

The following companion includes Achieve3000 Literacy articles matched to the Lines of Inquiry, Learner Profile Attributes, and key concepts to support the designated theme for the International Baccalaureate Middle Years Programme. Use the [Discussion Question Activity Recommendations](#) as an instructional resource to enhance critical thinking, engagement, and participation in collaborative discussions.

A3K Article	Statement of Inquiry	Inquiry Questions	Learner Profile Attributes	Key Concepts
And Then They Were Gone Summary: Two thriving ancient seaports sank into the Mediterranean Sea over a thousand years ago...but they're still there!	People discover how lost civilizations lived and changed because of their geography and natural disasters.	Factual: What data do we have about the economy of Pavlopetri? Conceptual: What effects do natural disasters have on the rise and fall of civilizations Debatable: Is it worthwhile to invest in the discovery of underwater cities?	Inquirers: Students explore the past through research. Knowledgeable: Students build understanding of ancient cultures. Open-minded: Students consider different cultural perspectives. Reflective: Students think about what we learn from history.	Change: How do natural forces such as earthquakes and rising seas lead to the disappearance of cities? Connections: What caused ancient cities like Pavlopetri and Thonis-Heracleion to sink? Perspective: How do archaeologists and historians interpret the past using evidence from underwater cities? Function: What can the design and layout of ancient cities tell us about how people lived?
Treasures of Timbuktu Summary: Timbuktu was once a city rich in gold and knowledge that was beyond the reach of foreign explorers.	Cities where trade and knowledge sharing happen influence how people see the world and leave legacies that last.	Factual: When and why did Timbuktu become a major trading and learning center? Who were some of the influential figures associated with Timbuktu’s history? Conceptual: How can myths and historical facts blend to shape how we view a place? What role does geography play in the rise of civilizations? Debatable: Was the real treasure of Timbuktu its wealth or its wisdom? Should more be done today to preserve the legacy of places like Timbuktu?	Knowledgeable: Students explore historical developments and cultural contributions. Open-minded: Students appreciate different cultural and intellectual traditions. Principled: Students reflect on the impact of colonialism and preservation of heritage. Thinkers: Students analyze the power of stories in shaping history.	Development: How does the rise and fall of cities like Timbuktu shape our understanding of history? Connection: How do trade, religion, and knowledge link people and places over time?