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NEH: Central Asia in World History
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I. Rationale
Sometimes in World History, especially for a one-year course, the idea becomes breadth vs. depth, therefore this is a nice way to cover nomadic tribes and their influences to the Central Asian region

Our school focuses on writing and presentation skills, and thus, are required to write so many essays and give so many presentations a year. This project helps fulfill that requirement while helping students to develop collaboration skills, speaking skills, general presentation skills, and writing skills

II. Objectives
Identify the geographical location of the tribes of Central Asia
Compare and Contrast the civilizations in terms of language, lifestyles, military, and government structure
Explain how geography shaped the lifestyles of the Central Asia civilization
Explain the impact of the Central Asian tribes on the area around them

III. Activities
1. Divide students into 5 groups. Number of members depends on size of class
2. Assign each group one tribe/civilization to research: Mongols, Scythians, Central Asian Turkic tribes, Hsuing-Nu, Oigurs,
3. students can work on the project either for HW or in class depending on teacher discretion

IV. Content Expectations
In some form, all of the following things need to be included in their presentation:

1. Map of area where group originated from and/or were at the time that the unit is covering
2. Relevant dates associated with the civilization
3. Gender roles and Social norms
4. fighting styles and weapons at their disposal
5. Leadership structure
6. Religion
7. Main modes of travel, food, clothing, housing, etc.
8. Any military battles or territory expansion that is relevant
9. Images are welcome, but must be relevant
10. Most importantly:
      a. Did geography shape the lifestyles? If yes, then how?
      b. How did they affect the region around them and what role did they play in the development of the region?

V. Presentation Expectations

Students are expected to demonstrate proper presentation skills:

Presentation:

1. Eye contact with audience
2. No reading directly off the board or note cards (note cards are ok to use as a reminder of key points, but should not be a crutch)
3. No filler words: "um, like, uhs"
4. Body language: no leaning, shifting, slouching, sitting, etc.
5. Loud and clear speaking voice
6. All group members contributed to the project
7. Any group member who is absent on the day of the presentation will have to write a report on their topic

VI. Assessment

In addition to presenting accurate and organized content, students should be graded on the presentation expectations above, using the following rubric. Teachers can choose the assessment percentages at their own discretion (50% content, 50% presentation, 40% content, 60% presentation, etc.)

Students can write a compare/contrast essay by picking two of the tribes and comparing three content areas

VII. Time Line

Students should be given around 10 days to complete the project. Since each presentation is expected to be around 7-8 minutes, teachers may want to allow one to two class days for presentations, depending on the length of class periods

Also, if you have the time, you could let them work 2-3 days in class and then present

VIII. References

Students should be encouraged to limit their online sources to one-three sites. If your school offers a library, have students use a minimum of two books to gather their information

All information must be cited on a Works Cited page in correct MLA format