***9th Grade World Geography***

***Hanadi Shatara, California State University, Sacramento (previous at University of Wisconsin-La Crosse)***

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| **How is Central Asia global?** |
| **Standards and Content** | WI SS.Geog2.c.h Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.WI SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).C3 D2.Soc.6.9-12. Identify the major components of culture.C3 D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it. |
| **Staging the Compelling Question** |  What does global mean?Create a concept map with students to build on what the world global means to make a classroom definition. Then have students find examples of areas that are global based on the class’s definition. |

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| **Supporting Question 1** |  | **Supporting Question 2** |  | **Supporting Question 3** |
| Where is Central Asia? How does geography influence Central Asia to be global?  |   | What languages are spoken in Uzbekistan and Tajikistan? How does language show Central Asia as global? |   | What are some cultural aspects of Uzbekistan and Tajikistan? How does culture show Central Asia as global? |
| **Formative Performance Task** |  | **Formative Performance Task** |  | **Formative Performance Task** |
| Create a detailed map with geographic features and notations that show historical migration and cultural influences in the region. |   | Write a constructed response or a visual representation/infographic on how Central Asia is global because of language |   | Create a multimedia showing different aspects of the culture of Uzbekistan and Tajikistan, write the different influences on the culture, and connect any similarities to your culture. |
| **Featured Sources** |  | **Featured Sources** |  | **Featured Sources** |
| **Sources:*** [**Physical and political map of Uzbekistan**](https://www.worldatlas.com/maps/uzbekistan) **from World Atlas**
* [**Physical and political map of Tajikistan**](https://www.worldatlas.com/maps/tajikistan) **from World Atlas**
* [**Brief history and demographics of Uzbekistan**](https://minorityrights.org/country/uzbekistan/) **from Minority Rights**
* [**Brief history and demographics of Tajikistan**](https://minorityrights.org/country/tajikistan/) **from Minority Rights**
* [**CIA World Factbook: Uzbekistan**](https://www.cia.gov/the-world-factbook/countries/uzbekistan/)
* [**CIA World Factbook: Tajikistan**](https://www.cia.gov/the-world-factbook/countries/tajikistan/)
* [**Brief Central Asian history**](https://asiasociety.org/central-asia-historical-overview) **from Asia Society**
 |   | **Sources:*** [**Diversity of languages around the world in one map**](https://www.vox.com/2014/7/2/5862696/where-people-speak-what-languages)
	+ [**History of Farsi Language**](https://renaissance-translations.com/farsi-language-history/#:~:text=The%20history%20of%20the%20Farsi%20language%20spans%20almost%203%2C000%20years,people%20in%20the%20Parswash%20tribe.)
* [**Linguistic Groups of Central Asia (page 3 of link)**](https://www.carecprogram.org/uploads/Peoples-and-Cultural-Traditions.pdf)
* **Uzbek**
	+ [**Map of Altaic Languages**](https://en.wikipedia.org/wiki/Ural-Altaic_languages#/media/File:Linguistic_map_of_the_Altaic,_Turkic_and_Uralic_languages_(en).png)
	+ [**Uzbek information**](https://celcar.indiana.edu/materials/language-portal/uzbek/index.html) **from IU Center for Languages of Central Asia**
	+ [**Uzbek language article from Languages of the World**](https://www.languagesoftheworld.info/language-families/uzbek-the-penguin-of-turkic-languages.html)
* **Tajiki**
	+ [**Indo-European family tree**](https://www.theguardian.com/education/gallery/2015/jan/23/a-language-family-tree-in-pictures) **from the Guardian**
	+ [**Tajiki information**](https://celcar.indiana.edu/materials/language-portal/tajiki/index.html#:~:text=The%20Tajik%20language%20has%20been,of%20as%20separate%20from%20Persian.) **from IU Center for Languages of Central Asia**
	+ [**Video on a brief history of Tajik language**](https://www.youtube.com/watch?v=PsxkEE9Fub0)
* **Article on** [**Bukharan Tajik**](https://www.cambridge.org/core/journals/journal-of-the-international-phonetic-association/article/bukharan-tajik/E909A0BEDE9E6F52A52FBB12A9255A6F)
* [**Influence of Russian on Central Asia**](https://cabar.asia/en/russian-language-status-in-central-asian-countries) **from CABAR**
* [**Photos of Boloi Hovuz Masjid (with Quranic Arabic and Persian poetry)**](https://drive.google.com/drive/folders/1adfZtGN4oEPDWszawrFgUcgpNtnK9I6C?usp=sharing)
 |   | **Sources** * [**Photo Album on food, music, dance, and art**](https://drive.google.com/drive/folders/1KJZGihM_WIoHe4RglPsdw7HB8uk9o0kj?usp=sharing)
* **Central Asia Dance Music** [**Spotify Playlist**](https://open.spotify.com/playlist/5oab03PRGBvz6mLSwWomnC?si=T-FX4MqwTzWfqdIGHfTz6A) **(with Uzbek, Tajik, Arabic, Persian, Turkish, and Russian dance music)**
* [**HIstory and Culture of Uzbekistan**](https://www.uzbekistan.gr/history-culture.html#:~:text=Uzbekistan%20is%20home%20to%20many,state%20during%20the%20Soviet%20era.)
* [**Tajik Culture**](https://www.britannica.com/place/Tajikistan/Cultural-life)
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| **Summative Performance Task** | **ARGUMENT:** Construct an argument (e.g., essay, poster, presentation, podcast) that answers the Compelling Question: How is Central Asia global? Use evidence from the sources provided and find one source on your own to develop your argument. |
| **EXTENSION**. Read [this article](https://www.brookings.edu/blog/future-development/2019/09/09/connecting-central-asia-to-the-world/) from the Brookings Institute. How does (or does not) this article contribute to the argument that Central Asia is global? |
| **Taking Informed Action** | Create a social media post (e.g. Facebook post, Tweet, Tiktok video, Instagram post) on the importance of learning about Central Asia in K-12 social studies classes.  |

Abstract:

This presentation is for secondary geography and world history teachers interested in learning more about Central Asia. Attendees will receive an Inquiry Design Model (IDM) centered around the compelling question: How is Central Asia global? The session will begin with a presentation on foundational information on Central Asia and a description of the IDM. Attendees will participate in an activity where photos and images of Uzbekistan and Tajikistan will be used to infer how Central Asia is global. This presentation is a part of the Fulbright-Hays Group Project Abroad in Uzbekistan and Tajikistan during the summer of 2022.