

Understanding the “Stans”

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Grade Level	6
Duration	1-3 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Element 2: Places and Regions

4. The physical and human characteristics of places.

AZ Standards

MATHEMATICS

Statistics and Probability

6.SP.B.4 Display and interpret numerical data by creating plots on a number line including histograms, dot plots, and box plots.

6.SP.B.5 Summarize numerical data sets in relation to their context by:

- Reporting the number of observations.
- Describing the nature of the attribute under investigation including how it was measured and its units of measurement.
- Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. Key concepts include but are not limited to language, land and sea transportation and trade routes

Overview

In today's world where events happen in regions students are not familiar with, students need to have the skills necessary to organize and analyze geographic information. The ability to do this will help create a more geographically literate citizenry.

Purpose

In this lesson students will gather, organize, and analyze information on the seven countries in Central Asia known as “The Stans.”

Materials

- Computer access
- Data Collection Chart (for one of the Stans)
- U.S. Example (data from 2019)
- Central Asia Map
- Analyzing the Stans
- Data Collection Chart (for one of the categories of data)
- Construction or chart paper
- Colored pencils

Objectives

The student will be able to:

1. locate and label the “Stans” on a map of Central Asia.

2. create graphs and charts to organize geographic information about the “Stans.”
3. analyze charts and graphs to gain geographic information about the “Stans.”

Procedures

SESSION ONE

1. Introduce the lesson by projecting a map of Central Asia and having the students locate the seven Stans (Afghanistan, Pakistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan) on their Central Asia Map.
2. Pose these questions:
 - a. Why do all these countries' names end with “stan?” (Stan is a suffix that means place of or land of. Examples: Afghanistan is the land of the Afghans. Kazakhstan is the place of the Kazakhs.)
 - b. What do you know about this region?
 - c. What do these countries have in common?
 - physical landscape (desert, mountains)
 - predominantly Muslim
 - in ancient times the Silk Road and Spice Road went through them
 - five were part of the former USSR
3. On the Central Asia Map, color red the five Stans that were part of the former USSR (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan). Have students add a legend to the map to show what the red indicates.
4. Divide students into 7 groups—one group of students for each Stan. Distribute the Data Collection Chart (for one of the Stans) to each student and have them write the name of their Stan in the top portion of the worksheet as well as their group members. Project the CIA WorldFact Book <https://www.cia.gov/library/publications/the-world-factbook/> and demonstrate how to use the pull down menu to find a country and then click on the categories needed. If needed, use the U.S. example to model how to find the information needed. (Note: Literacy rates for U.S. are missing on current CIA Factbook so this data was found elsewhere.)
5. Assign unfinished work as homework.

SESSION TWO

1. Have SESSION ONE groups compare answers on their Distribute the Data Collection Chart (for one of the Stans) so they are in agreement as to

the right statistics to share with the class.

- Instruct each group to post one of their papers on the wall. Encourage them to pick the one most easily read by others.
2. Distribute the Analyzing the Stans worksheet. Have students individually or as a group do a gallery walk and fill in the information needed.
 3. Discuss the answers.
 4. Use the last 2 questions as tickets out the door.

SESSION THREE

1. Distribute the Data Collection Chart (for one of the categories). Divide students into 13 groups (Total area, Land use, Population, Ethnic groups, Religions, Median age total, Urbanization, Life expectancy, Literacy (male and female), GDP, GDP-per capita, Exports, Airports). Assign their category and have them write it on the top portion of the worksheet as well as the group member names.
2. Have students go back to the worksheets posted from SESSION TWO and gather the statistics needed for their one category.
3. Explain that they will then with their group make a visual representation of the data. The format of this visual representation is a teacher choice of making circle graphs, bar graphs, etc., depending on the needs of the students.
4. As a closure activity, have students as a group write a one paragraph summary of what they learned from their category and post their visual representation and paragraph on the wall.

Assessment

Visual representations and paragraph summaries may be assessed for geography grade and mathematics grade. Each are worth 10 pts. Mastery will be considered 8 pts or higher.

Extensions

Students could bring in news articles about the Stans to share with the class.

Students could compare their country to the U.S. example in a visual format and write an additional summary.

Sources

<https://www.cia.gov/library/publications/the-world-factbook/>