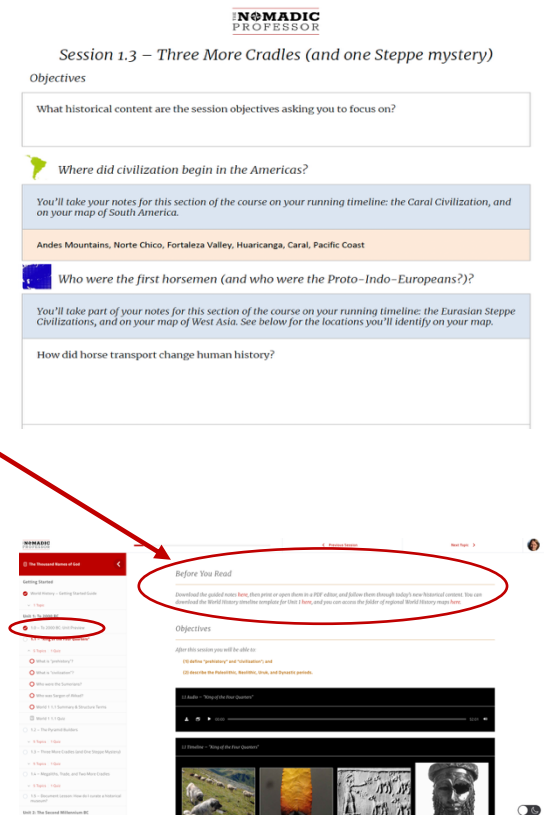
Course audio



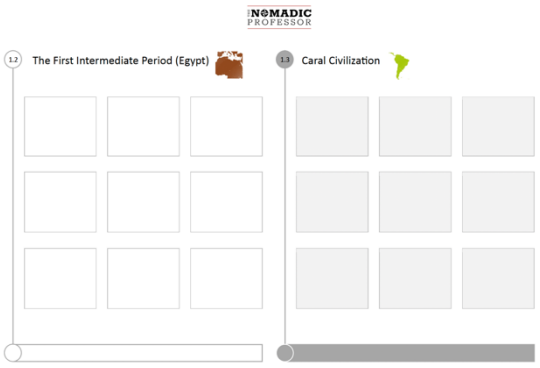
The course isolates 16 distinct world regions. Keeping track of the separate and overlapping stories in each region across 20 units (10 per course) requires significant attention, recall, and organization. To scaffold these expectations, we've built three types of guided notes into the course:

1. **Guided notes handouts:** These handouts feature comprehension questions, graphic organizers, and prompts for when students should turn to their timelines and maps. These can be printed or filled in digitally with our fillable forms

   Download your guided notes, maps, and timelines on the Preview Page (1.1, 1.2, 1.3, etc.) of every Session, as in this screenshot:



2. **Guided notes timelines:** These are unit-by-unit timelines students use to record key developments in each region. They serve as a running set of notes for easy reference when returning to a previously covered region, a depository for museum artifact ideas, and an organizer for concise observations about specific regions. These can be printed or filled in digitally with our fillable forms



3. **Guided notes maps:** For each region we've included a blank map to be marked up by students. Students can print the maps or edit them digitally (provided they have the software and know-how to do it—that is not provided). Students are prompted about features to identify in the guided notes, and the maps serve to orient them in time and space as they move through the course and between regions



Bear in mind that the guided notes maps requirement is meant to orient students as they move between the course regions, and to help them develop a basic grasp of world geography. By the end of World 2 they will have been over each map many times—this will help them remember where things are in the world, and it will help them fit new events and places into a context they understand.

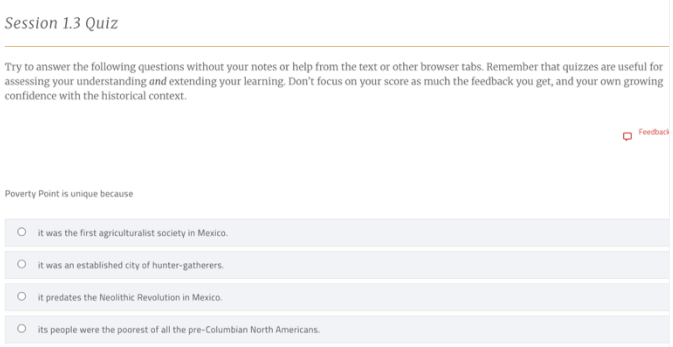
As such, consider the map-making requirement a casual, orienting activity, with hand-drawn maps that are not comprehensive. Students can add features, identify more than required, print out and mark up multiple copies, and otherwise use them in any way that helps them accomplish the goals stated above: to (1) stay oriented as we move from region to region, and (2) develop a basic grasp of world geography.

Since these are the only goals of labeling these maps, there is no required procedure or source for finding all of the listed features; students will usually be able to find them in the maps provided in the course text, or through a simple Google search. If you're looking for a few resources to consistently rely on, any of the following are good starting points:

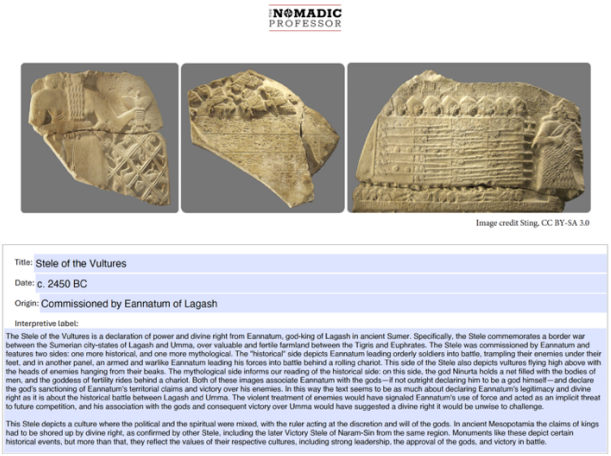
- Google Earth
- maps.google.com
- Wikipedia
- Physical atlases, perhaps from your local library; here are two good options:
    - Jeremy Black (ed.). *The Atlas of World History: Mapping the Human Journey* (London: Dorling Kindersley Limited, 2000).
    - Geoffrey Barraclough (ed.). *Atlas of World History* (Ann Arbor: HarperCollins, 1998).

In addition to the notes assessments identified above (notes, timelines, and maps), student learning will be assessed through the following assignments:

1. **Daily quizzes:** These are 10-question reading-comprehension quizzes that can be taken multiple times. If you take them online they are automatically graded, with feedback. They can also be printed, and grades can be entered manually. Answer keys are provided



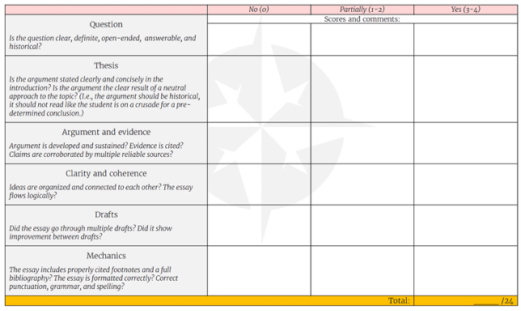
2. **Unit document lessons and museum exhibits**: At the end of each unit students will be guided through how to select, refine, and write about the artifacts they're choosing for their museum exhibits. Forms can be printed or filled in digitally with our fillable forms



3. **Session vocabulary and Structure terms**: At the end of each Session students will see a list of defined vocabulary terms we call "Structure terms." They can earn a grade for their study of the vocabulary in multiple ways, from building physical Structures (explained in the course), to spending time reviewing course flashcards or Quizlet challenges



4. **End-of-course argumentative essay:** This essay is described in the Credits section of this Handbook



	No (0)	Partially (1–2)	Yes (3–4)
	Scores and comments:		
Question *Is the question clear, definite, open-ended, answerable, and historical?*			
Thesis *Is the argument stated clearly and concisely in the introduction? Is the argument the clear result of a neutral approach to the topic? (I.e., the argument should be historical, it should not read like the student is on a crusade for a pre-determined conclusion.)*			
Argument and evidence *Argument is developed and sustained? Evidence is cited? Claims are corroborated by multiple reliable sources?*			
Clarity and coherence *Ideas are organized and connected to each other? The essay flows logically?*			
Drafts *Did the essay go through multiple drafts? Did it show improvement between drafts?*			
Mechanics *The essay includes properly cited footnotes and a full bibliography? The essay is formatted correctly? Correct punctuation, grammar, and spelling?*			
		Total:	/24

The World History gradebooks are weighted as follows. These are set at the course level, and cannot be edited for specific students, groups, or classrooms. Users who would like to implement a different weighting will have to calculate that weighting separate from the course gradebook.

World 1		World 2	
Quizzes	10%	Quizzes	10%
Guided Notes	35%	Guided Notes	30%
Structure Terms	20%	Structure Terms	15%
Museum Exhibits	35%	Museum Exhibits	30%
		Argumentative Essay	15%

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Customization

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Users can consider any of the following customization options and tracks through the course:

1. Any assignment can be substituted or customized using our "Manual grading" tutorial	
2. If **no Humanities credit** is desired, users can skip all museum exhibit assignments and take this as a "World History" course rather than an "Honors World History" course	
3. **Basic track**:	· Complete basic vocabulary review, such as Quizlet games or flashcard review · Do not complete any Structure assignments · The museum exhibit assignments scale from an "amateur" rubric to a "professional" rubric (see "Credits" section above). Students who wish to take the Basic track should remain with the "amateur" rubric throughout each exhibit assignment
4. **Standard track**:	· Complete daily basic vocabulary review · Complete Structure assignments once per unit · Utilize the "amateur" and "professional" exhibit rubrics as assigned
5. **Advanced track**:	· Complete daily basic vocabulary review · Complete daily Structure assignments · Utilize the "amateur" and "professional" exhibit rubrics as assigned

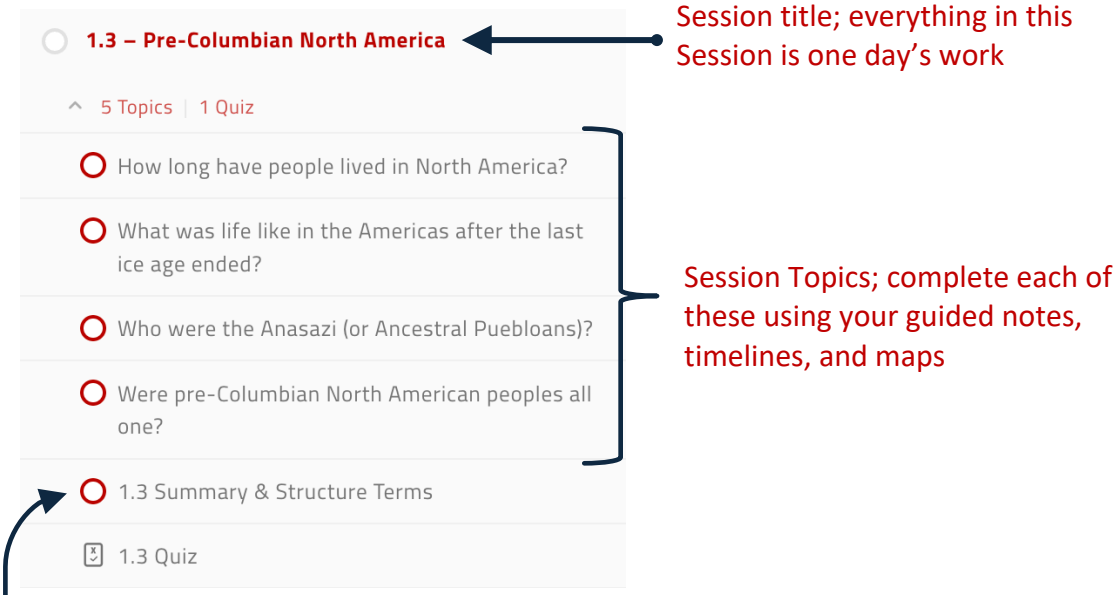
Calendar and Pacing

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Thank you for taking this course in its inaugural year :) Given the nature of the rollout over the first year of this course offering, it is difficult to offer an accurate full-year calendar in advance. Instead, we're offering a generic daily schedule below, with benchmarks for where students should be each month of the semester. We'll publish more detailed daily guides with each unit as it's published.

Generic daily schedule:

1. Read the preview page
2. Download and/or print the guided notes, timelines, and maps
3. Complete each Topic for the Session, in order:



4. Review the vocabulary, read the Session Summary, and submit your guided notes on the "Summary and Structure Terms" page
5. Take the Session Quiz

Students need to complete about 3 Units per month to complete each course in one semester, leaving room for holidays, flex days, and extended assignments.

End of month 1	End of month 2	End of month 3	End of month 4
Units 1-3	Units 4-6	Units 7-9	Unit 10

THE NOMADIC PROFESSOR

Role of Instructor and/or Parent

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There are five assignment types described above. See the table below for the grading resources and expectations for each assignment type.

Time commitment and resources: This course requires a reasonable amount of instructor and/or parent involvement. The quizzes are automatically graded, but all other assignment types must be manually graded according to rubric criteria. We provide all rubrics and answer keys for grading support. Instructors should expect to spend 45-90 minutes a week grading student work.

1. Quizzes	These are auto-graded and recorded in the gradebook. Students can take the quizzes multiple times and the highest score will be recorded. Instructors can see the results in the gradebook or from the Groups Management Page. See our Gradebook tutorial for instructions (also linked in the Getting Started Guide)
2. Guided notes—handouts, timelines, and maps	All three guided notes assignments will be graded on a single rubric. Each Session's work will be evaluated out of 20 points. This evaluation must be done by the course instructor, and the score entered into the gradebook manually. Each Session also includes its own answer keys for instructor support. See our Gradebook tutorial for instructions on grading and entering scores (also linked in the Getting Started Guide)
3. Document lessons / Museum exhibits	Instructors should check in with students throughout each unit, but they won't grade student work until the museum exhibits are completed at the end of Units 3, 7, and 10. Some model work will be provided for instructor reference, as well as a rubric for assessing student work.
4. Vocabulary / Structure terms	If students are taking the Standard or Advanced track through the course, instructors will utilize this rubric for grading all Structure terms work. Students on the Basic and Standard tracks will also review vocabulary with more conventional flashcards, and instructors must decide their own criteria for their students—usually an amount of time studied, or certain

	results on Quizlet. Scores for vocabulary work can be entered following this tutorial.
5. End of course Argumentative Essay	At the end of the course students will be guided in writing an argumentative response to a question they select from a list of options (see Credits above). We provide a model response, and a rubric for assessing student work. Instructors must assess work based on rubric criteria, then manually enter those scores into the gradebook.

Course Author

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W. Kesler Jackson holds a Bachelor's degree in Asian Studies (Brigham Young University), a Master's degree in Humanities (Penn State), and a Master's degree and Ph.D. in History from Syracuse University, where his research focused on a major religio-political schism within South Asian revivalist Islam and its impact on the making of modern India and Pakistan.

He has since been employed at several colleges and universities, teaching American history, Western civilization, the history of the Middle East, Asian history, international relations, world history, South Asian religion-and-politics, historical methods, European imperialism, and the historical roots of the "War on Terror." Before his graduate studies, he worked as a South Asia analyst in the Washington, D.C. area.

The author of multiple books and articles, he is currently working on two monographs: a history of the Deobandi-Barelvi rivalry in Pakistan and a history of the weeks leading up to the U.S. war in Afghanistan.



In college Nate Noorlander double-majored in philosophy and history teaching. After a stint as a project manager with a disaster repair company, he moved to Beijing, China, where he taught IGCSE and A Level history at the Cambridge International Curriculum Center of Beijing Normal University. He also spent time touring in India and trekking in Nepal. After a stint back in the U.S. teaching English and history at Mountainville Academy, and then the American International School of Utah, he returned to Beijing, where he taught IB history, IB English, and Theory of Knowledge at the Yew Chung International School of Beijing. When Covid-19 hit he was coaching the boys basketball team and gearing up for an end-of-season tournament in Ulaanbaatar, Mongolia. The trip was canceled, his family just made it out of Beijing on a flight three times its usual cost, and he stuck it out in the shuttered city for another six weeks. When life didn't change, he left too. Since then it's been all history with The Nomadic Professor.