



***The Quest for an Everlasting Fountain of Energy:
An Analysis from the Conception of the Industrial Revolution
To Sustaining the Future World***

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This curriculum unit is recommended for:
Grade 9: World History/ HNS World History, and Grades 9-12: Sociology

Keywords:

Industrial Revolution, Imperialism, Nationalism, The Cold War, Non-Aligned Movement
Neo-Colonization, Modern Middle East, Fossil Fuels, Iran and Natural Gas,
Shia and Sunni Islam, Saudi Arabia, OPEC, Plate Tectonics

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis:

Throughout the history of the world mankind has attempted to consolidate power in order to protect and defend their people, all the while benefitting financially from natural resources. Gleaned through war and conquest, the ancients saw this as an appropriate method of resource acquisition, however with the transition to the modern age and the advent of human rights and the rights of sovereign states, the use and methods of acquiring natural resources becomes a larger and more controversial issue at hand. This unit follows the progression of man from the dawn of the modern industrial age to the present era, while displaying the paradox of having resources but not being able to use them versus needing resources and not being able to acquire them. No longer is war an acceptable legal means by which to gain the needed resources for energy consumption and to further develop an area, nor are the leaders the only one with the power. Average individuals can influence what energy source is used and how, thus leading to continual evolution of energy policy both domestically and on a global scale. This unit seeks to highlight the transition of energy used and the forces at play behind the changes, with the end goal of predicting a future world.

I plan to teach this unit during the coming year to 150 students in World History, HNS World History, and Sociology.

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Rationale

World History is an exciting course to teach freshman on the secondary level, however students are usually so overwhelmed with the amount of content that the overarching concepts sometimes become obsolete. My reasoning for creating this unit is twofold: to simplify the time periods within World History based on the prominent economic driving forces of the time resulting in the distribution of power seen through trade and energy consumption, and also to help the students grasp the importance of the time in which we live where we are driven by consumption and how this came about with the Industrial Revolution.

As World History courses tend to concentrate time in the ancient world and then barely finish the semester with the Cold War and the Modern Middle East, it is vital that the current events and geopolitical issues within the world are also taught within this course. Students tend to appreciate the modern events far more than the rich ancient legends and wars, however the textbooks are not always up-to-date due to the lack in allocation of financial resources for schools. Therefore, the last unit within World History is usually still ten years old, ending with the events on September 11, 2001. As a World History teacher, I would strongly favor the curriculum to be broken into two courses, however as that will not happen I am happily breaking my course into two halves with the latter being this modern analysis of energy embarking at the conception of the Industrial Revolution.

Students rarely see the difficult circumstances by which their beloved possessions are produced, and even to a lesser degree have they been taught how our society comes by the energy sources needed to sustain our lifestyles. A World History course which does not place the student in the global picture is not as effective as one where the student understands their position and ultimate sphere of influence. This curriculum unit seeks to open the minds of students giving them a platform for their opinions on how to solve problems, but also to ensure our future generations understand the transition required from our society in terms of consumption to sustainability; one of a population spent on needing more to one of making logical and calculated decisions for the future world.

Through this curriculum, the goal is to bring about a global perspective for the students. Passion, opinions, justification for everything done in class are characteristics of

students, and they are concerned with violations of human rights in the world. Unfortunately, exposure to outside events is limited, thus the importance of this unit. The majority of students enter 9th Grade World History in their transition from middle school to high school, whereas a few students have transferred in and are older with a larger content base. A large percentage of my students think slavery is abolished worldwide, all women have equal power to that of a man, that people can practice any religion they want, and that the laws in our country are unfair and limit their freedom to do whatever they want. The fact that slavery does still exist because cheap and free labor is still desired, that women the world over are still legal possessions owned by their male relatives, and that religious freedom is unheard of whereas wars created by religious fanatics desiring to convert by the sword is the norm are realities students are shocked to learn and they desire to change these injustices. When they connect the dots and finally view the whole picture, they realize we allow our energy allies to follow different ethical behaviors because we need them. Thus becoming a world void of conscience, unless one has nothing of value to the markets and then rules and sanctions are imposed.

As an educator, I feel a moral responsibility towards my students in relaying the most up-to-date information to them and to help them understand why they are taking World History. Once students understand that this course gives valuable and worthwhile material, they tend to listen more, try harder, and have a desire to comprehend the larger issues at hand. The world continues to search for the everlasting fountain of energy and in the process it has the power to strengthen or destroy the ecosystem and beautiful cultures in the world. Causes and effects of decisions made by state leaders, wars declared or secretly undertaken, harmful pollutants being released into the air, natural resources once plentiful being stripped from her resting place, large corporations having the ultimate power to force their agendas worldwide are important events which shape the future. At times it takes at least 50 years or more to truly see the influence decisions wield, however as society has witnessed drastic outcomes previously in history, this demonstrates why it is all the more important to educate students on this curriculum unit. The nationalism of the 1800's is a contributing factor of the European rivalry breaking out into World War I, Neo-colonization and the mandate system which came out of the Balfour Declaration in 1917 leads to eventual sectarian violence in the Middle East where the people unite in local and non-official state manners to fight the organized West. This stemmed from the fall of the Ottoman Empire with World War I, and terrorism is eventually realized globally even though it was not a new phenomenon. The future world concept that students should think of by the culmination of this unit will question their knowledge and understanding of what their own legacy will be on the world stage.

By the end of this curriculum unit, students should think differently about their lifestyle and what energy they use. The students should contemplate the differences in their lives versus those in lesser developed countries who have the natural resources but not the advanced infrastructure to use said resources. With the creation of the final project "The Future World", students should be able to display what they have learned in

order to fully cycle back to the beginning of the World History curriculum in understanding why people groups began trading with others, why resources are scarce, and also how to maintain a civilization.

Demographic Background

David W. Butler High School was built in 1997 and is located in the township of Matthews, NC, within the city of Charlotte. Thus, the school receives a varied mixture of students from different socio-economic backgrounds and due to redistricting within CMS, the school is transitioning from being a majority suburban middle-class secondary school to one with more diversity. There are presently 1101 males and 985 females, with more students being registered as we speak.

The ethnic and racial makeup of David W. Butler High School as listed on their school website notes there are 44% Caucasian, 31.6% African American, 17% Hispanic, 12% Multi-Racial, 8% American-Indian, 4% Asian, and .3% Pacific Islander.¹ Butler High School currently has 90 students with 504 Plans under the Rehabilitation Act of 1973 with broad disabilities or handicapping conditions, 160 students in our Exceptional Children Program with definitive disabilities,² 109 students currently active in our Limited English Proficiency Program at varying levels of achievement, and 23 McKinney-Vento students. In terms of discipline demographics, Butler had a total of 1,932 referrals in the previous year, 12 being categorized as reportable due to the involvement of drugs, weapons, or assaults, while the other 1,913 referrals are categorized as inappropriate behavior. Class sizes at Butler High School vary, with small self-contained classes of 10-12 ranging to the largest Physical Education classes with a maximum of 45 students. There are no classes other than Physical Education classes with more than 40 students in a class, due to the type of activity and the space allowance.

Butler High School struggles with still being seen as a suburban school with few behavioral problems among the student body when in reality it is very much a growing urban school assisting English Language Learners, students living below the poverty line, students identified under the McKinney-Vento Homeless Assistance Act of 2002 who have no stable residence,³ students who are struggling with the college-preparatory route and are trying to figure out what job they will go straight into after graduation, while retaining the *US News* and *World Report* status of the #1 school in CMS and the #5 school in NC, with AP test scores among the top and still competing academically with schools high above the same socio-economic tax bracket.⁴ There are 23 Advanced Placement courses from which to choose and over 38 Honors level courses, thus promoting an academically rigorous curriculum in many different areas of interest from the arts to the sciences. The graduation rate was 91.8% in 2014, and is a rate that we hope to increase as we strive to educate all our students, and 89% of the graduating class is eligible to attend a four-year university upon graduation.

Content Background

From the dawn of early civilization, societies have been drawn to questions relating to scarcity of resources, meeting needs before wants, demanding surplus in order to transition into a highly efficient trading economy, and how to then compete with fellow civilizations in order to strengthen one's own before falling behind and becoming obsolete as a people, culture, and wasteland. Trade has been of the utmost importance from the beginning of river civilizations through the history of the Persians, Greeks and Romans, with the transfer of goods being in the hands of those with power. As history progressed into the modern age with enlightened thinkers, scientific reasoning, and a desire to explore and discover new lands, competition never ceased among the great powers of the time. Adam Smith would recommend competition in order to keep the markets stable, however the ethical and human rights issues stemming from the acquisition of new lands and resources leaves something to be desired by the developed world. Arguably, the modern era can be disputed to have started at different points in history, however with the analysis of the overall desire of the modern era it is apparent that the Industrial Revolution birthed the narcissistic gift of the gods, ambrosia, the gift of immortality. This ambrosia has been called many things to many people, however we know it through fossil fuels such as coal, oil, and natural gas, and alternatives such as nuclear energy. Energy is the secret weapon to modern societies due to what it can do, supply the force allowing people to produce and consume.

The Industrial Revolution saw the advent of a modern world leading to the demand of consumerism by the western world beginning in Great Britain. Natural resources such as large quantities of coal led to the transition from the cottage industry to the factory system with drastic social changes seen through population transfers on a massive scale. As the captains of industry and the owners of the factors of production continued to develop and use advanced technologies, energy sources were constantly evolving in order to heighten output and speed, and increase production capabilities.

“In 1800, Britain accounted for more than four fifths of the world's coal production and was the location of over 70 percent of the horsepower generated by the steam engines...in 1882, the year the United States burned more oil than coal. Just as coal and the steam engine were establishing themselves as the predominant energy source and prime mover, so oil emerged as a competing primary energy source.”⁵

Industrialization not only saw changes in the type of energy used, but it also brought about decreases in skilled labor, increases in unskilled assembly line tasks, long tedious days in dark and poorly ventilated factories with few if no rights given to the workers, a growth in the middle class while no opportunities for the lower classes to change their stations, a rise in leisure time for the middle class and women at home, the beginning of working according to a clock, the ability to be endangered from working conditions thus

leading to a loss of job if injured, all the while the speed of production allowed prices to decrease thus adding to the pockets of the wealthy and demanding for more resources at low costs to continue this new habit of cheap production, ease in transportation due to waterways and the ever-evolving locomotive, quick turnover in the markets, high monetary return, and trying to expand this new culture of a need for consumption. Coal was widely available within Great Britain, however the competition of oil began showing the cracks in the surface of coal as the best energy source. Oil packed a punch with twice as much energy in the same volume as coal, was a cleaner form of energy in terms of residue and apparent pollutants, and it was also much easier to distribute than the bulky coal.⁶

The modern world continues to utilize coal as it is still a natural resource that can be turned into a more highly demanded form of energy. Asia and the Pacific countries have the largest quantity of coal reserves in the world at 35.3% in 2006, although North America also has proven reserves at 26.7%. Coal has negatives in that it strips the land, there is expense in creating the mines and waste removal, and also the railroad is still needed as the major source of land transport. Although coal can be turned into oil and gas through an expensive procedure, gasification, the process is not allowed for commercial use as of yet due to the danger of the level of heat utilized in this process combined with the highly corrosive gases. Thus, coal is an option, although the hazards and overall expense usually outweigh the benefits; until there are no other options.⁷

European imperialism demonstrated the demand for raw materials sent back to be manufactured due to the ever growing need to produce, ship to markets, make the profit, and become more powerful. Lesser-developed regions were carved up for the abundance in natural resources such as metals and rubber from Africa, jute and cotton from India, tea from China, all needed for consuming western-made products but also to maintain geographical control of the land areas in order to safeguard the livelihood of wealthy faster-developing countries. Phases of imperialism were seen throughout the lesser developed countries as the Europeans, primarily seen through the British, originally wanted the resources from the land and then transitioned to a new form of imperialism where the land itself was the desired resource.

Resulting from the imperialism of the 1800's, modern wars such as World War I and World War II are seen as the long-term consequences of German unification and western nationalism in desiring to compete for needed resources to demonstrate their greatness and equality to other European powers. In order to display power, a military was needed and in order to build and maintain a strong military, supplies and profits from markets were needed. Thus, imperialism before World War I and neo-colonization resulting from the aftermath of World War I with the European mandates were seen as needed economic developments by empowered countries.

With a dual hegemonic world polarized by the United States of America and the Union of Soviet Socialist Republics, a nuclear age arises from the need to once again safeguard power over areas rich in natural resources and/or to prevent the move of other countries to the sphere of influence of the other hegemonic power. While it is known that President Harry S. Truman dropped the atomic bombs on Hiroshima and Nagasaki to bring an end to the Pacific Theatre of World War II, it can also be argued that he dropped this new type of warhead to demonstrate the power of the USA over the USSR for the future war that had already begun to develop. As the 1950's gives way to the Cold War, the world witnesses once again that countries must ally with one of the two great powers, even though the Non-Aligned Movement, in countries still developing and with smaller economies and infrastructures, was not always recognized. Proxy wars fought globally in other countries and between other people groups were supported financially or militarily by the USA and USSR with the hopes of bringing an end to the unofficial Cold War, allowing one power to dominate the world resources.

The Cold War ended due to economic restructuring, however the stronghold Russia still enjoys over former satellite countries is apparent. Confiscation of Crimea from Ukraine within the past year and the assistance to ethnic Russians living within Ukraine are the most recent displays of the power still held, primarily due to natural resources. Russia is the main supplier of gas to most European countries, and sees Ukraine as problematic thus plans are in the works to continue and build pipelines bypassing the country altogether.

The United States continues researching, proposing, investing, planning, and trying to pass legislation allowing for the country to become more self-reliant by moving sustainability to North America with pipelines for both oil and gas. Due to the international community and energy resources become more entangled, the United States realizes the finite nature of resources available and the greater ease in taking part globally when there is a sense of energy safety domestically. The Keystone Pipeline extending from Alberta, Canada, with the proposal for an extension to the refineries in the Texan gulf region is a highly politicized federal issue stemming from environmental concerns competing with future national security.⁸

The fall of the Ottoman Empire at the end of World War I brought about the mandate system allowing European countries to take control of the Middle East while claiming to assist the region. Western intervention was realized due to the need to continue to expand economically and territorially. Regions that had cultural and ethnic differences had a border drawn uniting the people into a formalized state, regardless of local desire. Iraq was one of these created countries, formed from three provinces of Basra, Baghdad, and Mosul. Modern differences reflect a century of foreign intervention in trying to simplify regions in order to main order and create ease in governing. Long term consequences of these mandates have been seen for decades from the rule of Saddam Hussein to the ongoing issue between Sunni and Shia Muslims with who has the right and correct

governance to control the country. To date, ISIS/ISIL is a disgruntled group of Sunni extremists within Iraq who wants to retake the governing of the country and create a much larger Islamic Caliphate, and it is no coincidence they chose to take the oil rich areas of Iraq and Syria first.

Case Study- Saudi Arabia and Iran: The Secret Weapon of Energy in the Middle East

An odd bedfellow for the United States is the Kingdom of Saudi Arabia. If ignoring all the differences between the two, seen through forms of government, rights given to citizens, laws governing citizens, importance of religion within government, along with basic ideology, the main commonality between these two powerful regional countries would be the natural resource that the United States needs and the Saudis supply. As the United States transitions towards domestic sustainability with the availability, production and distribution of our own natural resources fulfilling energy consumption needs, it will allow for a greater sense of isolationist policies resulting in taking a harsher stance against human rights violations throughout the world. The long lasting relationship between Saudi Arabia and the United States is still needed to foster positive influences in the region, however the United States will finally be able to take a stand against many of the issues brought forward displaying mixed sentiments towards women, migrant domestic workers, and the religious minority. The move to natural gas and renewables has the ability to alter our allies due to long standing ideological differences. Saudi Arabia will need to find new consumers for their energy product, thus the level of development within the kingdom will be fascinating to analyze in the future world.

Western neo-colonization and the need to secure natural resources due to energy consumption has led to the breakdown of indigenous Saudi customs while augmenting the Wahhabi extremist actions as a response to the sudden and drastic evolution of the territory united by Ibn Saud within the past 80 years. This case study will analyze the influence of the oil industry on the culture, religion, and economics of the Kingdom of Saudi Arabia.

While the United States strategically overlooks human rights violations in Saudi Arabia not permitted in other countries, their oil ally is given private meetings and mere suggestions on how to improve these horrific violations. The intervention of the United States throughout the Middle/Near East can be relied upon to decry violations towards women and minority groups, silence prevails in the direction of Saudi Arabia where the Wahhabi Sunni fundamentalism is seen as merely a conservative religious group. Under the control of the Taliban from 1996-2001, in Afghanistan, women were forced to follow pages of rules denoting their status as lesser beings, including covering in the infamous burqa. Saudi Arabia, under shariah law, also imposes laws upon women to completely cover in public beneath the traditional black abayya. Women are not allowed to be in public with an unrelated male, they are not allowed to be at a coffee shop with an unrelated male, malls specifically designated for women allowing them to remove the

cumbersome black garment exist just to deal with the ever-growing economy and desire for materialism, and the lack of allowing women to legally drive has become a topic of much debate in a society where Saudis are western educated and have driven cars in other countries while the rest of the kingdom entail traditional Saudis following Wahhabi teachings. The United States does not use its loud voice to decry and fight these human rights violations as they do in other countries, and the reason is black gold.

Saudi Arabia and Oil

The geography within Saudi Arabia is the key source of the kingdom's energy and economic success. While the importance of oil has led to the international prominence of this newly formed region, it is due to the fortunate luck of the underlying geology within this desert region.

The "plate is moving gradually northeast and throwing up mountain ranges on the Iranian side while also under thrusting the Persian/Arabian Gulf, which is all that is left of a large ancient seabed. For eons, remains of marine life collected on the seabed floor and were buried under sedimentary rock strata. The sedimentary rock strata, exerting extreme pressure, converted the marine material into oil distributed around the Gulf littoral. Saudi Arabia alone has about 26 percent of all the world's proved oil reserves, and its Ghawal field, extending for over 300 kilometers, is the world's largest oil field.⁹

Areas controlled by ISIS/ISIL in Syria and Iraq display the needed natural resources and their strategy behind the focus of their aggression. Oil and gas fields shown in Saudi Arabia and Iran depict the convergence and subduction zones between the two tectonic plates, the Arabian and the Central Iranian Plate.

Iran and Natural Gas

With the Arabian plate converging into Iran, the correlation between the earth's surface and the natural resources both Saudi Arabia and Iran possess is an interesting one for students in a global social studies course to research.

As the world transitions to natural gas, although the US strives to rely upon ourselves, the possible needed ally of either Iran or Russia, as the two areas with large quantities of natural gas, might alarm the US.¹⁰ Natural gas would ally Iran with other players in the Middle East, thus increasing the economic infrastructure bringing about underlying tensions between the US and Iran. Dating back to the events of the 1953 CIA Coup to oust the first democratically elected leader Mossadeq, due his desire to nationalize the oil production within Iran which was controlled and heavily profited by England. Two decades of anti-western and anti-colonial sentiments led to the 1979 Iranian Revolution installing the much conservative Ayatollah Ruhollah Khomeini as the Supreme Leader

and sending Iran back to a theocracy. With the hostage crisis at the US Embassy in Tehran and a lack of US official state presence in Iran to this day, the United States would have to reconstruct the foreign diplomatic policies in order to not be carved out of the Middle East region, should Iran and its natural gas prove to be a solution to diminishing oil resources and the rise of desiring natural gas.

Regional sectarian violence in the Middle East leads to complications on the part of the western countries as to whom to support, despite abundance in energy resources. Saudi Arabia is a unique relationship for the United States, although due to the stability within the young kingdom, it has allowed the United States to focus on the business aspect of the relationship. Other countries in the region have undergone such turmoil due to authoritarian despots which has forced the United States to overstep international borders and domestic desires in order to intervene in highly-publicized regime changes. With memories of Iraq and Saddam Hussein in the past, non-existent Weapons of Mass Destruction, and the complete desecration of the Iraqi infrastructure, the United States is weary of being too heavily involved in yet another country where there is a lack of knowledge and understanding between all parties involved. Oil rich countries can expensively refine their product to gas if desired, because as the global community consumes the energy resources and reserves, the supply is depleted this a change to alternative energy sources and gas create complex global, political, cultural, and regional crises.

Strategies and Activities

My curriculum unit will be focused on the second half of the semester, being broken down into four content-based sub-units on the history of energy in the modern world. Within each sub-unit there will be a culminating activity reiterating the material learned connecting it to the overarching concept of energy use. This curriculum unit is labeled Unit 6: The Quest for a Fountain of Energy within my curriculum.

Unit 6.1- Western Expansion: Industrialism, Nationalism, Imperialism

Students will complete an activity on the Luddites, inventions of the Industrial Revolution, and social changes resulting from the transition to factories from the cottage industry.

The student will complete a three-column chart comparing the motivations and beliefs of the Luddites, Karl Marx, owners of the factors of production. This will lead to a discussion on forms of power and government. Students will then read the article “A Working Day in a Manchester Cotton Mill” and answer comprehension questions.

Using the school laptops, the students will then research and compare what natural resources are desired and where they are mined/ found, and the amount of warfare or unrest in the state is due to a power struggle during this time period.

Read article “A Justification of British Colonialism in Africa” about British motivation for expansion in Africa and have students discuss the natural resources desired and the concept of Social Darwinism. Students will write a one-page essay on the British reasoning for colonialism using examples from the article.

Students will complete a case study on British Imperialism in Africa and Asia using political cartoons, maps, articles, and graphic organizers for the Opium Wars in China.

Unit 6.2- European Rivalries: WWI, Great Depression, WWII

Analyze how competition among European powers desiring the natural resources from Asia and Africa result in WWI.

Students will read documents “The Home Front in Germany” and “A Justification of Japanese Expansionism”, and hold a discussion forum on the effects on the everyday people.

Students will also complete a flow-chart on the causes leading to World War I, along with the eventual progress into World War II.

Unit 6.3- A Nuclear World: The Cold War & Neo-Colonization

Students will view clips, read excerpts from “All The Shah’s Men” and participate in the Agree or Disagree game as a class, on the topic of the 1953 CIA-led coup to oust the first democratically elected leader within Iran due to his desire to nationalize Iranian oil production thus taking away large profits and control from Great Britain. Long-term consequences lead to the Iranian Revolution in 1979 and anti-western sentiments along with American hostility depicted in the takeover of the American Embassy in Tehran.

Students will complete a flow-chart on the Suez Crisis depicting the polarized world during the Cold War and how the non-aligned countries were forcibly made to choose between two different spheres of influence or ultimately be forced into opposition.

Unit 6.4- Black Gold: Modern Middle East & Sustaining the Future World

Activity: Ethics and Pipelines

Students will compare the pros and cons of gas and oil pipelines using articles, news coverage, and first-hand testimony dealing with: land acquisition, public reaction, population transfer, and resources acquired. The teacher will show video clips, handout

current articles and graphs on types of energy for the students to analyze with a partner before answering questions. Students will read the articles and compare pros/ cons of pipelines using a graphic organizer, then read articles and compare oil and gas. The student will be asked to answer on their own on how these two energy sources differ, before discussing with a partner and then the class. The students will then share their findings and the class will fill in the double-bubble chart on the white board for the pros/cons of both types of energy. The class will then discuss why people would want to use one energy source over the other. Using our content from World History, the students would then be asked to contemplate and answer why some countries would be heavily influenced by a change.

The students will then complete an internet-based research study where they and a partner compare the United States and another country in terms of the types of energy used, why that country uses the energy source, whether the energy source is from their country or if they have to import it, and whether the country deals with pollution or if they are using clean energy. Students will present their findings to the class through a PowerPoint presentation with ten slides, visuals on each slide demonstrating the material being conveyed, and also the last slide with their personal opinion on whether or not they think the country has a good energy plan for the future.

The students will then debate energy consumption and sustainability from an environmentalist and also capitalist perspective. What position would an environmentalist take in terms of the rules energy in the United States should follow and what rules should energy consumption follow if the student was a capitalist who made money off the energy being produced and consumed. The students will decide who wins the debate, and also turn in their debate issues and rebuttal.

In order to differentiate instruction for students in Honors World History, the student will recreate a scaled model comparing two expansionary land acquisitions while visually displaying resources needed, population transfer, and ethical energy issues. The students will have two weeks to complete this assignment outside of class.

Case Study: The Kingdom's Black Gold: Saudi Arabia's Carte-Blanche

Students will identify and label a world map with the largest oil fields, identifying which major country imports oil and from where. This will give the students the visual of who has the oil and needs the resource.

Students will complete a timeline on the development of Saudi Arabia as a united kingdom based upon their global importance as a result of oil.

Students will view a documentary on the traditional culture coming into conflict with a growing western culture within Saudi Arabia and the importance of oil to their national

economy. Students will then create a web-diagram on how oil connects Saudi Arabia to the rest of the world, including geo-political disputes.

Students will compare and contrast Iran and Saudi Arabia's resources using charts and graphs. These charts will be used to assist students in writing a congressional report regarding the future energy sustainability of the US and global community, along with detailing the transition towards natural gas.

Students will view "Saudi Wife Gives Tour of Home" documentary online in order to hear a first-hand account of women's rights, why women choose to wear the abayya in Saudi Arabia and also see the lifestyle of the upper-middle class. The students will then also view MTV's "True Life Presents: Saudi Arabia" in order to follow the journey of four teenagers trying to find their way in a very restrictive society. A female who wants to wear colored abayyas even though only black is allowed, a male who wants to meet the girl he has been talking to on the internet for over two years but is forbidden to meet as they are not related, a male who wants to change the laws and allow women the right to participate in local government, and a male who is trying to find a venue to let his rock band play concerts but has troubles due to Saudi Arabia categorizing that genre of music as Satanic.

Students will complete the Future World Project. In order to begin this project, students will need to choose a partner and a method of presentation, whether that be using technology, an online presentation method such as a Prezi, creating a film, or physically creating a model of their future world. Students will need to give information on what type of energy is used, from where the energy comes, how many people live in this future world, what the geography and climate are like, and how the people make money and sustain their families in terms of food production, etc.

Differentiated Instruction: Honors World History students will read the book "Understanding Iraq" and complete an analysis of the history of Iraq in order to synthesize the modern sectarian violence occurring at the hands of ISIS/ISIL.

Student Resources

Brooks, Josephine. *Nine Parts of Desire: The Hidden World of Islamic Women*, 1995, Anchor Books, New York.

A resource for students on different aspects of life for a Muslim women, written by a journalist who spent time in several Middle Eastern countries including Saudi Arabia, Iran, and Egypt. Many wonderful first-hand interviews with women and also a great analysis of Islam during the Prophet Muhammad's time and how modern Islam has been made more conservative than even the Prophet believed.

Bradley, John R. *Saudi Arabia Exposed: Inside a Kingdom in Crisis*, Palgrave McMillan Trade, May 11, 2006.

A resource for students to read many inside stories of human rights violations within the kingdom, most that the reader would not be aware of due to the mainstream news not covering these controversial issues.

Kinzer, Stephen. *All The Shah's Men*, Wiley, January 1, 2008.

A resource for students detailing the CIA led-coup including released secure documentation from the CIA, showing the detailed plans behind this successful attempt to place a western puppet in power in Iran in 1953.

Mackey, Sandra. *The Saudis: Inside the Desert Kingdom*. W. W. Norton & Company, October 17, 2002.

A resource for students written by a western woman who moved to Saudi Arabia due to job relocation and she details what life is like for an outsider in a very strict and closed-off society.

Polk, William R. *Understanding Iraq*, Harper Perennial, March 14, 2006.

A resource for students detailing the history of Iraq from its foundation in ancient Mesopotamia to the present day while explaining the cultural differences in the three main regions.

“A Justification of British Colonialism in Africa” excerpt from *The Dual Mandate in British Tropical Africa*, by Lord Frederick Lugard, in *Readings in World History*; Holt, Rinehart and Winston, Austin, Texas, p.186-188.

A resource for students explaining the Social Darwinian school of thought on helping the less fortunate indigenous people groups of Africa by justifying why the British needed to take over the land to help the native tribes. Very helpful to give students an insight into the actual perspective of a British lord at the time.

“A Justification of Japanese Expansionism” excerpt from *Sources on the Japanese Tradition* by Ryusaku Tsunoda, in *Readings in World History*; Holt, Rinehart and

Winston, Austin, Texas, p.221-223.

A resource for students to understand the desire and motivation for the Japanese to follow in European footsteps and finish colonizing the leftover territories not taken by the European countries.

“A Working Day in a Manchester Cotton Mill” excerpt from *The Morning Chronicle* in *Readings in World History*; Holt, Rinehart and Winston, Austin, Texas, p.154-156.

A resource for students detailing what a day was like for a factory worker in harsh conditions before labor laws were created.

“The Home Front in Germany” excerpt from *The Home Fronts: Britain, France and Germany 1914-1918* by John Williams, in *Readings in World History*; Holt, Rinehart and Winston, Austin, Texas, p.196-198.

A resource for students showing the unpleasant life for Germans at home during the war.

“The Universal Declaration of Human Rights” excerpt in *Readings in World History*; Holt, Rinehart and Winston, Austin, Texas, p. 236-241.

A resource for students showing brief explanations of the actual UDHR, a document still used to this day to help fight injustices throughout the world.

Teacher Resources

Aarts, Paul and Gerd Nonneman. *Saudi Arabia in the Balance: Political, Economy, Society, Foreign Affairs*. Washington Square, N.Y.: New York University Press, 2005.

A resource for teachers on the background of Saudi Arabia in the sphere of international politics.

Ahmed, Qanta. *In the Land of Invisible Women: A Doctor's Journey in the Saudi Kingdom*. Naperville, Ill.; Sourcebooks, Inc, 2008.

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Lippman, Thomas W. *Inside the Mirage: American's Fragile Partnership with Saudi Arabia*. Boulder, Colorado; Westview Press. 2004.

A resource for teachers detailing the relationship between the west and Saudi Arabia.

Long, David. *Culture and Customs of Saudi Arabia*. Westport, Connecticut; Greenwood Press, 2005.

A resource for teachers giving an insight into the history and traditions of Saudi Bedouin society.

Mahajan, Vijay. *The Arab World Unbound: Tapping into the Power of 350 Million Consumers*. Somerset, NJ, USA; John Wiley & Sons, 2012.

A resource for teachers to better understand the power and economic ability of Saudi Arabia.

Shaffer, Brenda. *Energy Politics*. Philadelphia: University of Pennsylvania Press, 2009.

A resource for teachers to fully comprehend the geopolitical international decisions being made across the world.

Appendix 1: Implementing Teaching Standards

WH.H.5 Essential Standard and Clarifying Objectives

Students will analyze the motivation and impact of exploration and expansion.

Standard 5.1 states that students will understand the consequences of conquest resulting in an increase of global interaction among people groups and the colonizing mother country, with the rise in patterns of trade ultimately leading to conflict. In order for students to fully comprehend the motivation for exploration they will learn about the technological innovations needed for individual countries to have the ability to become

major colonial powers in standard 5.2 , where the students analyze power needed to control resources in Africa, Asia, the Americas, and the Columbian Exchange. Standard 5.3 shows the overarching consequences of exploration on the indigenous populations, cultures native to the newly-discovered territory, and how the environment was used for gain by the desires of the colonial power. Leading into the era of modern capitalism, standard WH.H.5.4 analyzes the role of joint-stock companies, government funding for overseas trade, and the rise in corporations, all setting the stage for international trade on a mass scale by those countries whose economic systems are the most reliable and consistent.

WH.H.6 Essential Standard and Clarifying Objectives

Students will understand why an age of revolutions occur and how philosophical thought on politics, the economy, and society changes.

Standard 6.1 states students will explore how new patterns of thought through the Scientific Revolution and Enlightenment influenced society through famous philosophes such as Locke, Montesquieu, Rousseau, Paine, Smith, Bacon, Descartes, Galileo, Newton, etc, while writing of natural rights, deductive reasoning, and questioning the accuracy and leadership of the Roman Catholic Church. In turn, standard 6.2 displays the impacts of the previous standard as independence movements are on the rise due to the new ideas based in secularism and humanism, allowing the people to stand together and demand change. Standard 6.3 states the students will analyze the physical geography and natural resources available in certain regions and within individual countries, and how these factors influenced industrialism and changes in the environment through new agricultural methods. Being of the utmost important within Essential Standard 6, the student begins to finally analyze the dawn of modernization with the Industrial Revolution in standard 6.4. Students will also see the transition from rural agricultural living to that of mass urbanization, along with the social and economic reform that must accompany a transition occurring at such a fast rate. The rise of the middle class is analyzed within this standard along with the concept of increased productivity, labor laws, and excess money allowing for the rise in the demand of luxury goods.

WH.H.7 Essential Standard and Clarifying Objectives

Students will analyze national, regional, and ethnic interests and realize how they contribute to conflicts among groups and nations in the modern era.

In standard 7.2, students analyze the economic and military competition among nations, specifically European, in terms of the influences of nationalism, imperialism, militarism, and industrialization. Students will finally see the unification of the Germanic states, led by the powerful Prussia, with a show of military strength being the nationalistic trait unifying this country. This trait leads students into standard 7.3 as they analyze economic

and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of World War I and World War II. In standard 7.4 the social and economic conditions of colonial rule have long-term consequences contributing to the rise of nationalistic movements in Africa, India, and other regions of Southeast Asia. This vitally displays the effects of the previous 50 years of history and how outside governing powers are eventually cast off, however usually under duress of war from the colonized. The power struggle between democracy, socialism, and communism are analyzed in standard 7.5 as the students study capitalism as the dominate economic system along with the varied responses to it from various nations and groups. Standard 7.6 continues to explain how an economic crisis contributes to the growth of political and economic movements such as the nationalistic movements mentioned above.

WH.H.8 Essential Standard and Clarifying Objectives

Students analyze conflicts in the last half of the twentieth century in terms of global interdependence and shifts in power politically, economically, socially and also evaluating environmental changes.

Standard 8.1 shows students analyzing global wars and how they challenge political and economic power structures and then give rise to new balances of power as seen through the Persian Gulf War. A major impact of new balances of power are the political institutions on the international scene and are analyzed in standard 8.2, and how those deal with major crisis such as the Berlin Blockade, the Korean War, the Cuban Missile Crisis, the OPEC oil crisis, the Iranian Revolution, attacks of September 11,2001, terrorist attacks globally, etc. Standard 8.3 has students analyzing the “new” balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth century.

In standard 8.4, students analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living. This gives the students a foundation to then explore standard 8.5 in how population growth, urbanization, industrialization, warfare and the global market economy have contributed to changes in the environment through events such as deforestation, pollution, Ozone depletion, climate change, global warming, industrial emissions and fuel combustion, habitat destruction, etc. Standard 8.6 demonstrates how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States through the Universal Declaration of Human Rights and the end of the Cold War. Leading into standard 8.7, the motivation for terrorist groups and movements along with the extent of their impact on politics and society in various countries is seen such as Al Qaeda, Hamas, Hezbollah, etc.

Notes

¹ <http://schools.cms.k12.nc.us/butlerHS/Pages/AboutOurSchool.aspx>

² <http://www.dpi.state.nc.us/parents/disabilities/>

³ <http://www.ncpublicschools.org/program-monitoring/homeless/>

⁴ <http://schools.cms.k12.nc.us/butlerHS/Pages/AboutOurSchool.aspx>

⁵ Bradshaw, Michael. *Global Energy Dilemmas*; 2014, p.4.

⁶ Ibid, p. 5.

⁷ Crane, Kinderman, Malhotra. *A Cubic Mile of Oil*. 2010, p. 113-117.

⁸ Ibid, p. 120.

⁹ Long, David E. *Culture and Customs of Saudi Arabia*. Westport (Connecticut; Greenwood Press, 2005), p. 3.

¹⁰ Crane, Kinderman, Malhotra. *A Cubic Mile of Oil*. 2010, p. 98.