**Powerful Geography Project**  
**Relief Organizations Respond**  
**to Regional Conflicts in Southwest Asia**

<table>
<thead>
<tr>
<th>Subject and Grade Level: High School – AP Human Geography</th>
<th>Time Frame: <em>How long will it take to complete this lesson? Include number of days and typical length of class period.</em></th>
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**Learning Outcomes:**

By the end of this lesson, students will be able to:
1. understand how political power is expressed geographically as control over people, land, and resources, as illustrated by shatterbelts.
2. discuss job opportunities available through non-governmental organizations to help aid people in these areas.

**Overview of Lesson:** *Provide a brief description of the lesson.*

→ Students will explore the idea of what a shatterbelt is, how they occur, and the role of non-governmental organizations (NGO’s) play in aiding people residing within a zone of conflict, and what career paths available through NGOs.

**Essential/Guiding Questions:** *What are the questions being asked and potentially answered for this lesson.*

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**Connection to the Curriculum/Units:** *Provide a description of where in the curriculum this lesson should be placed. Include regional focus, unit titles, etc. If prior knowledge is required before completing this lesson, please provide a description of what students need to know.*

→ After this lesson, teachers can follow up with by having students look at the connection of shatterbelts to agricultural development.

**TEKS Content Objective(s):** *What content standards or strands will be the focus of this lesson?*

→ **AP Human Geography**

   Learning Objective PSO-4.C: Describe the concepts of political power and territoriality as used by geographers.

→ **World Geography Studies – WG.13.A-B**

   (13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:
   
   (A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and
   
   (B) compare maps of voting patterns and political boundaries to make inferences about the distribution of political power.


   (14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:

   (A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;
(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and
(C) analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU).

**TEKS Skills Objective(s):** What skills standards or strands will be the focus of this lesson?


(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:

(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;
(B) identify places of contemporary geopolitical significance on a map;
(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change;
(E) identify different points of view about an issue or current topic.

→ World Geography Studies – WG.22.B,D

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(B) generate summaries, generalizations, and thesis statements supported by evidence;
(D) create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.

→ World Geography Studies – WG.23.A-C

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;
(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and
(C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**Powerful Geography Focus:** Which content domain of the Powerful Geography framework (Human Geography, Physical Geography, Places & Regions, Environment & Society) does this lesson address? Include all that apply. Also, if this lesson is connected to certain Job Areas, provide job titles or links here. A selection of Job Summaries can be viewed here. Visit www.powerfulgeography.org for more information.
## Human Geography, Environment and Society

### Materials:

<table>
<thead>
<tr>
<th>For Student Use:</th>
<th></th>
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<tbody>
<tr>
<td>The Armed Conflict Location &amp; Event Data Project (ACLED) -</td>
<td><a href="https://www.acleddata.com/dashboard/">https://www.acleddata.com/dashboard/</a></td>
</tr>
<tr>
<td>Active USG Programs for Syria:</td>
<td><a href="https://reliefweb.int/sites/reliefweb.int/files/resources/06.24.19%20USG%20Syria%20Complex%20Emergency%20Program%20Map.pdf">https://reliefweb.int/sites/reliefweb.int/files/resources/06.24.19%20USG%20Syria%20Complex%20Emergency%20Program%20Map.pdf</a></td>
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<td>Active USG Programs for Yemen:</td>
<td><a href="https://reliefweb.int/map/yemen/yemen-active-usg-programs-yemen-response-last-updated-060719">https://reliefweb.int/map/yemen/yemen-active-usg-programs-yemen-response-last-updated-060719</a></td>
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### Resources Needed for this Lesson:

- [https://reliefweb.int/jobs](https://reliefweb.int/jobs) (click on Theme and/or Region under Filter Results)
- [https://ngojobboard.org/](https://ngojobboard.org/)
- [https://www.vox.com/a/maps-explain-the-middle-east](https://www.vox.com/a/maps-explain-the-middle-east)

### References (if any): *(use formal citations)*

### Strategies: What geography or other pedagogical strategies will be used in this lesson? Please provide a description of the strategy or a link for teachers to refer to. This area is intended to provide descriptions of Best Practices particularly to help novice geography teachers.

→ This activity will introduce students to careers available through non-governmental organizations.

### Before the Activity: What is recommended before starting the lesson plan. What is required before starting the lesson plan.

→

### Procedures to conduct the lesson:

#### Starting the Lesson:

1. Using historic maps, students figure out why Southwest Asia would be considered a shatterbelt.

2. Pairs of students should work together to point out a historical and a current process that would make it a shatterbelt. [https://www.vox.com/a/maps-explain-the-middle-east](https://www.vox.com/a/maps-explain-the-middle-east)
The Lesson:

3. Student will conduct research in order to learn the location of violent activity in Southwestern Asia during the last 20 years using the ACLED website (see Materials for Students.)

4. Students will research needs of refugees based on the Active USG Program Maps. Students should construct a list of regional priorities.

5. Students will research NGOs in order to discover agencies that can assist refugees based on the prioritized list from the previous step.

6. Students will create an NGO job posting for a specific needs present in Southwestern Asia (See Resources for this lesson).

End the Lesson and Closing Product:

7. Students react in writing to the following prompt, citing evidence from their research:
   “Shatterbelts disrupt the political organization of a region. Respond using evidence.”

Differentiation strategies to meet diverse learner needs: What will be used to help differentiate the lesson for diverse learners?

→ Students can work in pairs to develop answers to the written portions of the lesson (for ELL students). Additional time for reading can be provided to students who need it.

Evaluation/Assessment: Include your assessment product or idea with the lesson plan. Note, you want your assessment to measure your students understanding of the objectives (listed above). Include grading rubric and student samples, if possible.

→ FRQ from AP College Board.