

Geography and History of the World

Standard 10: States, Nations, and Nation-States Kazakhstan

5-6 Day Unit

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Rationale for This Unit:

The following unit is designed to use content about the contemporary Kazakhstan to examine issues of states, nations, and nation-states.

This Unit Utilizes Standard Ten of Geography and History of the World:

Standard 10: States, Nations, and Nation-States

Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or divide a country.

These lessons are designed to serve a variety of functions in diverse social studies classrooms. The five lessons are organized as a six to seven day unit (or a five to six day unit under the block schedule) on Kazakhstan's geography and contemporary issues. However, should teachers feel that they can not devote that length of time to this region each of the lessons can stand alone. At the end of the unit, we have provided a variety of resources and content information so that teachers can use this material to meet the individual needs of their classrooms and students.

Lesson One: Introduction to this unit **Applying concepts of states, nations, and nation-states**

Grade Level: 9-12

Course: Geography and History of the World

Timeline: 45 - 50 minute class

Overview: Since this unit is developed to fit Standard Ten it is important to help students understand how to define these terms: states, nations, and nation-states. This lesson asks the students to develop their own definitions and then redefine these as they encounter new information. It also asks them to classify specific examples under these categories.

Objective:

- Students will define State, Nation, and Nation-States
- Students will apply these definitions to specific examples
- Students will compare and contrast characteristics
- Students will differentiate between a state and a nation

Indiana State Standard

GHW.10.1: Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination* of internal and foreign affairs. Analyze the relationship between nations and the states in which they lie.

Materials

- Butcher Paper
- Tape
- Markers
- Index cards (3 per students)
- Comparison Chart
- Teacher information (Kazakstan Materials p. 4-6)
- Dictionary
- Indiana State Standards definition of these words.
- Textbooks or other resources
- Student Worksheet #1

Hook: Think-Pair-Share

- Pass out three index cards per student. Have them write each word on the top of one card: Nation, State, and Nation-state
- For a few minutes have each student come up with a definition for each word. It is alright if they have never encountered the word. They are to make an educated guess.

- After they have had enough time to develop their definition they will pair up with another student and share their definition.
- Have students circle any key terms in their definition that they share with their partners.

Main Activity – Defining Key Terms

- Hang three sheets of butcher paper on the wall – Title each sheet with one of our important words: Nation, State, and Nation-State
- Introduce new chunks of information. Have students read the section and help students pull key words from that definition.
 - Chunk One: The class text book (if available). Assign one student to one of the three words. Have these three students read the definition from the glossary or text.
 - What are the key features, words, or concepts that you could place on the butcher paper?
 - Chunk Two: Indiana State Standards Definitions (Handout # 1). Assign three students to read one of these definitions.
 - Is there anything from these definitions that you can add to each sheet?
 - Chunk Three: The Dictionary. Assign three more students to look up one of these definitions in the dictionary.
 - What new information is included in the dictionary’s definition?
- As the students add new information, the teacher adds the information to the Butcher paper.
- The teacher can then add examples for the students (See student example cards) – pointing these out on a map and recording them on the butcher paper**
 - Examples
 - Iraq
 - Kurdistan
 - China
 - Tibet
 - Spain
 - Basque
 - Or the teacher can cut up the student example cards. They can give student cards set A to students and have them determine if each example is a state, nation, or nation-state. This can be done individually, in pairs, or in groups.
 - Then as a whole the teacher could go over the correct answers, or pass out card set B. The students would then need to pair each set with its correct answer (less difficult).

Conclusion Activity – Classifying information

- In pairs or individually, students should begin to apply the key concepts of these definitions to their student comparison charts.
- They will choose one characteristic and write it in Column One. Then they will mark an X in each category (term) that concept fits.

** This aspect is to help students apply what they just learned as they classify specific examples. These examples will work best if they are region the class has already discussed. If they have not covered these examples yet, you might want to skip this section. Or you could always ask students to offer their own examples**

Teacher Information Sheet – Definitions and Examples

Nation - Indiana standards define a nation as “a group of people generally linked by language, ethnicity, religion, and other shared cultural attributes including a common cultural consciousness; such homogeneity does not occur in all states, and a nation may not necessarily enjoy statehood.” The important distinction is that a nation refers unequivocally to a people, not a territory. Interestingly, a common definition of the nation comes from Josef Stalin, who in 1913 stated that in order to be considered a nation, a population group must fulfill four criteria: “all members share common economic conditions, a common language, the same territory, and a similar frame of mind (culture and national character).” It was this definition of the nation that was used to segregate the populations of Soviet Central Asia into discrete nations, and it was on the basis of this national policy that the national territories which eventually became independent republics were apportioned to certain nationalities. The conceptions of nation and nationality have their origins in the industrial revolution in Western Europe in the 18th and 19th centuries.

Examples:

- Kurdish nation in Iraq
- Basque in northern Spain
- Tibet in China

State - a politically organized territory that is administered by a sovereign government and is recognized by a significant portion of the international community; a state must also contain a permanent resident population, an economy, and be self-governing within a defined territory.

Examples:

- The United States
- Kenya
- Uzbekistan

Nation-State - Indiana standards define a nation-state as a “state (country) whose population possesses a substantial degree of cultural homogeneity and unity and is recognized as a political unit; the territory of a nation-state usually coincides with the area settled by a certain national group or people.” Extending this definition is the idea that a nation-state is a state that exists by and for a specific nation. The nation-state is an important construct as the ideal to which nationalist movements aspire, but most states in the world today are not mononational, nor do they aspire to be. Some examples of nation-states include Iceland, Portugal, and Japan. However, it is important to note the long-term existence of minority populations in Portugal and Japan, and the effects of increasing globalization and population transfer on all three of these examples, which limit the extent to which we can state that any one of these examples is an entirely self-contained nation-state. The national territories delimited by Soviet leadership in Central Asia in the 1920s can be seen as an attempt to implement an approximated nation-state as a means of establishing administrative control over the region, but it is important to note that none of these republics possessed the right to national self determination.

Examples:

- Portugal
- Iceland
- Japan

Student Cards A = Examples of Nations, States, and Nations-States

| | | |
|-------------------|--------------------------|----------------|
| Portugal | The United States | Kenya |
| Kurds | Tibet | Iceland |
| Uzbekistan | Japan | Basque |

Student Cards B = Description of each example card

| | | |
|--|--|---|
| <p align="center">Portugal = Nation-state</p> <p>has maintained the same territorial region for nine hundred years. Over five hundred years ago the colonial people united various similar ethnic groups and the country had retained this ethnic composition since then.</p> | <p align="center">The United States of America = State</p> <p>Due to centuries of immigration, the United States is a political territory that is made up of a variety of diverse ethnic groups.</p> | <p align="center">Kenya = State</p> <p>The multiple ethnic clans or groups that lived in this region were combined to become a British colony in 1895. Kenya became a state governed by the people in 1963.</p> |
| <p align="center">Kurdish = Nation</p> <p>Ethnic Kurds are located in northern Iraq, Turkey and Syria. Ethnic Kurds do not have authority or a designated territory of control and therefore do not have self-determination. Some Kurdish people call for the creation of a Kurdish nation state.</p> | <p align="center">Tibet = Nation</p> <p>Tibet is an anonymous region of the People's Republic of China. However, Tibetans are ethnically and religiously different from the Han Chinese. Tibet is currently trying to gain its independence from China.</p> | <p align="center">Iceland = Nation-State</p> <p>Since Iceland is an island there are few, if any, cross-border minorities. The culture and language is found only in Iceland.</p> |
| <p align="center">Uzbekistan = State</p> <p>The population of Uzbekistan is composed of a variety of nationalities and ethnic groups and is predominantly Muslim. The Karakalpak Autonomous Region is part of Uzbekistan and is also the traditional homeland of the Karakalpaks.</p> | <p align="center">Japan = Nation-State</p> <p>Japan has been described as a traditional nation-state. However, ethnic minorities on the island include Ainu, Koreans, Chinese, and the Ryūkyū people in the south.</p> | <p align="center">Basque = Nation</p> <p>The Basque is an ethnic group that straddles the border between Spain and France. Many Basque are also calling for nationality but are currently under Spain or France's authority.</p> |

Student Worksheet #1

State, Nation, and Nation-State Comparison Chart

DIRECTIONS: Write one characteristic from the chart in each row. Then place an **X** in each column where that characteristic fits. Then choose two examples and determine whether it is a state, nation, or nation-state.

| | State | Nation | Nation-State |
|-------------------|-------|--------|--------------|
| Characteristic 1: | | | |
| Characteristic 2: | | | |
| Characteristic 3: | | | |
| Characteristic 4: | | | |
| Example 1: | | | |
| Example 2: | | | |

Definitions

State

a politically organized territory that is administered by a sovereign government and is recognized by a significant portion of the international community; a state must also contain a permanent resident population, an economy, and be self-governing within a defined territory

Nation

a group of people generally linked by language, ethnicity, religion, and other shared cultural attributes including a common cultural consciousness; such homogeneity does not occur in all states, and a nation may not necessarily enjoy statehood

Nation-State

state (country) whose population possesses a substantial degree of cultural homogeneity and unity and is recognized as a political unit; the territory of a nation-state usually coincides with the area settled by a certain national group or people

Lesson Two: Physical and Cultural Characteristics of Kazakhstan (Part One)

Grade Level: 9-12

Course: Geography and History of the World

Timeline: 45 - 50 minute class

Objectives:

- Students will list human and physical geographic forces
- Students will understand how human and physical forces interact
- Students will use visual images to make predictions and interpret geographic information
- Students will interpret political and geographic maps

Indiana State Standards

GHW.10.6 Analyze the human and physical geographic forces that either bind and unite (centripetal forces*) or divide (centrifugal forces*) a country or countries. Predict the impact of these forces on the future of these countries. Propose strategies that countries can use to overcome the impact of centrifugal forces. (Change over Time, Spatial Distribution, Spatial Variation, National Character)

Materials

- Student Worksheet Two
- PowerPoint One or Images on Overhead
- Map of Central Asia - Geography (Image one on PowerPoint)
- Map of Central Asia – Political (Image two on PowerPoint)

Introduction: Chalk Talk

- Write the terms **Physical Geography** and **Cultural Geography** on the board.
- Individually, students will brainstorm characteristics of each.
- One student will approach the board and write one characteristic under one of the headings.
- They will then pass the chalk or marker to another student who will write their characteristic. This process continues until all students have listed one characteristic.

Main Activity One: What can we interpret from the Maps of Central Asia (PowerPoint One)

- Display Image One: Physical Geography of Central Asia (These Images are Part of PowerPoint # 1. All of these images are also located in the Materials Section)
 - Ask the class to answer the following questions.
 - What geographic images do you see on the map?
 - What water formations are shown?
 - What land formations are indicated?

- How do you think “land” and “landforms” impact the formation of nations?
- Display Image Two (Political Geography of Central Asia)
 - Have students pair up and discuss possible connections between the geographic features they notice on Map One and the political boundaries that they see on Map Two.

Main Activity Two: Deducing physical and cultural characteristics from visual images (PowerPoint One)

- Teacher will project each image one at a time. (You can run the PowerPoint as a presentation or copy these images onto Overhead transparencies. All of the Images are listed in the Materials Section)
- Students will fill in Student Worksheet #2 – Physical and Cultural Characteristics Chart based on what they are viewing. (The teacher will explain these images tomorrow during a lecture about the Origins of Kazakstan. Today the students are just making educated guesses based on what they are viewing)
 - They will list the physical and cultural characteristics they observe in these images.

Conclusion Activity: Making Connections

- After the students have had the opportunity to view all images they will fill in the final category; Making connections between physical and cultural geography.

Teacher Worksheet - Description of or Questions to ask about Images in Lesson Two and Three

Lesson Two:

Image One – Geography of Central Asia

- Water formations include:
 - In the North = Arctic Ocean with the Barents Sea, Kara Sea, Laptev Sea, and Eastern Siberian Sea.
 - In the West = Bering Sea and the Sea of Okhotsk
 - In the Southwest = Black Sea, Caspian Sea, and the Aral Sea.
 - In the Northwest = Baltic Sea
- Land formations include:
 - Western Siberian Plain
 - Central Siberian Plateau
 - Northern European Plain
 - Ural Mountains
 - Turan Lowlands

Image Two – Political Geography of Central Asia

- Examples of how physical geography impacts political geography include:
 - Borders form around bodies of water – e.g. Ural Sea and Caspian Sea
 - Mountains might prevent people from farming. The inhabitants of this region might be nomadic.
 - Mountains might also form boundaries when political states are formed.
 - Fertile land might attract invaders
 - Cold climates impact culture of populations.
 - Other rationales might include?

Lesson Three:

Image Three – Origins of the Kazakh People

- Examples of physical or cultural geography: (p = physical; c = cultural)
 - Mountains in the background = Ural Mountains (p)
 - Man wearing layers of clothing = Cold climate (p and c)
 - Man on horse = nomadic (p and c)
 - Housing structure is known as a ger = could have to do with nomadic lifestyle or climate (p and c)

Image Four – Ger

- See above

Image Five – Resting next to the Ger

- More human or cultural geographic features are seen in this image:
 - horses = nomadic (c)
 - The structures can be taken down and rebuilt = nomadic life style (p and c)

Image Six – Man on Horse

- More information about clothing:
 - Layers of clothing could protect people from the elements (cold weather, sand storms)

Image Seven – Settlement

- Good questions to ask here:
 - Why do you think the gers are located by water? (water source, maybe protection from the elements; p and c)
 - What physical feature is located in the background? (Ural mountains; p)

Image Eight – Living Conditions

- Good things to point out:
 - clothing (p and c)
 - rugs (p and c)
 - Speculate about the types of food they might eat.

Image Nine – Herding

- Key aspect in this image:
 - lifestyle indicates they are herders
 - Also the ability to move around along long tracks of land contribute to a nomadic lifestyle (p and c)

Image One – Geography of Central Asia

Image Two – Political Boundaries

Image Three – Origins of the Kazakh people

Image Four – Constructing a Ger

Image Five – Resting outside of the Ger

Image Six – Man on Horse

Image Seven – Settlement

Image Eight = Living conditions

Image Nine – Herders

Student Worksheet #2: Physical and Cultural Geography

Student Worksheet #2
Hypothesizing about Images

| Image # | Description | Evidence of Physical Geography | Evidence of Cultural Geography | Making Connections |
|---------|-------------|--------------------------------|--------------------------------|--------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Lesson Three: Physical and Cultural Characteristics of Kazakhstan (Part Two)

Grade Level: 9-12

Course: Geography and History of the World

Timeline: 45 - 50 minute class

Objectives:

- Students will list human and physical geographic forces
- Students will understand how human and physical forces interact
- Students will use visual images to make predictions and interpret geographic information
- Students will interpret political and geographic maps
- Students will compare and contrast geographic features
- Students will understand the origins of the Kazak region people

Indiana State Standards

GHW.10.2 Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism*, in their formation. (Change over Time, Physical Systems, Origins, National Character)

GHW.10.6 Analyze the human and physical geographic forces that either bind and unite (centripetal forces*) or divide (centrifugal forces*) a country or countries. Predict the impact of these forces on the future of these countries. Propose strategies that countries can use to overcome the impact of centrifugal forces. (Change over Time, Spatial Distribution, Spatial Variation, National Character)

Materials

- Student Worksheet Two
- PowerPoint One or Images on Overhead
- Map of Central Asia - Geography (Image one on PowerPoint)
- Venn Diagram

Introduction Activity: Man with Eagle Image

- As a class review the physical and cultural features discussed the previous class.
- Teacher projects Image One: Man with Eagle.
- Students apply these terms discussing the difference between these different features they see in the image.
- As a class, develop a list of connections
 - How has the physical geography impacted the cultural characteristics you see in the image?

Main Activity: Lecture supported by PowerPoint

- Using the information in the Materials Section the teacher will talk the students through the PowerPoint.

- Pre-Soviet Kazak history (to be used with slides 11 and 12; all of the images on lessons two and three)
 - See **Teacher Worksheet – Pre Soviet History** for information
- Students will fill important information in their student chart, correcting or adapting the chart based on this new information.

Conclusion Activity: Venn Diagram

- Students will complete a diagram with information they learned in the lecture.
- Side One: Physical Characteristics
- Side Two: Cultural Characteristics
- Overlap: Making connections between the way physical geography impacts cultural geography.

Venn Diagram

Teacher Worksheet – Pre Soviet History

The Emergence of the Kazakhs

The archaeological record shows that what is today the territory of Kazakhstan has been inhabited since the Stone Age. However, the independent country of Kazakhstan has only existed since 1991. It is considered the ancestral homeland of the Kazakh people. How did a people who can trace their origins to the 15th century and a territory that has been populated since the Stone Age become an independent state and an independent nation only in 1991?

Modern Kazakh people trace their origins to the foundation of the Kazakh Khanate in the mid-fifteenth century. A khanate is the name given to the state-like political entities formed in the Eurasian steppe by Chingis Khan and his descendants; the Kazakh Khanate was formed from a part of the Golden Horde, itself a unification of two of the four divisions that Chingis Khan had divided his empire into before his death. Initially, the Kazakh khanate was a loose confederation of nomads in the Dasht-i-Qipchaq (the steppe region that today is located primarily within the territory of Kazakhstan) nominally ruled over by two Chingisid (descended from Chingis Khan) princes. Ultimately, the Kazakhs can trace their existence to Chingis Khan and the Mongol Empire.

There are several explanations for the application of the term “Kazakh” (also spelled Qazaq) to this breakaway population, however there is no explicit statement in the sources that provides an unequivocal answer. It is a Turkic word, which in the 15th century meant “adventurer” or “out on their own.” It may thus be referencing the nomadic character of these people, but this is unclear, since most of the population in the area at the time was nomadic. Prior to its use as the appellation of this population, the

term was used to refer to a phase in the lives of Chingisid princes when they were expected to go through a period of being dispossessed and forced to live alone, proving their mettle; this period was called “qazaqlik.” Martha Brill Olcott offers an overview of some of the other explanations for the name:

Some think it came from the Turkish word *qaz* (to wander), or that it was the combined form of two Kazakh tribal names, or that it traces from the Mongol word *khasaq* (a wheeled cart used by the Kazakhs to transport their yurts.)¹

During the next several centuries, the Kazakhs’ ethnic identity became more differentiated from their nomadic and settled neighbors in Central Asia, notably the predecessors of today’s Uzbek and Kyrgyz nations. However it was only in the late 19th century that the conceptualization of a specifically Kazakh national identity begins to emerge. Why only in the 19th century?

As a largely nomadic people, prior to the nineteenth century, the ethnic Kazakhs rarely made specific claims to any territory. Indeed, the initial territorial demarcation of the Kazakh Khanate in the fifteenth century was determined largely on the basis of territorial grants from the leadership of other khanates, who saw the Kazakh nomads as a buffer against incursions by the Oirats.

¹ Olcott, Martha Brill. 1995. *The Kazakhs*. Hoover Institution Press. Reprinted in Greenburg, Hazel Sara (ed). 2000. *The Bizarre Bazaar*. New York: The American Forum for Global Education. Available online at www.eric.ed.gov.

Lesson Four: Ethnicity and History of this Region

Grade Level: 9-12

Course: Geography and History of the World

Timeline: 45 - 50 minute class

Visual representations can serve as a powerful tool to help students understand cultural and historical information in a geographic context. However, in order to understand these visual representations, students often need to practice the visual literacy skills necessary to read and interpret visual information. This lesson uses maps, graphs and images from Kazakhstan to introduce geographic and historic information about the region. The activities in lesson one help to motivate students' interest in this region in order to facilitate an examination of the role of Kazakhstan as an emerging state.

Objectives

- Students will interpret pie graphs and make predictions from this information.
- Students will create bar graphs of important information
- Students will understand the impact of Soviet imperialism on this region

Connections to National Geography Standards:

Indiana State Standards:

GHW.10.2 Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism*, in their formation. (Change over Time, Physical Systems, Origins, National Character)

GHW.10.5 Use a variety of sources, such as atlases, written materials and statistical source materials, to identify countries of the world that are true nation-states. Draw conclusions about why certain regions of the world contain more nation-states than others. (Spatial Distribution, Spatial Variation, National Character)

Materials Required:

- Census Data Graphs
- Graph paper
- 3x5 index card (optional)

Objectives:

Students will:

- Use visual cues to make hypotheses about changes in population demographics.
- Read and interpret pie charts,
- Evaluate hypotheses based on newly acquired information.
- Utilize logical reasoning skills.

Procedures:

Introduction Activity:

- Students will make predictions about why they think there are changes in each bar graph.
- In pairs the students will turn each pie chart into a bar graph. They will have to convert the data to the graph and develop symbols for each population.
- Then they should identify which groups are increasing and decreasing.
- After they identify these trends they should predict why they think these trends are occurring

Main Activity One: Lecture Slides 13-22

- Teacher can use PowerPoint 2, slides 12-22 to discuss the history of this region under Soviet Control. This information is found in Material Section (p. 14-16: See teacher worksheet below).
- Show Primary Source about Land Resettlement.
 - Have students examine and complete the questions for this primary source.
- Review the words Push and Pull Factors

Conclusion

- In pairs have students revisit their bar graphs and apply the new information to their original hypotheses
- Written Response: Why might these numbers change? Is this a migration issue or is this an issue of ethnic identity?
 - After working in pair students will write a 1-2 page response to the above question.

Pie-Chart Sheet

Student Worksheet #3 - Directions for Pie-Chart

1. Start by developing a key: Look at the first pie-chart. Designate a symbol or color for each of the sections of the pie. Construct a key to tell the reader what ethnic group each color/symbol represents.
2. Construct a bar graph for this pie chart: create an x and y axis on the far left corner of your graph paper. Label the x-axis "Ethnicity" and label the y axis "Percent of population." Designate each square to be a specific number. Will each box on the grid represent 1, 5, or 10 percentage points?
3. Plot the percentages: Take your first ethnic group. Count the number of boxes it would include according to your indication on number two. Then color those boxes in with your symbol or color. Then move onto the next ethnic group from that pie chart.
4. Repeat for each pie chart: Move onto the next year's pie chart. Complete the same process. Make sure each box still represents the same number (1, 5, or 10) that you used on the first chart. This makes things consistent.

Answer the following questions:

1. Which is the most populous group for each year? Which is the least?
2. Why do you think these numbers are changing? List as many reasons as you can to describe what you see in the graph.

After the lecture return to Question 2:

Now, based on the information you learned in this lecture: Why do you think these numbers are changing? List as many reasons as you can to describe what you see in the graph.

Teacher Worksheet for Lesson/PowerPoint Presentation – Lesson Four

Kazakhs Under Russian Rule

By the nineteenth century, Imperial Russian interest in the Kazakh steppe had increased notably. In 1847 the Russians had established effective rule over the steppes, in 1868, this rule was formalized by the establishment of four oblasts, or administrative divisions, in the steppe territory. One of the primary reasons for the Russian interest in the steppe was to acquire territory that could be settled by emigrants from European Russia. In the 1890s, due to agrarian reforms in European Russia, peasants from European Russia arrived to the steppe in droves. Pro-Russian administrative policies began to be enforced, which hindered the access of Kazakhs to their traditional migration routes. The data gathered during a series of Russian expeditions in the Kazakh steppe at the turn of the century formed the basis for the reapportionment of at least 16 percent of the steppe land for the exclusive use of Russian emigrants and the Russian state. Unsurprisingly, this sixteen percent was the best land available (notably, only about 9 percent of the territory of Kazakhstan is considered arable).

The Kazakh response to the Russian infringement on their land-use rights was essentially a nationalization of the, until that point fragmented, population. Kazakhs were no longer free to use the land they resided on at their own discretion; this provided the focal point around which the Kazakh nation could coalesce. As is documented in archival newspapers published in what is now Kazakhstan in the early twentieth century, educated Kazakh elite were arguing for a national response to the land issue, asserting that the land of the Kazakh steppe was, in fact, that land of the Kazakh nation, and that the Kazakh people should have the right to self-determination on that territory.

This land issue was a major factor in uniting the Kazakh people in the early 20th century, and a key element of nationalist arguments. The arguments for an independent Kazakh nation were raised by the intellectual elite, which culminated in a short-lived autonomous government, which governed the Kazakh steppe from 1917 – 1920.

The Communist Revolution and Soviet Rule

Like much of the rest of Central Asia, the Kazakh steppe became a part of the Soviet Union in 1920s. The development of a specifically Kazakh national identity was formalized and accelerated as a result of Lenin and Stalin-era Soviet policies. In 1924, the National Delimitation of Soviet Central Asia divided the territory of Central Asia into republics along the ethno-national lines that exist today. Soviet policy, therefore, while ultimately promoting the fusion of nationalities, was also instrumental in the development of national identity as it is expressed in Kazakhstan today. Augmenting the territorial demarcation were policies of *korenizatsiia*, or nativization. These policies were in many ways similar to the affirmative action policies that swept the United States in the 1950s and 1960s, in that they promoted ethnic Kazakhs at the expense of ethnic Russians, in contrast to the pro-Russian mentality of Imperial Russia. As a result, within Soviet Kazakhstan, schools were built to teach the Kazakh language and key government positions were filled exclusively by ethnic Kazakhs. These policies, which were expressed in various ways throughout the course of the Soviet period, helped solidify the Kazakh national identity, although the policies themselves were issued from Moscow.

In the 1980s, due to the glasnost reforms implemented by Gorbachev, the nationalities of the Soviet Union enjoyed more freedom of political and national expression than they had in the past. However, major political and administrative

decisions continued to emanate from Moscow. In 1986, the decision was made by authorities in Moscow to replace the First Secretary of the Communist Party of Kazakhstan, an ethnic Kazakh, with an ethnic Russian. This decision was not warmly received by the ethnic Kazakhs of Kazakhstan; indeed it incited nationalist fervor among Kazakh students in Almaty, then the republic's capital. A protest in the city's main square became violent; ultimately an unknown number of students died at the hands of Soviet security forces. Similar demonstrations were held in other large towns in Kazakhstan. This was one of the first major expressions of nationalist discontent with Soviet policies in Soviet Central Asia, and is understood by some scholars to have been the first wave in a tide of nationalist mobilization among the many nationalities of the Soviet Union that were a major factor in the collapse of the Soviet Union in 1991.

Primary Source Version One – Kazakh editorial article

Primary Source Version Two – Kazakh editorial article (translated)

Student Workshop #4 - Questions for Primary Source Document

1. When was this written?
2. This is an editorial. What is the goal of writing and editorial?
3. What is this article about? What are agrarian reforms?
4. Who is the emigrant that is measured in the third paragraph?
5. Is this author for or against Russian control over the land? How can you tell?

Teacher Worksheet - Answers to the Questions for Primary Source Document

1. When was this written?

February 6, 1907.

2. This is an editorial. What is the goal of writing an editorial?

An editorial is written to share one's opinion about an event or situation.

3. What is this article about? What are agrarian reforms?

This article is about the impact of Russian agrarian reform on the Kazakh people. This editorial discusses the impact on Russian soviet control on Kazakh agriculture. The Russians became the land owners and the ethnic Kazakhs became the serfs.

4. Who is the emigrant that is mentioned in the third paragraph?

The emigrants are Russians

5. Is this author for or against Russian resettlement? How can you tell?

The best land went to the Russians which might have seemed unfair. Yet the author also questions why none of the original settlers did anything to prevent this.

Lesson Five: Structured Academic Controversy

Grade Level: 9-12

Course: Geography and History of the World

Timeline: Three 45 - 50 minute class or Two 90 minute lessons

Objectives:

- Students will apply information to offer solutions for contemporary issues
- Students will defend and articulate and assigned position
- Students will listen to and repeat back key aspects of another position
- Students will weigh alternatives
- Students will use a variety of sources to support diverse positions

Indiana State Standards

- GHW.10.4 Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world. (Change over Time, Spatial Organization)
- GHW.10.5 Use a variety of sources, such as atlases, written materials and statistical source materials, to identify countries of the world that are true nation-states. Draw conclusions about why certain regions of the world contain more nation-states than others. (Spatial Distribution, Spatial Variation, National Character)
- GHW.10.6 Analyze the human and physical geographic forces that either bind and unite (centripetal forces*) or divide (centrifugal forces*) a country or countries. Predict the impact of these forces on the future of these countries. Propose strategies that countries can use to overcome the impact of centrifugal forces. (Change over Time, Spatial Distribution, Spatial Variation, National Character)

Materials:

- Copies of the Structured Academic Controversy Sheet
- Article
- Computer Lab and Additional Resources

Day One:

Introduction:

- Review the material from this unit
 - State, Nation, Nation-State
 - Push and Pull Factors
 - Imperialism
 - Ethnic Kazaks

Main Activity: Introduce SAC activity (Follow the Controversy Sheet)

- Introduce the Controversy Question: Should Kazakhstan strive to be a nation-state?

- Divide the class into groups of four
 - Two of the students will represent Ethnic Kazak's while two students will represent Ethnic Russians.
- Students will break off in their pairs to read through Article One together.
- They will spend the rest of the class period finding information that would support their position.

Day Two: Research Day

Introduction: Review Task

- As a class review what the goal of the deliberation is.
- Answer any questions

Main Activity: Research

- Using the list of resources and the internet, each set of pairs will research additional information to support their position.
 - (If the teacher has limited time or resources, they could choose two or three pieces of information from these resources for each group to read; narrowing the scope of information).

Conclusion:

- Students will practice their position prior to class the next day

Day Three: Deliberation

Introduction: Review Task

- Teacher reviews SAC protocol
- The teacher then repeats the Structured Academic Controversy question: Should Kazakhstan strive to be a nation-state?

Main Activity One:

- Groups of four meet back together
- Pair One, Position One will present their information (7 minutes)
- Pair Two will repeat what Pair One said (4 minutes)
- Pair Two, Position Two will present their information (7 minutes)
- Pair One will repeat what Pair One said (4 minutes)
- Group deliberations – dropping their assigned position, each student can represent their own position deliberating the question. (15 minutes)

Concluding Activity:

- As a whole class, each group will report to the class the key points of their deliberative discussion.

Structured Academic Controversy

1. Teacher selects an issue that represents a controversy and reading material outlining the issue.
2. Students placed in groups of four.
3. Students read background material.
4. Student pairs assigned different positions on the issue – affirmative and negatives. (Teacher may also provide additional reading materials at this time to groups to assist them in preparing their position on the issue.)
5. Students work in pairs developing their position on the controversy.
6. Each pair presents its position and arguments to the other pair.
7. Pairs reverse perspectives and feed back the other pair's position and argument until each pair is satisfied that its perspective has been well represented.
8. Pairs dissolve, drop their original positions and the group of four deliberates the issue openly.
9. Group seeks to achieve consensus on the issue or to “agree to disagree.”

Adapted from Johnson & Johnson. (1988). Critical thinking through structured controversy. *Educational Leadership*, 45: 58-64.

Student Worksheet for SAC – Position A

Kazakhstan became independent from the Soviet Union in 1991. As a result of this independence, is Kazakhstan today a nation-state? Certainly Kazakhstan is a state, as defined by Indiana standards: “a politically organized territory that is administered by a sovereign government and is recognized by a significant portion of the international community; a state must also contain a permanent resident population, an economy, and be self-governing within a defined territory.” The Kazakh people, as outlined above, certainly constitute a nation. The head of Kazakhstan’s state apparatus, Nursultan Nazarbayev, is an ethnic Kazakh. Despite these facts, Kazakhstan is not a nation-state, where a nation-state is understood to be “state (country) whose population possesses a substantial degree of cultural homogeneity and unity and is recognized as a political unit; the territory of a nation-state usually coincides with the area settled by a certain national group or people.” This is remarkable because the territory of Kazakhstan is described as the ancestral and contemporary homeland of the Kazakh people in various sources. Yet throughout the Soviet period, constituted less than 50 percent of the population of the republic, and from 1939 until 1989, did not even constitute a relative majority. It is only in the 1999 census that ethnic Kazakhs are reported as making an absolute majority of the population.

The cosmopolitan nature of Kazakhstan’s population even today acts to divide the country. Particularly in northern Kazakhstan, along the Russian border, where the population is predominantly ethnic Russians, the risk of separatist movements remains. It remains to be seen what the effect of increasingly pro-Kazakh policies will have on the ethnic minorities, who continue to make up a significant, although decreasing, percentage of the population of Kazakhstan. In that regards, it should be noted that the Prime Minister of Kazakhstan is an ethnic Uyghur, but is regarded as "one of the most influential figures in the president's inner circle."

Your Position: You are advocating that Kazakhstan should strive to become a nation-state. This would mean trying to develop an national ethnic, linguistic, and cultural identity.

Reasons you may want to use to back up your position.

- Kazakhs make up the majority of the population
- After the break-up of the Soviet Union it is important to unify Kazakhstan.
- Unity of the people will help foster national pride.
- Unity would help the government develop rules and procedures to help govern the people more smoothly.

Now develop a refined statement about your position. Use information you learned here and in class. Also incorporate resources from you book, the internet, books in class, etc. to defend this position. Make sure to designate which person (in the pair) will be responsible for researching and defending each section of this position.

Student Worksheet for SAC – Position B

Kazakhstan became independent from the Soviet Union in 1991. As a result of this independence, is Kazakhstan today a nation-state? Certainly Kazakhstan is a state, as defined by Indiana standards: “a politically organized territory that is administered by a sovereign government and is recognized by a significant portion of the international community; a state must also contain a permanent resident population, an economy, and be self-governing within a defined territory.” The Kazakh people, as outlined above, certainly constitute a nation. The head of Kazakhstan’s state apparatus, Nursultan Nazarbayev, is an ethnic Kazakh. Despite these facts, Kazakhstan is not a nation-state, where a nation-state is understood to be “state (country) whose population possesses a substantial degree of cultural homogeneity and unity and is recognized as a political unit; the territory of a nation-state usually coincides with the area settled by a certain national group or people.” This is remarkable because the territory of Kazakhstan is described as the ancestral and contemporary homeland of the Kazakh people in various sources. Yet throughout the Soviet period, constituted less than 50 percent of the population of the republic, and from 1939 until 1989, did not even constitute a relative majority. It is only in the 1999 census that ethnic Kazakhs are reported as making an absolute majority of the population.

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Your Position: You are advocating that Kazakstan should strive to maintain its status as a state but should not strive to be a nation-state.

Reasons you may want to use to back up your position.

- Although Kazakhs make up the majority of the population, it is a small majority.
- The pie-charts indicate there are a variety of other ethnic groups living in this region.
- People are entitled to their own ethnic culture and the government should honor this.
- After the break-up of the Soviet Union it is important to develop new national identity in Kazakstan. The diversity of the people will add to this national identity.

Now develop a refined statement about your position. Use information you learned here and in class. Also incorporate resources from you book, the internet, books in class, etc. to defend this position. Make sure to designate which person (in the pair) will be responsible for researching and defending each section of this position.

Kazakhstan Resources

For general background information, the Inner Asian and Uralic National Resource Center's website provides a general survey: <http://www.indiana.edu/~iaunrc>. Wikipedia (<http://www.wikipedia.org>) may also be used as an entry point for research.

Online sources for the study of Kazakhstan and Central Asia

<http://eurasianet.org> - EurasiaNet provides information and analysis about political, economic, environmental and social developments in the countries of Central Asia and the Caucasus, as well as in Russia, the Middle East, and Southwest Asia. The web site also offers additional features, including newsmaker interviews and book reviews.

<http://www.rferl.org> – Radio Free Europe/Radio Liberty. RFE/RL is an independent, international news and broadcast organization to Eastern and Southeastern Europe, Russia, the Caucasus, the Middle East, and Central and Southwest Asia. It is funded by the U.S. Congress through the Broadcasting Board of Governors.

<http://iwpr.net/> - Institute for War and Peace Reporting. IWPR builds democracy at the frontlines of conflict and change through the power of professional journalism. IWPR programs provide intensive hands-on training, extensive reporting and publishing, and ambitious initiatives to build the capacity of local media. Supporting peace-building, development and the rule of law, IWPR gives responsible local media a voice.

<http://www.inform.kz/> - KazInform. KazInform is the Kazakh state news agency. The website has English, Kazakh, and Russian language versions.

<http://www.tol.cz> – Transitions Online. TOL was founded as a Czech nonprofit organization in April 1999, the month after the final issue of its print predecessor, Transitions magazine, was published. The new organization was founded by four of the former print magazine's staff members who were dedicated to keeping the widely respected, cross-border coverage of the magazine alive.

For general background information, the Inner Asian and Uralic National Resource Center's website provides a general survey: <http://www.indiana.edu/~iaunrc>. Wikipedia may also be used as an entry point for research.

<http://lcweb2.loc.gov/frd/cs/> - Library of Congress Country Studies. The Country Studies Series presents a description and analysis of the historical setting and the social, economic, political, and national security systems and institutions of countries throughout the world.

Books for the study of Kazakhstan and Central Asia

Spotlight on Inner Asia: The Bizarre Bazaar is one of the first classroom resource guides of its kind. This comprehensive guide to teaching about Inner Asia helps teachers

navigate through this new and challenging territory. Though scarcely known in the West, the region has always been a place of multiple and often unimaginable interactions – of peoples, ideas, commodities, and beliefs – *The Bizarre Bazaar*. Available for download and loan from the Inner Asian & Uralic National Resource Center.

Olivier Roy, *The New Central Asia: The Creation of Nations*. London: I. B. Tauris, 2000. xvii + 222 pp. ISBN 0-8147-7554-3. \$19.95 (paper).

Terry Martin. *An Affirmative Action Empire: Nations and Nationalism in the Soviet Union, 1923–1939*. (The Wilder House Series in Politics, History, and Culture.) Ithaca: Cornell University Press. 2001. Pp. xvii, 496. Cloth \$55.00, paper \$27.50.

A State of Nations: Empire and Nation-Making in the Age of Lenin and Stalin
. Edited by Ronald Grigor Suny and Terry Martin. Oxford: Oxford University Press, 2001. Pp. xii+307. \$19.95.

Timeline for 45-50 Minute Class Periods

Week One:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--------------------------------|
| <i>Lesson One:</i> Introduction to this unit Applying concepts of states, nations, and nation-states | <i>Lesson Two:</i> Physical and Cultural Characteristics of Kazakhstan (Part One) | <i>Lesson Three:</i> Physical and Cultural Characteristics of Kazakhstan (Part Two) | <i>Lesson Four:</i> Ethnicity and History of this Region | <i>Lesson Five:</i> Day One |

Week Two:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------|----------------------------------|------------------|-----------------|---------------|
| <i>Lesson Five:</i> Day Two | <i>Lesson Five:</i> Day Three | | | |

Timeline for Block Scheduling

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|--|---|
| <p><i>Lesson One:</i> Defining terms</p> <p><i>Lesson Two:</i> Physical and Cultural Characteristics of Kazakhstan (Part One)</p> | <p><i>Lesson Two:</i> Identifying key physical geographic features</p> <p><i>Lesson Three:</i> Teacher directed lecture</p> <p>Venn Diagram</p> | <p><i>Lesson Four:</i> Graph activity</p> <p>Interactive Lesson about Russia</p> | <p><i>Lesson Five:</i> Learn SAC Procedure</p> <p>Prepare for SAC</p> | <p><i>Lesson Five:</i> Engage in SAC</p> <p>Review</p> |