

NEH Summer Institute, 2016
Central Asia in World History, Scott Levi at Ohio State University
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Preliminary Idea:

Creating a variety of resources and activities that can bring the history and the peoples of the Central Asian Steppes into existing units and lessons for World History and Human Geography.

Courses:

World History and AP World History, 10th Grade

Human Geography, 9th Grade

- WH Units that aspects of Central Asia can easily fit into:
Nomads and Complex Societies, Trade Connecting Regions, i.e. the Silk Road, Mongols, Soviet Collectivization
- HuG Units that Central Asia can be used as part of case studies and examples:
Population and Migration, Traditional Culture and the Decay of, Religion, State Building, Political Boundaries, Agricultural Land Use, Industrial Land Use

Rationale:

Teachers of World History struggle with finding time to add new things to a curriculum already packed with 10,000 years and six continents. That often means we have a week to cover World War I, and a class period to cover African states other than Egypt. How can we add content to our courses? Another issue for me was my lack of knowledge regarding Central Asia. How can I add content beyond the Mongols, about a region I know very little about?

To that end, I have drafted a series of warm-up activities, writing assignments, discussion prompts and other tidbits teachers can insert into their curriculum more easily. All finished resources and activities can be found at www.waligoraneh.weebly.com

Preliminary Resources:

1. List: The participants of the 2016 NEH Institute: Central Asia in World History compiled a list of online resources that can be used by multiple disciplines and grade levels.
2. PowerPoint Warm-up Activities: I ask students to examine an image and put in writing what a brain automatically does when it see something new or different. I call this activity **DQC** and this is how I start every class. I show students an image and they must identify a set number (usually 3) of **D**etails, ask a certain number (such as 2) of **Q**uestions, and finally draft a **C**onclusion they can make based on what they see, know and now understand about the image, the region, and or the period the image illustrates. I only give students between 90 and 120 seconds to examine and write. Once that time is up I ask for kids to share, point out what they see and what they think. After we have gone through the DQC, I share what I know and understand about the piece. My AP

World History students are responsible for providing a DQC for the class several times a year.

3. Writing Assignments: Essay writing and Mini or full blown DBQ are not the only way to help students understand the importance of focused writing that uses evidence to support their thesis or point of view.
 - a. Arab Spring – a Look at 2 photo essays and projects about the Arab Spring movement that began in Tunisia and I know it has nothing to do with Central Asia but the sites were too wonderful to pass up.
 - b. Comparing Epic Monuments from Hammurabi's code, Darius I's Rock at Behsitun and the Steles in Orkhon Valley
 - c. Roles of Women Writing Precis requires students to examine both a primary and secondary text about marriages arranged between Chinese elite and populations along the Steppe. Students need to learn to write concise yet thoughtful summaries that contain evidence and substance.

4. Other Activities: These range from guided discussions to a study guide for an AP World History course specific to The world after World War I. My students use the Stearns, 7th edition.
 - a. Comparing the Roman Empire to the Mongol Khanates, includes notes for teachers from NEH Lecturer, Dr. Tim May
 - b. "When Does the Modern Age Begin?" Discussion of Historians choice of the date 1750 as the beginning of Modernity.
 - c. PowerPoint interactive notes about Steppe Nomads
 - d. PowerPoint interactive notes on Börte, Chinggis Khan's wife and Women on the Steppe.
 - e. Quantitative Decision Making. This activity helps students get out of their comfort zone and look at topics with emotion removed by assigning a value point system based on how it will cost the public economically, politically and socially.

5. Human Geography
 - a. Population & Migration: Most current Russian Population Pyramid with Map of Caucasus and Central Asia to discuss the life expectancy of Russian Males due to alcoholism, drug addiction, unemployment, etc. influx of immigrants and attitudes of Russians who don't want but need these workers...

 - b. Political Organizations 2.0: Rethinking and reinterpreting the idea of political organizations to include groups and alliances, especially among developing nations such as NATO (North Atlantic Treaty Organization), UN (United Nations), SCO (Shanghai Cooperation Organization), EU (European Union), USSR (United Soviet Socialist Republics), Pacific Rim, Political organization and borders are not limited to states and nations, economies, alliances by trade and by political means is becoming a thing again, real-estate holdings overseas, educating young generations overseas.

- c. Gapminder: Focus on the Stans suing Gapminder – can compare to the big boys of Russia and China, etc.
- d. Enclaves and Exclaves exist in the Stans as well...especially between Tajikistan and Kyrgyzstan <http://www.rferl.org/content/kyrgyzstan-tajikistan-exclaves-vorukh-tensions/25232311.html>
- e. Comparing Uzbek Mahallas to Chinese Hutongs and Peruvian house in – street space is more than a passage or in-between spaces, they are social, active, and become part of interaction, semi-private and need to show deference in body and space – greetings, social norms, and social authority – have interior courtyard which can hold animals and pens, gardens, social space, some have streams or gullies that pass through, multi-generational, variety of sizes and ages, design, etc. Going to call – there is no doorbell so you call out that means everyone at house and in fact all the neighbors know who is getting a visitor and often who that visitor is because people recognize voices. Marriages arranged – first sons/daughters married first. Married sons live with his parents until they establish and can find their own home. Last son is ultimogeniture – he and his family stays with parents and inherits house – as opposed to Primogeniture. Elders of Mahalla are seen as leaders of the neighborhood and most see the government and state in the same light – paternalistic.
- f. Ethnic Inquiry PowerPoint