Oil, Religion, and the Global Landscape

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OIL, RELIGION, AND THE GLOBAL LANDSCAPE

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Grade Level: Grade 7 World Geography: Eastern Hemisphere

Purpose/Overview:
The Middle East produces about a third of the world's oil which makes the entire world reliant on that oil and natural gas. The goal of this lesson is to use map skills to gain an understanding of the effects of abundant oil supplies in the Middle East. Using maps, students will analyze data from a geographic perspective. They will increase their understanding of conflict and cooperation among specific groups over oil and religious differences. They will also identify multinational peace-keeping efforts to stabilize relationships in the Middle East.

National Geography Standards from *Geography for Life* Geography Elements & Standards:

Human Systems --

9. The characteristics, distribution, and migration of human populations on Earth's surface
10. The characteristics, distribution, and complexity of Earth's cultural mosaics
12. The processes, patterns, and functions of human settlement
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Oklahoma Academic Standards for the Social Studies
Grade 7 World Geography: Eastern Hemisphere

OAS 2012	OAS 2019
Process and Literacy Skills Standard 1 The student will develop and demonstrate Common Core Social Studies reading literacy skills.	**Read Critically and Interpret Informational Sources** Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
7.1.A.1 Cite specific textual evidence to support analysis of primary and secondary sources.	**3.A.6-8.1** Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility.

7.1.C.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	**4.A.6-8.2** Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.

8.D.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**4.A** Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.
Content Standard 1 The student will analyze data from a geographic perspective using the skills and tools of geography.	**7.1** The student will analyze data from a geographic perspective using the skills and tools of geography.
1.1 Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.	**7.1.1** Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.
1.2 Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartograms, contour/relief maps, GIS systems, and diagrams.	**7.1.5** Integrate visual information, draw conclusions and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.
1.5 Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.	**7.1.6** Describe and analyze the role of geographic factors on current events and issues.
Content Standard 2 The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.	**7.5** The student will compare common physical and human characteristics of regions which create identity or uniqueness and influence people's perceptions of the Eastern Hemisphere.

2.4 Cite specific textual and visual evidence to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Eastern Hemisphere and the involvement of multinational organizations of the United Nations and the North Atlantic Treaty Organization.	**7.5.6** Analyze reasons for conflict and cooperation among groups, societies and countries, including the creation and involvement of supranational organizations.
2.5 Explain and summarize how and why regions change over time through physical and human processes which operate to modify Earth's surface.	**7.5.1** Define the concept of region and explain how and why regions change over time through physical and human processes which operate to modify the Earth's surface.

Geographic Themes:

- How cooperation and conflict among people contribute to political divisions of Earth's surface
- How cooperation and conflict among people contribute to economic and social divisions of Earth's surface

Objectives:

The students will…

1. Read, analyze, and interpret charts, maps, and graphs.
2. Read for understanding and cite textual evidence to support analysis of what the text says.
3. Gain a better understanding of the roles of religion and oil in the Middle East.
4. Understand past history and current events of the war in the Middle East.
5. Identify social and environmental impacts of wars in Afghanistan and Iraq.
6. Make inferences about the further impacts of the U.S.'s continued involvement in wars in the Middle East.

Materials:

- Handouts
  - KWLH Chart (included in lesson)
  - Abundant Oil Supplies in the Middle East worksheet (included in lesson)
  - Socratic Circle Questions: War in Afghanistan Part I Questions (included in lesson)
- PowerPoint: "Oil, Religion, and the Global Landscape" (included with lesson)
- Computer/LCD Projector or Smart Board with Internet access
- *The War in Afghanistan and Iraq,* by Janet and Gerry Souter (see **Resources**)

Time Frame: 2 class periods

Procedures:

Day 1 Anticipatory Set

Explain to the students that we have been involved in wars in the Middle East for decades. Ask them what they know the wars in the Middle East.

Teach

1) Pass out the KWLH chart and have students write 5 things they know about the wars in the Middle East in the "K" column. Explain to them that they can talk about specific countries that are at war, the effects on the people, how people dress, what they eat, etc. After completion, have them write 5 questions of things they want to know about the Middle East in the "W" column. Explain that the questions should be specific and be written in question format.
2) Show the PowerPoint: "Oil, Religion and the Global Landscape," slides 1-7. Complete "Abundant Oil Supplies" handout by filling in information from the slides in the first two rows/columns together.

Guided Practice

Day 2

3) Show the video hyperlink on PowerPoint slide 7 and discuss.
4) Show PowerPoint slide 8 and read the article "Rebuilding Peace." Discuss the significance of the work done by the ISAF and NATO. Ask student to work in groups of four to complete the remainder of the "Abundant Oil Supplies" graphic organizer with the exception of the last row.
5) Share and discuss information from the graphic organizer.
6) Hold a discussion and make inferences about the key uncertainties the world faces with the wars in the Middle East and what impacts these uncertainties might bring.
7) Ask students to complete the last two boxes of the "Abundant Oil Supplies" graphic organizer.

Assessment

8) Ask students to complete the KWLH chart by filling in the "L" column with at least 5 statements of learning and the "H" column with how they learned. Explain that answers in the "H" column might be one or more of the following: the Internet, the PowerPoint, a video, the teacher, student groups, etc.

Assessment Options:

Student responses on the graphic organizers will be assessed.

Extension and Enrichment:

Students can…

1. Read *The War in Afghanistan and Iraq* and create an Animoto about the ABCs of the War in Afghanistan and Iraq
2. Read *Three Cups of Tea* and the picture book *Listen to the Wind.* Engage students in a reader's theatre of "Listen to the Wind."
3. Research military the use of helicopters and conduct an experiment to gain an understanding of how helicopters work.
4. Learn about the geometry of the circle in Islamic art and create an original work of art by drawing circles and making new designs.

5. Research kite flying in Afghanistan and design and build a kite using the engineering and design process.

Simplification:
Students may be asked to complete only one graphic organizer or write shortened answers on each.

Connections:
National standards in writing and social studies are addressed in this lesson.

Resources:

Books

Souter, Janet and Gerry. *The War in Afghanistan and Iraq.* Scholastic Inc.: New York, NY 2011.
ISBN-13: 978-1847328953

Mortenson, Greg. *Three Cups of Tea: One Man's Journey to Change the World... One Child at a Time* (Young Reader's Edition): 2009.
ISBN-13: 978-0142414125

Mortenson, Greg. *Listen to the Wind: The Story of Dr. Greg & Three Cups of Tea:* 2009.
ISBN-13: 978-0803730588

Websites

Article -
Aziz, Roya. "Rebuilding the Peace." Frontline World. Afghanistan: the Other World. 2011.
http://www.pbs.org/frontlineworld/stories/afghanistan604/rebuilding.html

YouTube video: "Iraq Explained-Isis, Syria and War." June 19, 2014 (4:35)
http://youtu.be/AQPlREDW-Ro

Animoto: https://animoto.com/