



# **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

Kind of like a PERSIA Chart, but  
more in depth...

# SCRIPTED

## **SOCIAL STRUCTURES**

- Economic, Social Classes**
- Gender Roles, Relations**
- Inequalities**
- Family, Kinship**
- Racial, Ethnic Constructs**

## **CULTURE**

- Cultural**
- Intellectual**
- Arts, Architecture**
- Family, Lifestyles**
- Literatures**

## **RELIGION**

- Religion**
- World Views**
- Philosophy**
- Secularism, Atheism**
- Ideologies and “isms”**

## **INTERACTIONS**

- War, Conflict**
- Trade, Commerce**
- Exchanges, Migrations**
- Diplomacy, Alliance**
- Transnational Organizations**

## **POLITICS**

- Nations, nationalism**
- Empires**
- Forms of Government**
- Revolts, Revolutions**
- State-building, expansion**

## **TECHNOLOGY**

- Industry**
- Science, Invention, Innovation**
- Power**
- Transportation**
- Communication**

## **ECONOMICS**

- Industrialization**
- Economic Systems**
- Capitalism, Socialism**
- Business Organizations**
- Labor, Labor Organizations**

## **DEMOGRAPHY**

- Demography, Disease**
- Human/ Environment Interaction**
- Patterns of Settlement**
- Geography, Region**
- Agriculture, Pastoralism**





**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:

# Primary Sources

- 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

**Xiongnu: Sima Qian *The Record of the Historian*** “ How  
Others Live: The Story of the Xiongnu” (Martin, 2010)

**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?



# Change & Continuities

**Students create a CCOT timeline:**

From 700 BCE to 2000 CE

Continuities on the top

Changes on the bottom

**Students analyze the relationship between the sedentary cultures and the nomads.** What are major turning points in this relationship? Why? Causes? Effect?

# Periodization

**3.**

# **Summative Assessment**



# Essay!

Students write a timed AP Style essay about this relationship.

CCOT

Comparative  
Periodization  
Causation





# Bibliography

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Letter of Muhammad to king of Persia. (2011, May 8). Retrieved July 25, 2016, from <http://islam.ru/en/content/story/prophet-muhammads-pbuh-letters-various-kings>

Levi, S. C., & Sela, R. (2010). *Islamic Central Asia: An anthology of historical sources*. Bloomington: Indiana University Press.

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# Thanks!!

Any questions?

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