

Oil, Religion and the Global Landscape

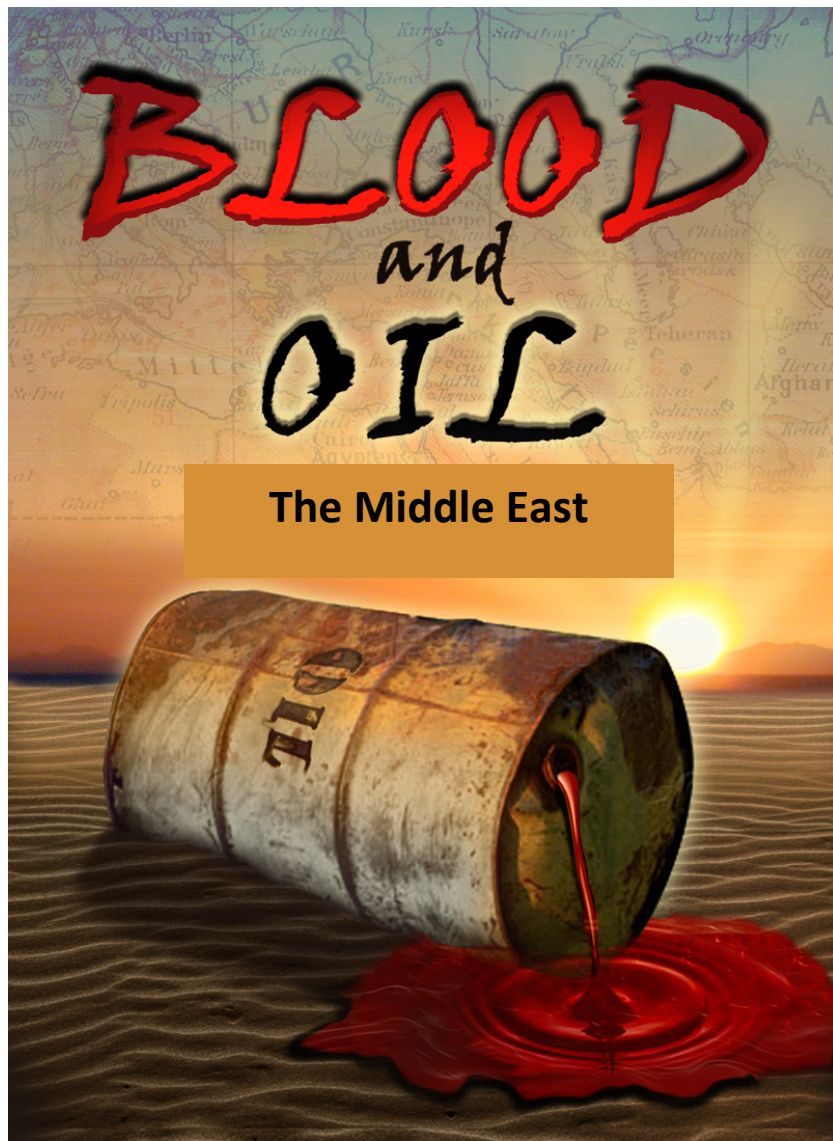


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Teresa Potter
Putnam City Schools
tpotter@putnamcityschools.org
National Geographic Certified Educator
Oklahoma Alliance for Geographic Education Teacher Consultant

Oil, Religion and the Global Landscape

Teresa Potter
National Geographic Certified Educator
Oklahoma Alliance for Geographic Education Teacher Consultant
Cooper Middle School
Putnam City Schools
tpotter@putnamcityschools.org

Grade Level: Grade 7 World Geography: Eastern Hemisphere

Purpose/Overview:

The Middle East produces about one 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*

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

7.4 The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.

7.4.4 Evaluate the effects of human modification of and adaptation to the natural environment through transformation caused by agriculture, the use of modern irrigation methods, industry, demand for energy, and urbanization.

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.

7.5.3 Explain patterns of global interdependence and world trade, including the impact of changing technology on trade routes.

7.5.4 Explain patterns of global economic interdependence and world trade, focusing on the concepts of balance of trade, supply and demand; compare the economic measurements of productivity, Gross Domestic Product (GDP) and Gross National Product (GNP).

7.5.5 Analyze global interdependence which explains the outsourcing of technological and manufacturing jobs to developing regions.

7.5.6 Analyze reasons for conflict and cooperation among groups, societies, and countries, including the creation and involvement of supranational organizations.

7.5.7 Describe how political, economic, and cultural forces challenge contemporary political arrangements leading to the devolution of states (civil wars, terrorism, genocide, and ethnic separatism).

Geographic Themes:

- Place and Regions: How cooperation and conflict among people contribute to political, 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 war 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
- Abundant Oil Supplies in the Middle East
- Socratic Circle Questions: War in Afghanistan Part I Questions
- Power Point-“Oil, Religion and the Global Landscape”
- LCD Projector or Smart Board
- *The War in Afghanistan and Iraq* by Janet and Gerry Souter

Time Frame: Two 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 about the war in the Middle East.

Teach

- 1) Pass out the KWLH chart and have students write five things they know about the war 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 five questions about things they want to know about the Middle East and war in 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 1-10. Complete “Abundant Oil Supplies” hand out by filling in information from the slides in the first two rows/columns together.

Guided Practice

Day 2

- 3) Show the video linked on slide 7 and discuss.
- 4) Show slide 11 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 two rows.
- 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 war in the Middle East especially today with COVID-19 and what impacts these uncertainties might bring.
- 7) Ask students to complete the last 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 five statements of learning and the “H” column with how they learned. Explain that answers in the “H” column might be 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, social studies, science and art are addressed in this lesson.

Resources:

Books

Souter, Janet and Gerry. *The War in Afghanistan and Iraq*. Scholastic Inc.: New York, NY 2011.

Websites

Alimardani, Mahsa and Elswah, Mona. "Online Temptations: COVID-19 and Religious Misinformation in the MENA Region." *SAGE Journals*: July 30, 2020.
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Aziz, Roya. "Rebuilding the Peace." *Frontline World*. Afghanistan the Other World. 2011.
<http://www.pbs.org/frontlineworld/stories/afghanistan604/rebuilding.html>.

Conde, Carlos. "COVID-19 Crisis Response in MENA Countries." *OECD Policy Responses to Coronavirus*. Organisation for Economic Co-operation and Development: June 9, 2020.
<http://www.oecd.org/coronavirus/policy-responses/covid-19-crisis-response-in-mena-countries-4b366396/>

Kurzgesagt. "Iraq Explained-Isis, Syria and War." *You Tube*. June 19, 2014.
<http://www.youtube.com/watch?v=AQPIREDW-Ro>

Soliman, Mohammed. "COVID-19, The Oil Price War, and the Remaking of the Middle East." *Middle East Institute*: April 8, 2020. <http://www.mei.edu/publications/covid-19-oil-price-war-and-remaking-middle-east>

Rebuilding the Peace

FRONTLINE/World reporter Roya Aziz travels to an outpost north of Kabul where U.S. military are helping to rebuild schools, clinics, and roads in the region.



FRONTLINE/World Fellow Roya Aziz received a master's degree from the graduate school of journalism at the University of California, Berkeley, in 2005. She lives in Kabul, where she works at an Afghan media and communications agency. Previously, she worked at an international media development group, assisting radio stations and training journalists. Her last report, a feature about a veteran women's advocate who was assassinated, aired on Afghan national television. She is currently trying to build a youth radio program for Afghan teens. She also writes regularly from the region for **FRONTLINE/World**.

I arrived in the middle of the night at Bagram, the U.S. military base 40 minutes north of Kabul. At one of the main gates, a smiling soldier gave my backpack a cursory rummage and waved me through, with an Arabic expression wishing me a good night. I know a little conversational Arabic and had half a mind to tell him he was in Afghanistan, not Iraq, but I decided to move on.

Bagram is concrete and cold, a sharp contrast to the International Security Assistance Force (ISAF) headquarters in Kabul, where European and American soldiers can sit under gazebos in a grassy yard or drink real espresso in a cozy little cafe. Bagram does have a tree-lined avenue, but the place is pretty much what you expect from a base: functional and basic.

There's a two-week waiting period for journalists requesting to embed with any of the country's reconstruction teams. I had gotten word just a few days earlier that I had been approved to tag along with the Bagram Provincial Reconstruction Team (PRT). Although the Bagram PRT is part of the U.S. military, all PRTs in Afghanistan operate under the control of ISAF.

I was shown to the media relations department, where a couple of soldiers prepared my embed press pass and showed me a cot I could crash on. One of the soldiers asked me where Kabul was -- he had just arrived from the United States three weeks earlier and would probably not leave the base. At 8 o'clock the following morning, I was scheduled to head out with a team of soldiers to deliver medical supplies to nearby villages. But by 7, it was clear that thunder and torrential rain had put the mission on hold.

"It wouldn't be fair to make people stand in the rain [to receive the supplies]," explained Capt. Jessica Miller, who is in charge of public information for the Bagram PRT.

In the provinces around Bagram, where security is good, nongovernmental aid groups could easily do the reconstruction and humanitarian work, but the PRTs -- the brainchild of the U.S. government -- are a key public relations tool. The aim is to convince local people that NATO -- backed by the U.S. military -- is in the country to serve, not to dominate. These reconstruction efforts are also an effective way for local governors to portray the image of a government in action, working for its people. In some regions, PRTs have overseen the construction of mosques and radio stations. They also regularly deliver much-needed humanitarian aid.

As bad weather had put paid to seeing how these missions operate firsthand and hearing from villagers about how successful they are, I spoke instead to Col. Donald Koehler and Maj. Donald Johnson, two U.S. officers in charge, about how these good works projects are organized in the province. When I arrived back in Kabul, I also spoke with outgoing ISAF spokesperson Col. Tom Collins about the overall humanitarian mission in the country and how ISAF is dealing with Taliban efforts to derail the process.



<http://www.pbs.org/frontlineworld/stories/afghanistan604/rebuilding.html>.

Name _____

Class _____



Date _____

Abundant Oil Supplies in the Middle East and the Global Landscape

Relative Certainties	Impacts or Likely Impacts
The Middle East produces about 1/3 of the world's oil.	The entire world is reliant on this oil, including the United States.
Key Uncertainties	Potential Consequences

Example for students

Name _____
 Class _____



Date _____

Abundant Oil Supplies in the Persian Gulf and the Global Landscape

Relative Certainties	Impacts or Likely Impacts
The Middle East produces about 1/3 of the world's oil.	The entire world is reliant on this oil, including the United States.
The Middle East's energy resources are clustered in three neighboring countries who have always hated each other-Iraq, Saudi Arabia, and Iran.	Iraq, Saudi Arabia and Iran are always fighting against each other and the United States is always involved.
Saudi Arabia and Iran both support terrorist groups that fight the opposing side.	ISI (Islamic State in Iraq) and ISIS (Islamic State in Iraq and Syria) developed. Foreign groups joined the war in Syria hoping to build an Islamic state in the region.
ISIS was so radical; it was soon at war with other factions including the Syrian army.	ISIS killed other Muslim terrorist groups, they were involved in massacres of innocent people and the beheadings of hostages.
ISIS decided to take more territory in Iraq since U.S. forces had withdrawn. They said they would kill anyone who opposed them.	The Iraq army withdrew and didn't fight back because they knew ISIS meant business.
ISIS conquered a large part of Iraq and stole millions from its banks.	Iran and the U.S. are considering fighting ISIS together.
Governments in the MENA region have acted quickly to contain COVID-19	COVID-19 is causing dramatic economic and social consequences.
In the MENA region, people sometimes use their religious authority to encourage activity that would endanger lives during COVID-19	More people will be affected by COVID-19, which will bring about more negative impacts to the region's economy and structural balances, as well as promote more unrest.
Key Uncertainties	Potential Consequences
Will there ever be peace in the Middle East? Will the U.S. find an alternative to relying on the Middle East's oil?	More terrorist attacks might occur in the U.S. The war will drag on with no solution. Everyone worries about a nuclear armed Iran.
It is uncertain when a vaccine for COVID-19 will be available to people world-wide.	The pandemic will cause unemployment to rise and an estimated 8.3 million people will fall into poverty. Crude oil prices will continue to tank and put a strain on even the wealthiest countries. Regional differences and imbalances will continue to grow and cause more unrest.

Socratic Circle Questions-War in Afghanistan and Iraq Part I

Comprehension

What differences exist between children here in the U.S. and Afghanistan children?

What differences exist between Afghanistan life in the city and life in villages?

Provide examples of Afghan religions.

Describe the conflict in Afghanistan.

Evaluation

Compare what it is like for a soldier back home vs. one that is deployed.

Is there a better solution to help the families back home handle the problems of everyday life?

Do you believe that we should be at war with Afghanistan?

How would you feel if your mother or father was deployed for six months to a year?

Knowledge

Describe what the geography of Afghanistan is like?

Can you explain why the war started?

What is the biggest problem in Afghanistan?

What are some of the motives behind the U.S. soldier's presence in Afghanistan?

Analysis

What do you do that is just like the children of Afghanistan?

How has the war changed lives?

What do you see as the possible outcomes of the war?

What part of the book was the saddest?

What part of the book gave you a greater appreciation for your own life?

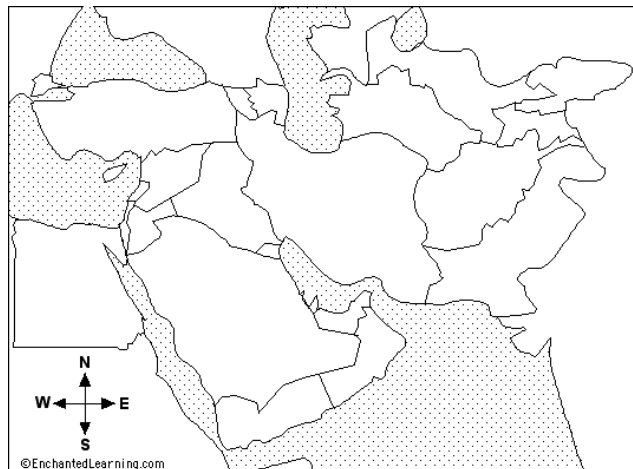
Application

If you could do one thing for the people of Afghanistan, what would it be?

What questions would you ask of the soldiers that are deployed there?

From the information given, can you give a set of instructions to new soldiers who will be deploying?

What would you do for the Afghan families?



Label and color the map of the Middle East above.

The War in the Middle East KWLH

Name _____ Date _____

Know

Want to know

Learned

How I Learned