

## GEOGRAPHY AND THE GULF WAR

### Performance Standards (17A/17D).J

Using the Internet or various print and/or video resources to gather data, students will develop maps, tables, graphs, or diagrams that represent changes in the cultural and physical geography of the Middle East resulting from the Gulf War accordingly.

- *Knowledge:* making maps, tables or graphs to identify impacts of physical and cultural geography on the Gulf War effort;
- *Reasoning:* analyze written accounts of the conflict and explain how the physical and cultural geography of the area influenced the conduct and outcome of the war; and
- *Communication:* write an essay that is well-organized, well-focused and well-detailed essay; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedures

1. ***In order to locate, describe and explain places, regions and features on the Earth (17A), and understand the historical significance of geography (17D)***, students should experience sufficient learning opportunities to develop the following
  - Develop maps, tables, graphs, charts, and diagrams to depict the geographic implications of current world events (e.g., maps showing changing political boundaries, tables showing the distribution of refugees from areas affected by natural disaster), and
  - Analyze major human conflicts to determine the role of physical and cultural geographic features in the causes, conflict, and outcomes.
2. Have students review and discuss the following assessment task and how the rubric will be used to evaluate their work.
3. Students should have acquired good research skills using the Internet or library resources and have well developed skills for making maps, tables, graphs, and diagrams. In addition, a general knowledge of the Gulf War will be useful to establish context for the assessment task. Finally, students should be able to recognize in readings elements of cultural and physical geography (e.g., different ethnic groups of people affected as a cultural element and weather and terrain as physical geography elements).
4. Conduct research on the Internet or in the library to obtain data and information on the Gulf War that can be used to construct maps, tables, graphs, or diagrams representing changes in the geography of the Middle East.
5. Analyze readings on the Gulf War to identify different elements of the physical and cultural geography of the area that had an impact on the war (e.g., changes in political boundaries, displacement of people, destruction of natural and human-made landscape features and natural resources).
6. Write at least a five paragraph essay explaining how the physical and cultural geography of the area influenced the conduct and outcomes of the war.
7. Monitor student progress in conducting the out-of-class research on the Internet or in the library. You may want to require periodic reports, oral or written, to check on student progress.
8. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge:* the identification of events and locations on the maps as well as graphs and tables are complete and accurate.
  - *Reasoning:* the analysis of the impact of physical and cultural geography on the outcomes of the Gulf War is logical and well-reasoned.
  - *Communication:* the essay was well-focused, well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

**Examples of Student Work not available**

**Time Requirements**

- One week of out-of-class time to conduct necessary research on the Internet or in the library
- One 50-minute in-class time period to complete analysis of readings and write the one-page essay

**Resources**

- Computer with access to the Internet
- Library for access to print material on the Gulf War
- Materials for map, table, graph, and diagram construction
- Writing pen and pad
- Social Science Rubric