

Inquiry Journal

Name: _____ Date: _____ Class: _____

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 1: State–Building in East Asia Supporting Questions	
LESSON 1	<i>How did the Tokugawa Shogunate strengthen and maintain its control over Japan?</i>
	K:
	W:
LESSON 2	<i>In what ways did Tokugawa social and legal structures limit women's roles and how did women exert agency in spite of these challenges?</i>
	K:
	W:
LESSON 3	<i>What factors most contributed to the Qing Dynasty's ability to expand and maintain power over multiple ethnic groups?</i>
	K:
	W:



Topic 1: State-Building in East Asia

Compelling Question

How did governments in early modern East Asia gain and maintain power?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.



Unit 4: Empire-Building in Afro-Eurasia (1500–1750)

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 2: Expansion of Gunpowder Empires Supporting Questions	
LESSON 4	<i>How did the Mughals balance religious diversity with political unity?</i>
	K:
	W:
LESSON 5	<i>How do historians interpret the balance between tolerance and control in the Ottoman approach to governance?</i>
	K:
	W:



Topic 2: Expansion of Gunpowder Empires
Compelling Question

To what extent should the Mughals and Ottoman be considered inclusive empires?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.



Essential Question

How did various empires across Afro-Eurasia use belief systems, bureaucracy, and military force to expand authority?

Directions: Read the essential question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.



Paragraph Template

Claim, Evidence, Reasoning

CLAIM (Your argument)	
EVIDENCE #1 (Facts, examples, sources)	
REASONING #1 (Explanation of how the evidence supports the claim)	
EVIDENCE #2 (Facts, examples, sources)	
REASONING #2 (Explanation of how the evidence supports the claim)	



Inquiry Journal (Exemplar)

Name: _____ Date: _____ Class: _____

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 1: State–Building in East Asia Supporting Questions	
LESSON 1	<i>How did the Tokugawa Shogunate strengthen and maintain its control over Japan?</i>
	K: Due to its location, Japan was more isolated from the rest of the world than at other times in history.
	W: Were the Tokugawa Shogunate similar to rulers in other parts of the world?
LESSON 2	<i>In what ways did Tokugawa social and legal structures limit women’s roles and how did women exert agency in spite of these challenges?</i>
	K: Many societies emphasize the role of wives and mothers for women.
	W: Are there any famous women from Japan in this period?
LESSON 3	<i>What factors most contributed to the Qing Dynasty’s ability to expand and maintain power over multiple ethnic groups?</i>
	K: Dynasties ruled China for many centuries.
	W: Did the Qing use violence, diplomacy, or other tools to govern?



Topic 1: State-Building in East Asia

Compelling Question

How did governments in early modern East Asia gain and maintain power?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

Governments in early modern East Asia, like the Tokugawa Shogunate in Japan and the Qing Dynasty in China, stayed in power by using strong control, strict social rules, and smart cultural strategies. In Tokugawa Japan, the shoguns kept a tight class system and used the *sakoku* policy to close Japan off from most of the outside world, which helped stop foreign influence and rebellion. They also made the *daimyo* (local lords) follow the alternate attendance system, where they had to live in the capital, Edo, every other year. This helped the shogun keep an eye on them and stop them from gaining too much power. In Qing China, the emperors grew their empire by conquering new lands and including different ethnic groups. They used Confucian traditions to win support from the Han Chinese, who made up most of the population, but also kept Manchu customs and systems like the Eight Banners to protect their own identity and leadership. Both governments found ways to mix control with cooperation. By deciding who had power, shaping culture, and encouraging loyalty, they were able to rule large and diverse areas for a long time.



Unit 4: Empire-Building in Afro-Eurasia (1500-1750) (Exemplar)

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 2: Expansion of Gunpowder Empires Supporting Questions	
LESSON 4	How did the Mughals balance religious diversity with political unity?
	K: Religion can often be a catalyst for conflict.
	W: Where did the Mughals rule and what religions were part of their empire?
LESSON 5	How do historians interpret the balance between tolerance and control in the Ottoman approach to governance?
	K: Historians debate the developments of the past because they prioritize or interpret evidence differently.
	W: Did the Mughal and Ottoman empires balance diversity similarly or differently?



Topic 2: Expansion of Gunpowder Empires

Compelling Question

To what extent should the Mughals and Ottoman be considered inclusive empires?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

The Mughals and Ottomans should mostly be seen as inclusive empires because they made efforts to respect and manage religious diversity in their societies. In the Mughal Empire, Akbar promoted religious tolerance by eliminating the jizya, a tax on non-Muslims. He also invited leaders from Hinduism, Christianity, Jainism, and other religions to participate in interfaith discussions at his court, and even developed a new blended religion called Din-i Ilahi, though it didn't spread widely. These policies helped him win the loyalty of non-Muslim groups. In the Ottoman Empire, the millet system allowed religious minorities like Jews, Greek Orthodox Christians, and Armenian Christians to govern their own communities under their own religious leaders. They could handle things like marriage, education, and worship without interference, as long as they stayed loyal to the empire. The devshirme system did involve taking Christian boys to train as elite soldiers, but it also gave those boys major opportunities to rise to powerful positions. These policies show that both empires found smart ways to include and manage religious diversity rather than suppress it. Even though there were limits and inequalities, the Mughal and Ottoman governments made conscious decisions to protect certain rights and avoid unnecessary conflict. That's why they're often seen as inclusive compared to other empires of the same period.



Essential Question

How did various empires across Afro-Eurasia use belief systems, bureaucracy, and military force to expand authority?

Directions: Read the essential question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

One of the most effective ways Afro-Eurasian empires expanded and maintained power between 1450 and 1750 was by combining religious legitimacy, strong bureaucratic systems, and military strength. In Tokugawa Japan, the shogunate relied on Confucian values to reinforce a rigid social hierarchy, with samurai at the top. This belief system justified social order and helped maintain peace after centuries of civil war. The Tokugawa also used a centralized bureaucracy to control powerful landowners, or daimyo, through the alternate attendance system, which forced them to spend every other year in Edo (modern-day Tokyo), reducing the risk of rebellion. Similarly, the Mughal Empire used belief systems to promote unity across religious lines. For example, Emperor Akbar abolished the jizya tax on non-Muslims and hosted debates between leaders of many religions in his court. This helped him gain support from the Hindu majority and reduced resistance to his rule. At the same time, he created a centralized bureaucracy that used officials called zamindars to collect taxes and enforce laws, giving the government more control over the empire's vast territories. Similarly, the Ottoman Empire used a system of religious law and institutions, including the millet system, which allowed religious minorities to govern themselves under their own leaders. This system made ruling a diverse population more manageable. The Ottomans also relied on a powerful military, especially the elite Janissary corps, made up of enslaved boys taken through the devshirme system and trained to be loyal soldiers. This military strength allowed them to conquer important cities like Constantinople and defend their empire for centuries. Finally, the Qing Dynasty in China combined Confucian ideals with strict bureaucracy to legitimize their rule over Han Chinese and other ethnic groups. They maintained the imperial examination system, showing respect for Chinese traditions, while also preserving their own Manchu identity through separate institutions like the Eight Banners. In all four examples, belief systems created legitimacy, bureaucracy ensured control, and military force defended and expanded territory.

