NEH: Central Asia in World History!
1. AP World History Standards
Thematic Learning Objectives

- **Theme 2: Development and Interaction of Cultures**
  - Explain how major philosophies and ideologies spread as a result of expanding communication networks.
  - Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.
  - Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual arts.
Thematic Learning Objectives

- **Theme 3: State Building, Expansion, and Conflict**
  - Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.
  - Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.
  - **Assess the relationship between states with centralized governments and those without, including pastoral and agricultural societies.**
  - Assess how and why commercial exchanges have influenced the process of state building, expansion, and dissolution.
  - Analyze the political and economic interactions between states and non-state actors.
Thematic Learning Objectives

- **Theme 4: Creation, Expansion and Interaction of Economic Systems**
  - Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.
2. Historical Thinking Skills
Analyzing Historical Sources and Evidences
   Primary Sources: Analyzing Evidence: Content and Sourcing
   Secondary Sources: Interpretation*

Making Historical Connections
   Comparison
   Contextualization
   Synthesis

Chronological Reasoning
   Patterns of Continuity and Change over Time
   Periodization

Creating and Supporting a Historical Argument
   Argumentation
<table>
<thead>
<tr>
<th>SOCIAL STRUCTURES</th>
<th>RELIGION</th>
<th>POLITICS</th>
<th>ECONOMICS</th>
<th>DEMOGRAPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic, Social Classes</td>
<td>Religion</td>
<td>Nations, nationalism</td>
<td>Industrialization</td>
<td>Demography, Disease</td>
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<tr>
<td>Gender Roles, Relations</td>
<td>World Views</td>
<td>Empires</td>
<td>Economic Systems</td>
<td>Human/ Environment Interaction</td>
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<tr>
<td>Inequalities</td>
<td>Philosophy</td>
<td>Forms of Government</td>
<td>Capitalism, Socialism</td>
<td>Patterns of Settlement</td>
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<tr>
<td>Family, Kinship</td>
<td>Secularism, Atheism</td>
<td>Revolts, Revolutions</td>
<td>Business Organizations</td>
<td>Geography, Region</td>
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<tr>
<td>Racial, Ethnic Constructs</td>
<td>Ideologies and “isms”</td>
<td>State-building, expansion</td>
<td>Labor, Labor Organizations</td>
<td>Agriculture, Pastoralism</td>
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<tr>
<td>CULTURE</td>
<td>INTERACTIONS</td>
<td>TECHNOLOGY</td>
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<tr>
<td>Cultural</td>
<td>War, Conflict</td>
<td>Industry</td>
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<td>Intellectual</td>
<td>Trade, Commerce</td>
<td>Science, Invention, Innovation</td>
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<td>Arts, Architecture</td>
<td>Exchanges, Migrations</td>
<td>Power</td>
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<td>Family, Lifestyles</td>
<td>Diplomacy, Alliance</td>
<td>Transportation</td>
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<tr>
<td>Literatures</td>
<td>Transnational Organizations</td>
<td>Communication</td>
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</tr>
</tbody>
</table>
Scythians v Persians
Han v Xiongnu
Sasanians v Arabs
Mongols v Everyone (China, Arabs, and Europeans)
Mughals v Turkmen
Russia v Kazakhs
Post SCRIPTED Analysis:

- Context of the cultures

- Compare to prior SCRIPTED analyses
Analyze selected primary sources using the SOAPPS-Form:

- Summary
- Occasion
- Audience
- Purpose
- Point of View/Perspective
- Speaker
- Form

*Secondary Sources uses ASAPXY*

- Attribution
- Summary/Subject
- Analyze
- POV
- Extra Document Needed
- Why ^^?
Scythians: Herodotus *The Histories* Chapter 4: Melpomene


Sasanians: The Prophet Muhammad

Mongols v Everyone (China, Arabs, and Europeans)

Mughals v Turkmen Mohan Lal: A Journey among the Turkmen (Levi & Sela, 2010)

Russia v Kazakhs The Day Lasts More than a Hundred Years (Aitmatov, t. French, 1983)
Post Primary Source Analysis:

- Discuss portrayal of nomads in docs
- Does this match the SCRIPTED analysis?
Students analyze the relationship between the sedentary cultures and the nomads. What are major turning points in this relationship? Why? Causes? Effect?
3. Summative Assessment
Essay!

Students write a timed AP Style essay about this relationship.

CCOT
Comparative Periodization Causation


Thanks!!

Any questions?

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