

Introduction to Central Asia Lesson Plans for 6th Graders



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Introduction to Central Asia: Lessons Plans for 6th Graders

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Teacher Notes

UNIT GOALS

This unit contains three lesson plans (entitled “What is a Region?”, “What is a Holiday?”, and “Create a Museum of Central Asia”) intended to introduce middle school students to the region of Central Asia. The countries defining the region of Central Asia include: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan. Each lesson is designed to broaden students’ understanding and appreciation of Central Asia through topics broadly related to geography, social studies and culture. Lessons begin with the understanding that in order to best understand another region, country or society, it is important to first understand your own.

LEARNING ACTIVITIES

- **Creating Self Maps:** In this activity, students will learn- in an experiential way- the differences between political, physical and thematic maps by creating maps about themselves to present to the class provided in three worksheets: *World: Political Map*, *World: Physical Map* and *Thematic Description*.
- **How I Celebrate the New Year:** By completing the *New Years in our Lives* worksheet, students will appreciate the various ways in which individuals with different cultural backgrounds celebrate the new year.
- **How Kazakhs Celebrate the New Year, Nauryz:** In this activity, students will use the *What we Learned about Nauryz* worksheet to answer questions related to the unique way in which the new year in Kazakhstan is celebrated.
- **Create a Museum Piece:** In this activity, students will participate collaboratively in the design of one of three representations of Central Asia.

ASSESSMENT EVIDENCE

- **Creating Maps of Central Asia:** Utilizing the worksheets *Central Asia: Political Map*, *Central Asia: Physical Map* and *Central Asia: Thematic Description*, students will build on their knowledge of the various types of maps, working collaboratively to create political, physical and thematic maps of one country from Central Asia.
- **New Years Around the World:** Using the *New Years’ Celebrations Around the World* worksheet, students will compare and contrast the similarities and differences between the ways in which new years is celebrated in their lives versus in the lives of Kazakhs.

-----Central Asia: Lessons Plans for Middle School Students-----

- **Classroom Museum:** In this activity, students will learn more about the representation from Central Asia that they created by answering key questions pertaining to their object and completing the *Classroom Museum* worksheet.

Lesson Title: What is a Region?

Grade Level: 6th Grade

Rationale

Regions get defined in many ways, and for many different reasons. The purpose of this lesson is to better understand how and why this occurs. This will be achieved through an understanding and appreciation of three types of maps: physical, political and thematic.

Materials

A Region Defined

World: Political Map

World: Physical Map

Thematic Description

Central Asia: Political Map

Central Asia: Physical Map

Central Asia: Thematic Description

Pens or markers

Internet accessibility to obtain information on Central Asia

Lesson Duration 45-60 minutes

Objectives

This lesson is aligned with TEKS for Social Studies and Geography (6th Grade).

Students will:

- Social Studies: Use geographic terminology correctly (802)
- Geography: Locate major historical and contemporary societies on maps and globes (201)
- Geography: Create thematic maps, graphs, charts, models and databases depicting various aspects of world regions and countries such as population, disease, and economic activities (205)

Activity 1: A Region Defined

1. Distribute copies of the first worksheet, *A Region Defined*. Read aloud as a large group.
2. Respond to any questions that students may have about what they have read.

Activity 2: Creating Self-Maps

1. Explain the differences between the following types of maps to your students; alternatively, you can begin by asking students to define what they think are the differences between each type:

POLITICAL MAPS: show manmade boundaries. They may include countries, capitals, and other important cities. Their locations can be described geographically using longitude and latitude.

PHYSICAL MAPS show the landforms in a particular area. They may include mountains, deserts, rivers, seas, oceans and plateaus.

THEMATIC MAPS show information such as population, religion, and natural resources.

2. Using the *World Map: Political* worksheet, have students highlight a political map of where they live. This should begin with their region of the world (e.g., North America), followed by country (e.g., United States), state (e.g., Texas), and city or town. Next, have students use the *World Map: Physical* worksheet draw a physical map of where they live within and surrounding those borders. Use the lines provided to answer the following questions: What is the land like? Is it flat, surrounded by mountains, next to a body of water, etc.? Finally, have students use the *Thematic Description* worksheet to describe a thematic map of where they live. Where do many people work? What language(s) do they speak? What religion to they practice? What are the major natural resources?

ACTIVITY 3: Presentations

1. Have students present themselves to the class one at a time based on the information they provided in their self-maps.
2. In a large group discussion, pose the following questions: What do these different maps tell you about one another? How can they explain and/or define the region from which you come?
3. Explain that a similar exercise will now be used to study a region defined as Central Asia. Although Central Asia is defined in different ways, this lesson will include the following countries: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

ACTIVITY 4: Creating Maps of Central Asia

1. Divide the class into five groups. Each group will be responsible for reporting about 1 of the 5 countries that define the Central Asian region. (i.e., one group will be Kazakhstan, one group will be Turkmenistan, followed by Uzbekistan, Tajikistan, and Kyrgyzstan.)
2. Distribute the following worksheets: *Central Asia: Political Map*, *Central Asia: Physical Map* and *Central Asia: Thematic Description*

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3. Each group should prepare a presentation for the class about the country to which they were assigned by addressing the following:
 - a) From *Central Asia: Political Map*: History, man-made boundaries, border countries, capital cities and other note-worthy places;
 - b) From *Central Asia: Physical Map*: Major rivers, mountains, deserts, etc.
 - c) From *Central Asia: Thematic Description*: Ethnic groups, language(s) spoken, religion, types of natural resources, etc.
4. Reconvene as a large group. Pose the following questions: What are the major similarities between these countries? What are the major differences? Why might these similarities exist? (Possible answers may include: sharing a border, similar history, etc.)

Closure

1. Based on the presentations, how would you define the Central Asian region? Should this region include other countries? Is it helpful to define regions? If so, why?

THE REGION DEFINED



Source: Indiana University
http://www.indiana.edu/~afghan/maps/central_asia_map_1999.gif

Central Asia is a vast landlocked region of Asia. Though various definitions of its exact composition exist, no one definition is universally accepted. Despite this uncertainty in defining borders, it does have some important overall characteristics. For one, Central Asia has historically been closely tied to its nomadic peoples and the Silk Road. As a result, it has acted as a crossroads for the

movement of people, goods, and ideas between Europe, the Middle East, South Asia, and East Asia. It is also sometimes known as **Middle Asia** or **Inner Asia**, and is within the scope of the wider Eurasian continent. It is also sometimes known as Turkestan.

The idea of Central Asia as a distinct region of the world was introduced in 1843 by the geographer Alexander von Humboldt. The borders of Central Asia are subject to multiple definitions.

The most limited definition was the official one of the Soviet Union that defined "Middle Asia" as consisting solely of Uzbekistan, Turkmenistan, Tajikistan, and Kyrgyzstan, but did not include Kazakhstan. This definition was also often used outside the USSR in this period. However, the Russian language has two distinct terms: *Srednyaya Azia* or "Middle Asia", the narrower definition and *Tsentrallnaya Azia* or "Central Asia", the wider definition. However, there lacks a meaningful distinction between the two in the English language. As a result, "Central Asia" is used for both Russian usages, thus creating some confusion. The new post-USSR Russian Federation has now included Kazakhstan in its new definition of "Middle Asia".

Soon after independence, the leaders of the five former Soviet Central Asian Republics met in Tashkent (capital of Uzbekistan) and declared that the definition of Central Asia should include Kazakhstan as well as the original four included by the Soviets. Since then, this has become the most common definition of Central Asia.

The UNESCO general history of Central Asia, written just before the collapse of the USSR, defines the region based on climate and uses far larger borders. According to it,

-----Central Asia: Lessons Plans for Middle School Students-----

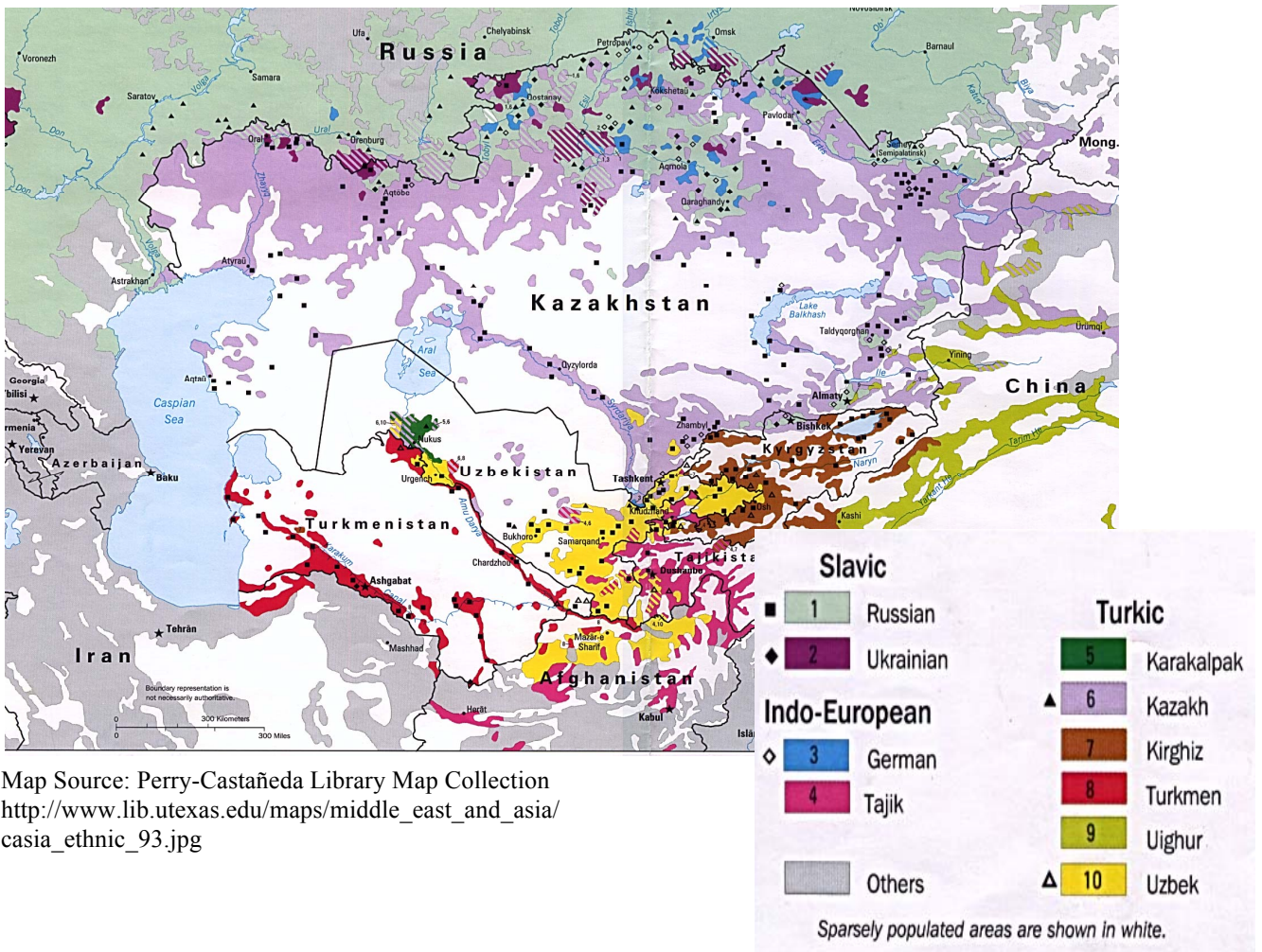
Central Asia includes Mongolia, Western China (including Tibet), northeast Iran, Afghanistan and western Pakistan, central-east Russia south of the Taiga, the former Central Asian Soviet Republics (the five "Stans" of the former Soviet Union), but also even the Punjab, northern India and Pakistan.

However, the Punjab, many may consider, are hardly worthy of being considered part of Central Asia for sharp cultural differences. Tibet has more cultural, linguistic and historical ties to Central Asia as a whole. Therefore, if anything, many might remark that the South Asian states of Bhutan and Nepal would be better candidates as cultural adjacent to Tibet.

An alternative method is to define the region based on ethnicity, and in particular, areas populated by Eastern Turkic, Eastern Iranian, or Mongolian peoples. These areas include Xinjiang, the Turkic/Muslim regions of southern Siberia, the five republics, and Afghan Turkestan. The Tibetans are also included. Insofar, the mentioned peoples are considered the "indigenous" peoples of the vast region.

Colonization and settlement by Chinese, Iranians, and Russians was to come later.

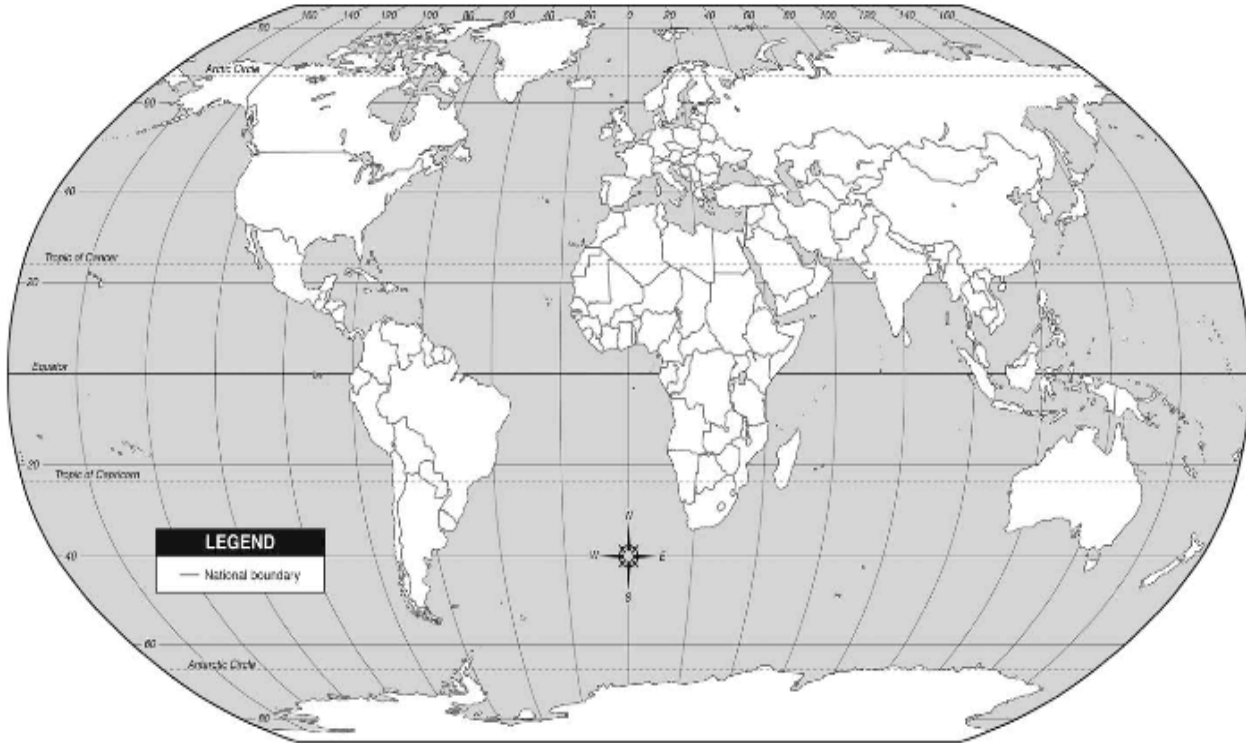
Text Source: Wikipedia: http://en.wikipedia.org/wiki/Central_Asia



Map Source: Perry-Castañeda Library Map Collection
http://www.lib.utexas.edu/maps/middle_east_and_asia/casia_ethnic_93.jpg

WORLD POLITICAL MAP

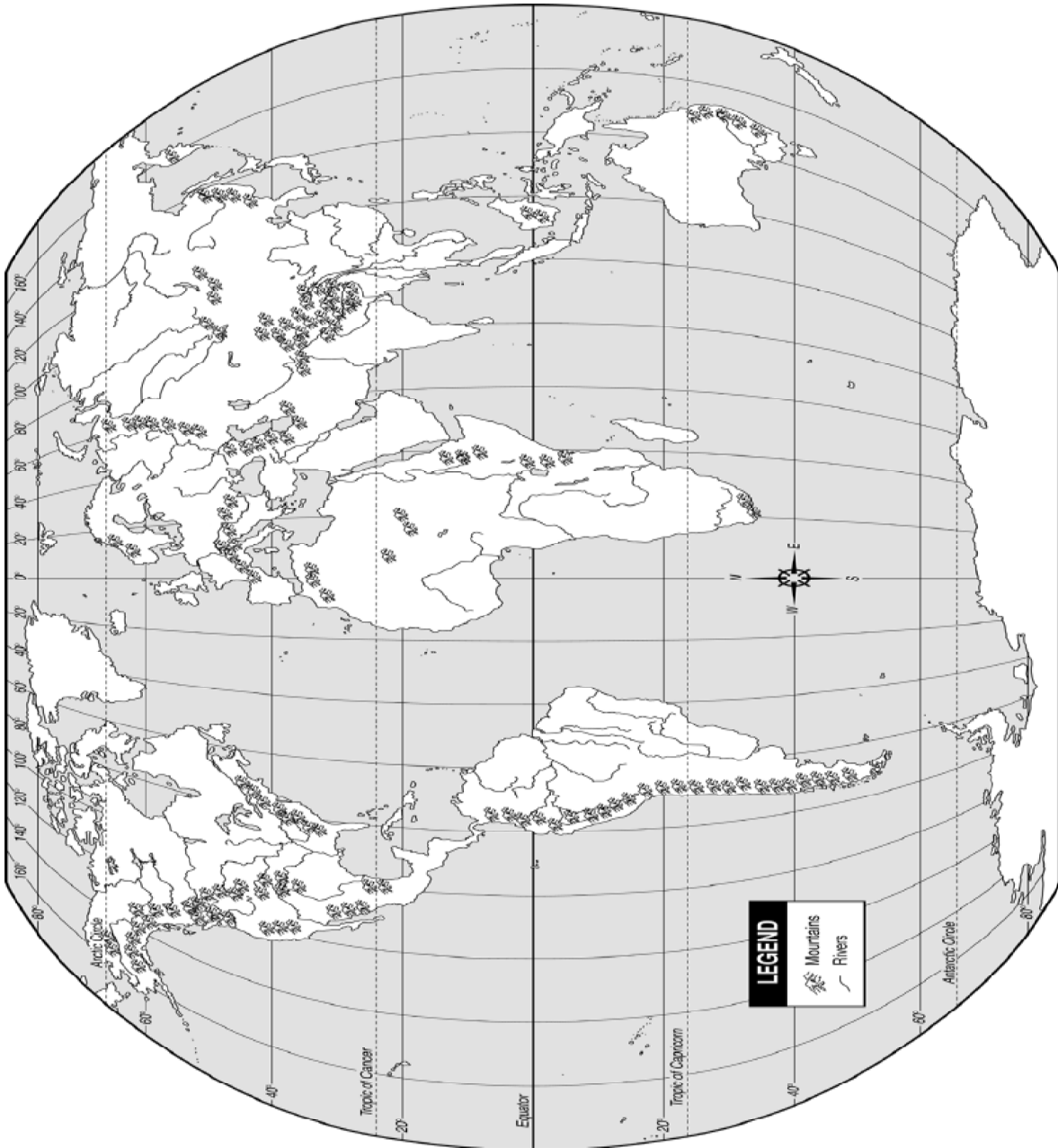
World: Countries



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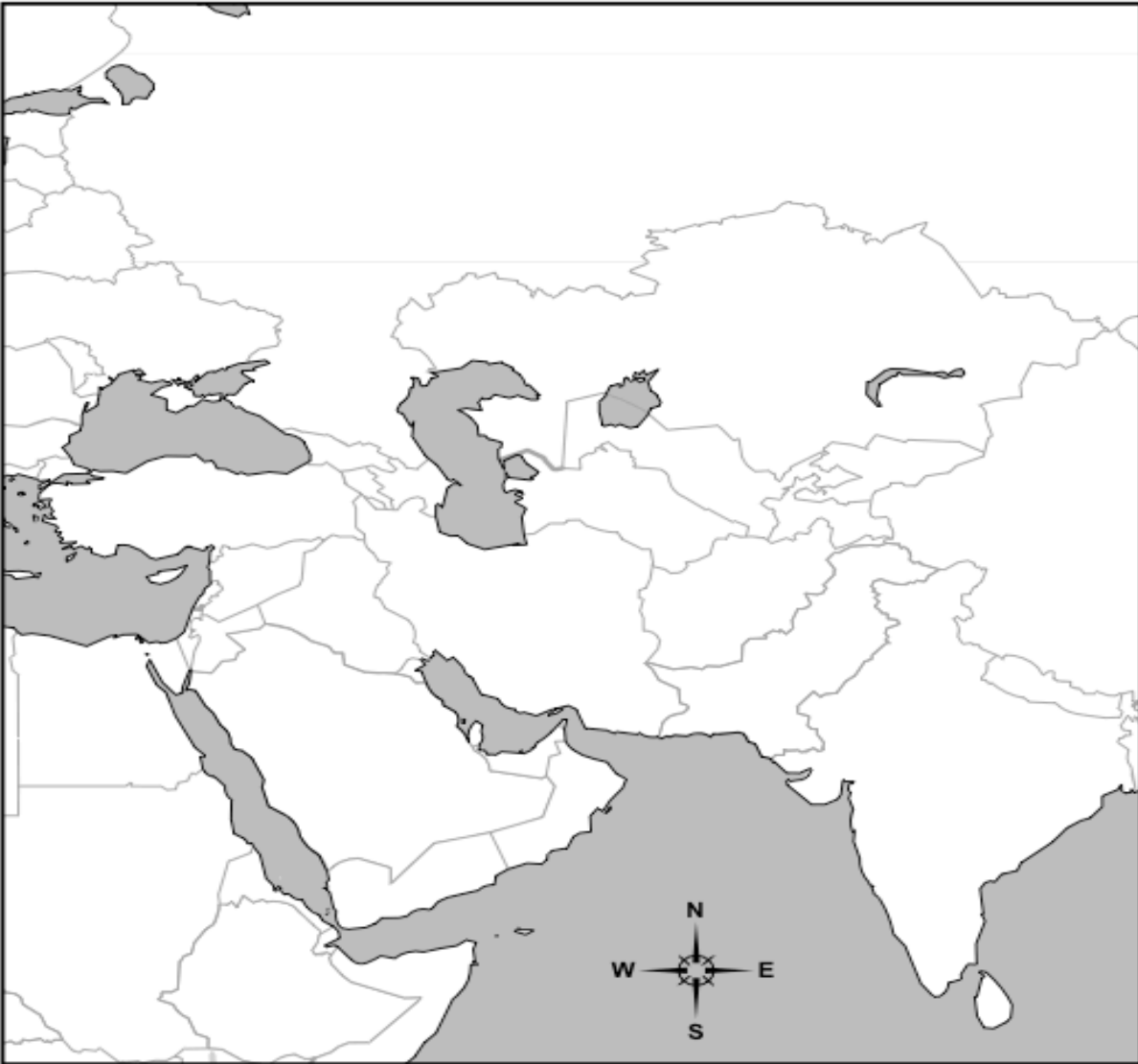
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WORLD PHYSICAL MAP



CENTRAL ASIA: POLITICAL MAP

Central and Southwest Asia

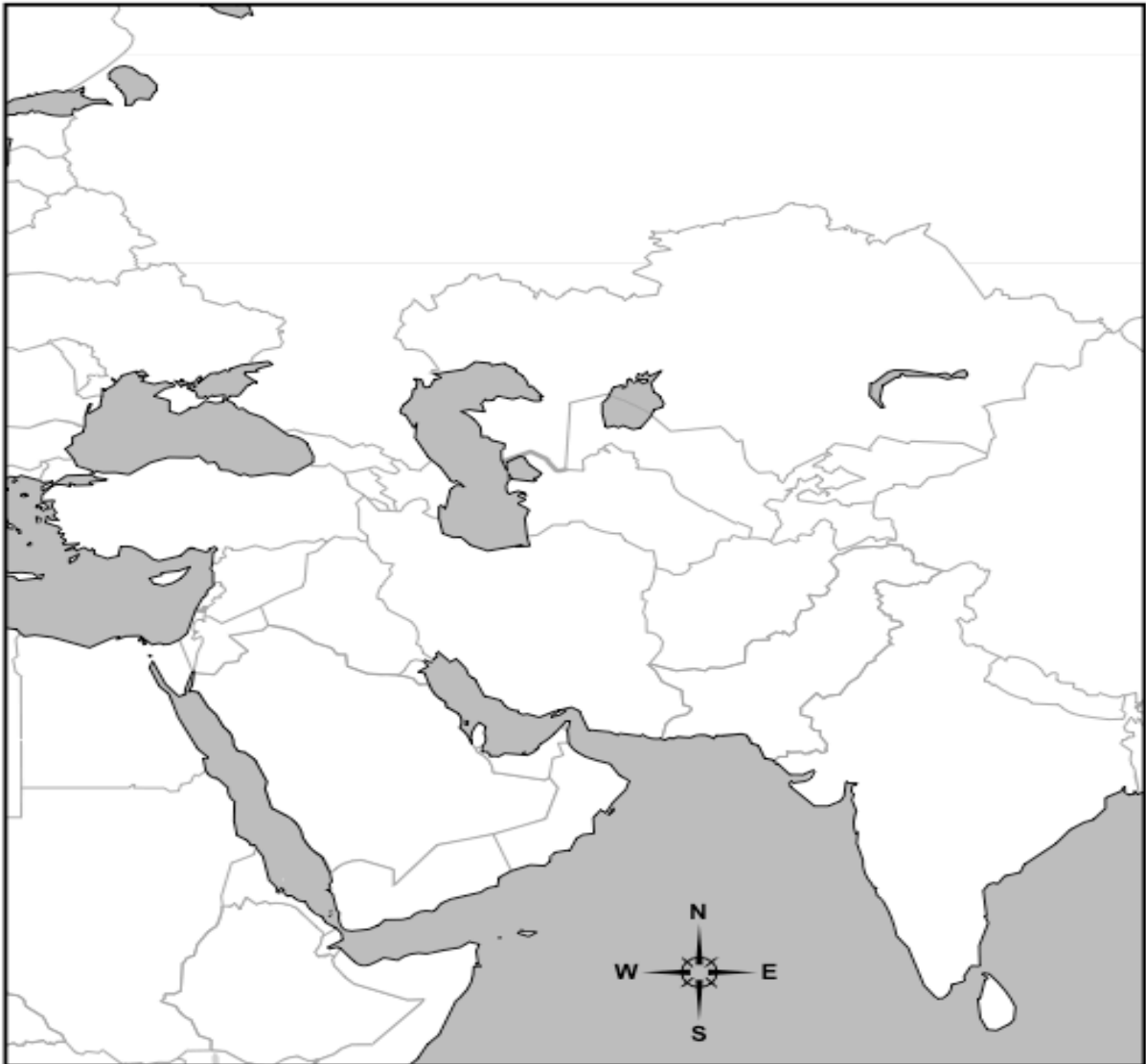


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CENTRAL ASIA: PHYSICAL MAP

Central and Southwest Asia



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CENTRAL ASIA: THEMATIC DESCRIPTION

LESSON TITLE: WHAT IS A HOLIDAY?

GRADE LEVEL 6th Grade

RATIONALE

The purpose of this lesson is to introduce students to the significance of holidays in understanding culture. During Soviet Rule, much of the local culture of Central Asia was concealed or discouraged. Ancient rituals were made illegal, and the practice of religion was suppressed. The collapse of the Soviet Union in 1991- and the establishment of the governments of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan - prompted numerous celebrations and boosted local pride throughout the region.

MATERIALS

- *New Years in our Lives*
- *About Nauryz*
- *What We Learned About Nauryz*
- *New Years' Celebrations Around the World*
- Chalkboard or Flipchart
- Chalk or markers
- Internet accessibility

LESSON DURATION 60 minutes

OBJECTIVES

This lesson is aligned with TEKS for Culture (6th Grade).

Students will:

- Culture: Understand how holidays define a culture (602)
- Culture: Analyze the similarities and differences among selected world societies (603)
- Culture: Understand how customs, celebrations and traditions define individuals (605)
- Culture: Understand how cultural traits spread (613)

ACTIVITY 1: How I Celebrate the New Year

1. In groups of two, students are to ask each other about the significance of celebrating a new year in their lives. They should record their answers on the worksheet provided, *New Years in Our Lives*. Answers may vary given the religious/cultural composition of the class (i.e., Jewish students may talk about Rosh Hashanah, Muslim students may talk about Mal Hijra, etc.) Questions to get students started include:

How do you celebrate the New Year? What do you like to do? Who do you like to spend it with? What do you eat? Do you have any specific activities that you do? Do you wish good

thoughts to others? You may want to place these questions on the chalkboard, flipchart or overhead projector.

2. Each group will go to the front of the room one at a time and present to the class what they learned about their partner. On a chalkboard, flipchart or overhead projector, create the following categories and fill them in with every group presentation (add rows as needed):

NAME OF NEW YEAR CELEBRATION	RELIGION (if applies)	ACTIVITIES	TRADITIONS	**SIGNIFICANCE (fill in this category last)
e.g. Rosh Hashanah	Jewish	-Go to synagogue -Have a big dinner with family -Eat wine and challah (Jewish bread)	-Blow the <i>shofar</i> -Dip apples in honey -Go around the table and say what you are thankful for -Greet people with <i>Shanna Tova</i>	-As reminder of the animal that was sacrificed in the name of patriarch Isaac - Wishes family and friends a happy new year
e.g. New Year's Eve	Multiple	Have a party	Create new year's resolutions	Starting something new

ACTIVITY 2: What is Culture?

1. Have students articulate the significance of the new year in their lives based on their presentations and how they came to practice celebrating the new year the way they do. (Answers may include: from their parents, from religion, etc.) Refer to your chart to elicit ideas from students about the similarities and differences among them in the way they each celebrate the new year.

2. Introduce students to the idea of *culture*. Elicit from students ideas about how they believe culture is defined. Use their responses to the new year's activity to help them understand the elements of culture, and how it may differ across groups based on religion, nationality, etc.

You can offer the following definition of culture in your discussion:

Culture: The values, traditions, norms, customs, arts, history, folklore, and institutions that a group of people, who are unified by race, ethnicity, language, nationality, or religion, share.

Source: University of Wyoming: wind.uwyo.edu/sig/definition.asp

ACTIVITY 3: How Kazakhs Celebrate the New Year, Nauryz

1. Explain that you will now learn a bit about Nauryz, a traditional spring festival celebrating the new year and held throughout the Kazakh communities of the former Soviet Union. Distribute copies of *About Nauryz*.
2. Divide the class into small groups of 3 or 4. Using the *What We Learned about Nauryz* worksheet, have students work in groups of four to answer the questions about Nauryz. The Internet is an excellent resource for this activity. (The *Additional Resources* page has recommended websites.)
3. Have each group make a presentation to the class about what they learned about Nauryz.
4. Have students compare and contrast how they celebrate the new year with that of Kazakhs. What is similar? What is different? What do these differences tell us about the differences between culture in the United States and culture in Kazakhstan? Use *New Years' Celebrations Around the World* as a worksheet guide.

CLOSURE

1. Have students describe aspects of Kazakh culture through what they learned about Nauryz. Why is Nauryz most heavily celebrated in Kazakhstan? Do others countries of the former Soviet Union also celebrate Nauryz?

EXTENSION

1. Have students consider other cultural celebrations in Central Asia. What do these celebrations tell them about culture in the region?
2. Celebrate Nauryz on March 22 in your classroom. Designate each student responsible for a particular aspect of the celebration, such as preparing a meal, learning a dance, etc.

NEW YEARS IN OUR LIVES

MY QUESTION	MY PARTNER'S RESPONSE

ABOUT NAURYZ



Photo credit: Ryan Giordano, Peace Corp Volunteer
<http://www.thegio.net>

Nauryz is typically celebrated on March 22 during the spring equinox. During this time, day and night are of equal duration, representing the time of year when the difficult winter ends and spring renewal begins.

Nauryz celebrations are big events where games are played, traditional ceremonies are performed, and lots of eating of festive foods is done. People also wear festive clothes and visit friends and relatives to deliver expressions of well-being and to wish good luck for the upcoming

year. Tradition says that the more one celebrates Nauryz, the more successful the year will be.

In the Kazakh language, Nauryz is also known as the “First day of the new year” (*Ulys Kuni*) and the “Great Day of the People” (*Ulystyn uly kuni*).



Photo credit: J. Boots Allen

A particularly symbolic tradition is the “dance” of the light and dark spirits (winter and summer), typically held at Nauryz gatherings. Other traditional activities include horse races, fortune telling, wrestling, racing barefoot, poetry readings, and giving flowers and small gifts to the elderly.



Photo credit: J. Boots Allen

WHAT WE LEARNED ABOUT NAURYZ

Where is Nauryz celebrated? _____

What is Nauryz?

What is the significance of Nauryz?

What traditions take place during Nauryz?

Two interesting things you learned about Nauryz:

How is Nauryz celebrated now in comparison to how it used to be celebrated? What is the same? What is different?

NEW YEARS' CELEBRATIONS AROUND THE WORLD

	NEW YEARS IN MY LIFE	NAURYZ
Major Traditions		
Significance of Holiday		
Similarities		
Differences		

LESSON TITLE: CREATE A MUSEUM OF CENTRAL ASIA

GRADE LEVEL 6th Grade

RATIONALE

Images play a key role in introducing us to new societies. The purpose of this lesson is to introduce representations of Central Asian art and society into the classroom in an experiential way.

MATERIALS

Various: materials are listed under “Activity 2”

LESSON DURATION 60 minutes

OBJECTIVES

This lesson is aligned with TEKS for Culture (6th grade). Students will:

- 1) Culture: Explain the relationships that exist between societies and their architecture, art, music and literature (621: 18A)
- 2) Culture: Describe ways in which societal issues influence creative expressions (622: 18C)
- 3) Culture: Identify examples of art, music and literature that have transcended the boundaries of societies and convey universal themes (623: 18D)

ACTIVITY 1: Warm-Up

1. As a large group, discuss what symbols represent the United States. What symbols represent Texas? Where do we see them? What role(s) do they play in society? Think about souvenirs, if students need an example.

ACTIVITY 2: Creating a Museum Piece

1. Divide the class into groups of three. Assign each group the task of developing one representation of Central Asian society. Distribute instructions accordingly.
2. Once each group has constructed their assigned piece, they should do a little research about what their piece is. This can be done through the Internet or any other materials on Central Asia (books, magazines, etc.) available to you. Students should prepare answers to the following sorts of questions; What is it? How is it used? What is its significance? Have students use the *Classroom Museum* worksheet to hand-write or type their descriptions. This will be displayed next to their piece in the “Classroom Museum.”
3. Have each group make a presentation to the entire class about their contribution to the museum.

CLOSURE

1. What do these artifacts teach us about Central Asia? Think about history, society, lifestyle, etc. What other symbols represent the region?

EXTENSION

1. Organize a time for students in other classes to visit your classroom museum. Have a student representative serve a “museum tour guide”, introducing other students to the classroom museum. A representative from each group can speak more specifically about each particular artifact.

NOTE TO TEACHER: These are just suggestions of what students can construct. You should feel free to add other items as you see fit.

Group 1: Construct a Yurt from Kyrgyzstan

Materials:

Cupcake paper
16 ounce clear plastic cups
Markers
Paper



Photo credit: Bastien Robilliard:
<http://www.ombres-hommes.com/>

Procedure:

- 1) Design a lining for the inside of the yurt using the paper and markers. The size of the paper should fit the inner circumference of the plastic cup. This will serve as the decoration to the walls of your yurt.
- 2) Line the inside of the yurt (the plastic cup) with the paper you decorated.
- 3) Decorate the cupcake paper with the markers or any other materials you would like.
- 4) Place the cupcake holder on top of the plastic cup holder. This is your roof.
- 5) You are finished!

Questions to consider:

- What is a “yurt”?
- Why is it used?
- Where else can they be found?
- Where did it originate?

Other ways to make yurts, both large and small, can be found at:

“Yurt Building for Everyone,” University of Washington:

<http://depts.washington.edu/reecas/outreach/nomadism/yurt/>

Mount Holyoke College annual full-size yurt-building:

<http://cob.mtholyoke.edu/acad/russ/redcorner/yurt.shtml>

Additional Resources:

Wikipedia: <http://en.wikipedia.org/wiki/Yurt>

Bukhara Carpets: http://www.bukhara-carpets.com/kazakhstan_yurt.html

Group 2: Construct a Flag of Uzbekistan

Materials:

Glue

Popsicle stick

Markers or paint—blue, red, yellow, green and white

Scissors

White sheet or paper (adjust size to your choosing)



Procedure:

1. With the materials provided, design an Uzbek flag.
2. Use the popsicle stick as your flag pole by wrapping the first inch of the short side of your flag around in, and gluing it together.

Questions to consider:

- What do the colors of the Uzbek flag represent?
- What do the symbols represent?
- Why are flags important?

A visual representation and description of the Uzbek flag is available from the following website:

<http://worldatlas.com/webimage/flags/countrys/mideast/uzbekstn.htm>

Group 3: Construct a Felt Hat (Kalpak) from Kyrgyzstan

Materials:

- Four 9- by 12-inch pieces of felt
- Ballpoint pen
- Ruler
- Scissors
- Needle and thread (or stapler)



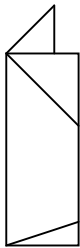
Photo credit: Jonathan Lee

Procedure:

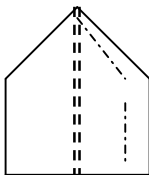
- 1) Fold each piece of felt in half the long way



- 2) On each folded piece, draw a line beginning 3.5 inches up from the bottom edge and ending at the folded edge at the top. Cut curves on the bottom as indicated by the line.



- 3) Place two pieces of felt on top of each other. On one side, sew (or staple) the slanted edges together. (Use a 1/2 inch seam allowance for all seams.) Add another piece of felt, sewing (or stapling) its slanted edge to a free edge. When you add the fourth piece of felt, sew (or staple) both slanted edges. Fold up the bottom edges three inches.



- 4) Sew (or staple) up the short, straight sides.
- 5) You're finished! Wear the seams on the outside of the hat.

Questions to consider:

- What is a Kalpak?
- Where did the hat originate?
- Why are they worn and by whom?

Additional Resources:

Bukhara Carpets: Kazakh Traditional Costumes

http://www.bukhara-carpets.com/kazakh_traditional_costumes.html

Central Asia Discovery: The Kalpak

http://www.silkpress.com/archive/discovery/kg_summer2005/kalpak.shtml

CLASSROOM MUSEUM

(Insert Name of Museum Piece)

Additional References for Teaching About Central Asia:

The following resources on Central Asia are available for loan from the Center for Russian, East European and Eurasian Studies at University of Texas at Austin
<http://www.utexas.edu/cola/depts/creees/>:

Videos

Central Asia: Kyrgyzstan and Uzbekistan, Central Asia, documentary, 50 minutes, 1995. Traveler Ian Wright's adventure through Kyrgyzstan and Uzbekistan, includes many cultural experiences, such as a traditional wedding.

Gender Montage: Paradigms in Post-Soviet Space, Eastern European/Eurasian, Documentary, series of nine tapes, 2000-2003. Explores the plight of women in post-Soviet countries.

- **Wishing for Seven Sons and One Daughter** (Azerbaijan, 2002)
- **Invisible** (Georgia, 2003)
- **Red Butterflies Where Two Springs Merge** (Kyrgyzstan, 2002)
- **Tomorrow Will Be Better?** (Lithuania, 2003)
- **Silk Patterns** (Mongolia, 2003)
- **Live Containers** (Tajikistan, 2002)
- **Hack Workers** (Uzbekistan, 2002)
- **Power: Feminine Gender** (Ukraine, 2003)
- **Beauty of the Fatherland** (Estonia, 2001)

Herdsmen, Central Asia, documentary, 88 minutes, 2001. This documentary tracks a Kazak family in Xinjiang, China's western-most province, with two cameras, over the course of a year from spring to winter.

The Kirghiz of Afghanistan, Documentary, Granada Television International, 60 minutes, 1991.

The Shaman's Message, Central Asia, Documentary, 30 minutes, 1992. Four programs on one cassette: The Spirit of Shamanism, Healing and Shamanism, A Kinship with Nature, Twentieth Century Shamanism.

(The) Story of The Weeping Camel, 87 minutes. Springtime in the Gobi Desert. A family of nomads assist in the births of its camel herd. They face a crisis when one calf is rejected it by its mother. Interesting look at nomadic family life. In Mongolian with English subtitles.

Books

Focus on Europe and Eurasia, Globe Fearon, Globe Fearon Educational Publisher, Upper Saddle River, NJ, 1997. Explore the geography, history, cultures, economics and politics of Europe and Eurasia.

Tales told in Tents: Stories from Central Asia. Clayton, Sally Pomme, Sophie Herxmeiher, Publisher Group West, London, 2004. Twelve retellings of folktales, proverbs, and riddles from Afghanistan, Kazakhstan, Kyrgyzstan, Tadjikistan, Turkmenistan, and Uzbekistan.

Then and Now Series: Armenia, Azerbaijan, Estonia, Georgia, Latvia, Lithuania, Russia, Tajikistan, and Ukraine. Minneapolis: Lerner Publications Department, 1992. A series of books divided into the following chapters: "The Land and the People;" "The Story;" "Making a Living;" and "What's Next." Simple prose and many illustrations.

What Do We Know about: Islam? Husain, Sharukh, Peter Bedrick Books, Lincolnwood, IL, 1995. An exciting look at Islam through the history and culture of the everyday of lives of Muslims.

Curriculum Units

The Aral Sea (One chapter in the Hemispheres Curriculum Unit "People and Place")

This case study will help your students understand the inter-relationships between lakes and rivers. By studying the changes in the Aral Sea they will understand that: (1) lakes are affected by both the quantity and the quality of water that flows into them from rivers; (2) damming or diversion of rivers, for irrigation and other purposes, can have a significant impact on the size and water-quality of lakes; (3) the negative effects (including environmental, social, economic, and health) of disappearing natural resources are varied and complex; and (4) water is not an infinite resource and must be managed carefully.

<http://link.lanac.utexas.edu/hemispheres/units/geography/index.html>

Polishing The Mirror: A Curriculum Unit On Central And Inner Eurasia (2000).

Intended for the high school level, this curriculum guide is divided into geography, history and culture units.

From Silk To Oil (2005): A curriculum guide for high school students and above. Published by the China Institute. Contains essays, curriculum units, maps, and a CD-ROM.

Other Resources

Music

- **The Silk Road: A Musical Caravan.** 2 CD set with music from Central Asia and extensive liner notes on the songs, the instruments, the regions. Smithsonian Folkways Recording, 2002.
- **From Generation to Generation.** A CD collection of Kyrgyz folk music.
- **Music of Central Asia**
 - **Volume 1: Tengir-Too: Mountain Music of Kyrgyzstan.** 1 CD, 1 DVD, detailed booklet. 18 musical tracks
 - **Volume 2: Invisible Face of the Beloved: Classical Music of the Tajiks and Uzbeks,** 1 CD, 1 DVD, detailed booklet. 18 musical tracks
 - **Volume 3: Homayun Sakhi: The Art of the Afghan Rubab,** 1 CD, 1 DVD, detailed booklet. 3 musical tracks

Magazines

- *Russian Life Magazine* series, with assorted articles on Central Asia
- Article on Kyrgyzstan featured in *Social Education*
- “The Soul of Kazakhstan”, May/June 2003 issue of *Saudi Aramco World* devoted to Kazakhstan.

Languages

- **Business Kazakh self-study course** available for download
<http://www.utexas.edu/cola/depts/creees/outreach/business/>

Internet Resources

Institute for War and Peace Reporting: http://www.iwpr.net/centasia_index1.html

Russian and East European Network Information Center:
<http://reenic.utexas.edu/reenic/index.html>

The Silk Road Foundation:
<http://www.silk-road.com/toc/index.html>

CenAsiaNet (Central Asian Language Resources through American Councils for International Education):
<http://www.cenasianet.org/home.html>

PeaceCorps
<http://www.peacecorps.gov/index.cfm>

AskAsia

<http://www.askasia.org/>

University of Washington

<http://depts.washington.edu/reecas/>

University of Wisconsin-Madison

<http://www.wisc.edu/creeca/>

Ohio State University

http://www.coe.ohio-state.edu/mmerryfield/global_resources/modules/SLEECountriesCentralAsia.htm

National Geographic

http://www7.nationalgeographic.com/ngm/data/2002/02/01/html/ft_20020201.6.html

For Online Maps and other Educational Resources

<http://eduplace.com/ss/maps/index.html>

<http://www.lib.utexas.edu/maps/commonwealth.html>

For Additional Information about Nauryz:

Embassy of Kazakhstan

<http://www.Kazakhembus.com/>