## Chapter Planning Guide

### Key to Ability Levels

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<tr>
<td>Below Level</td>
<td>On Level</td>
<td>Above Level</td>
<td>English Language Learners</td>
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### Key to Teaching Resources

- Print Material
- Transparency
- CD-ROM or DVD

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## Chapter Resources

### Levels

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### Resources

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#### TEACH

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- ✓ Chapter- or unit-based activities applicable to all sections in this chapter.
- *Also available in Spanish
### Teacher Resources

<table>
<thead>
<tr>
<th>Levels</th>
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### ASSESS

| BL OL AL ELL | Section Quizzes and Chapter Tests | p. 227 | p. 228 | p. 229 |
| BL OL AL ELL | Authentic Assessment With Rubrics | p. 49 |
| BL OL AL ELL | ExamView Assessment Suite | 19-1 19-2 Ch. 19 |

### CLOSE

| BL ELL | Reteaching Activity, URB | p. 39 |
| BL OL ELL | Dinah Zike's Reading and Study Guide Foldables | p. 61 |
| | Graphic Organizer Transparencies, Strategies, and Activities | pp. 53–54 |

✓ Chapter- or unit-based activities applicable to all sections in this chapter.

*Also available in Spanish*
Teach With Technology

What is Study Central™?
Study Central™ is an interactive, online tool that helps students understand and remember content section-by-section. It can be used alongside lessons or before a test.

How can Study Central™ help my students?
Study Central™ contains fun activities that students can use to review important content and reinforce effective study habits. Using the format of the Guide to Reading that opens each section in the textbook, Study Central™ has students write main idea statements as questions, review academic and content vocabulary, and take notes using online graphic organizers. Students can also read section summaries, take multiple-choice quizzes, and find Web links for more information.

Visit glencoe.com and enter a QuickPass™ code to go to Study Central™.

Geography ONLINE
Visit glencoe.com and enter a QuickPass™ code WGC2630C19T for Chapter 19 resources.

You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill widget.

<table>
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• **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

• **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

• **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

• **Content Vocabulary Workout** (Grades 6-8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe’s Middle School Social Studies texts. [www.jamestowneducation.com](http://www.jamestowneducation.com)

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**NATIONAL GEOGRAPHIC**

**Index to National Geographic Magazine:**

The following articles relate to this chapter:


**National Geographic Society Products**

To order the following, call National Geographic at 1-800-368-2728


Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:

[www.nationalgeographic.com](http://www.nationalgeographic.com)

[www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

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The following videotape programs are available from Glencoe as supplements to Chapter 19:

- **The Crusades** (ISBN 1-56-501505-3)
- **Legends of the Arabian Nights** (ISBN 0-7670-0232-6)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following pages:

- A&E Television: [www.aetv.com](http://www.aetv.com)
- The History Channel: [www.historychannel.com](http://www.historychannel.com)

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Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

**For students at a Grade 5 reading level:**

- **A Beggar in Jerusalem**, by Elie Wiesel

**For students at a Grade 6 reading level:**

- **The House of Wisdom**, by Florence Parry Heide and Gillian Heide

**For students at a Grade 7 reading level:**

- **Egypt: A Study of an Economically Developing Country**, by Alasdair Tenquist

**For students at a Grade 8 reading level:**

- **The Opening of the Suez Canal**, by Carol Zeman Rothkopf

**For students at a Grade 9 reading level:**

- **Heritage: Civilization and the Jews**, by Abba Eban
Focus

More About the Photo

Visual Literacy Although oil has brought it prosperity, Dubai’s reserves are smaller than those of its neighbors. Dubai has, therefore, diversified its economy. This prosperity is reflected in its buildings, which will soon include the world’s largest hotel and the world’s tallest building.

Teach

As you begin teaching this chapter, read the Big Idea out loud to students. Explain that the Big Idea is a broad, or high-level, concept that will help them understand what they are about to learn. Use the Essential Question for each section to help students focus on the Big Idea.

Section 1: The Economy

Essential Question How has the presence of oil affected the economies of the countries in North Africa, Southwest Asia, and Central Asia?

Point out to students that in Section 1 they will learn about the geographical factors affecting the economies of North Africa, Southwest Asia, and Central Asia.

Countries are affected by their relationships with each other. North Africa, Southwest Asia, and Central Asia contain a large share of the world’s oil and natural gas. A study of the region will explain how its natural resources influence the global economy and what challenges the region faces.

Essential Questions

Section 1: The Economy

How has the presence of oil affected the economies of the countries in North Africa, Southwest Asia, and Central Asia?

Section 2: People and Their Environment

How have technology and war impacted the environment in North Africa, Southwest Asia, and Central Asia?

Dubai, the largest city in the United Arab Emirates, is the main center of trade for the entire Persian Gulf region.

Focus

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Essential Questions

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How has the presence of oil affected the economies of the countries in North Africa, Southwest Asia, and Central Asia?

Section 2: People and Their Environment

How have technology and war impacted the environment in North Africa, Southwest Asia, and Central Asia?
Previewing the Region

If you have not already done so, engage students in the Regional Atlas and Country Profiles activities to help them become familiar with the general content of the region.

Dinah Zike’s Foldables

Purpose This Foldable helps students to easily connect the causes of environmental problems with their effects. The completed Foldable will aid students in reviewing and preparing for assessment.

Section 2

People and Their Environment

Essential Question How have technology and war impacted the environment in North Africa, Southwest Asia, and Central Asia? (Desalination plants and irrigation systems help provide the water needed for everyday use and agriculture. Dams have been built to control floods, but have trapped fertile soil. War has brought the burning of oil wells, which have damaged wildlife and the natural environment.) Point out to students that in Section 2 they will learn about the environmental issues affecting North Africa, Southwest Asia, and Central Asia.

OL

ONLINE

Visit glencoe.com and enter code WGC2630C19T for Chapter 19 resources.
The Economy

The oil-producing countries in North Africa, Southwest Asia, and Central Asia have experienced greater economic growth than other countries in the region. Tremendous wealth from oil and natural gas has brought many positive changes. For some countries, such as Saudi Arabia and Kuwait, vast oil reserves have defined their economic history.

Voices Around the World

“The fulcrum of Saudi history can be pinpointed exactly: the Persian Gulf city of Dammam on March 3, 1938, when American engineers unleashed the kingdom’s first commercially viable oil gusher after 15 months of drilling. The joint venture between U.S. petroleum companies and Saudi Arabia’s ruler, King Abdul Aziz ibn Saud, put the fledgling nation on the global economic map.”


Guide to Reading

Essential Question
How has the presence of oil affected the economies of the countries in North Africa, Southwest Asia, and Central Asia?

Content Vocabulary
• arable (p. 475)
• commodity (p. 475)
• crude oil (p. 476)
• embargo (p. 479)
• economic (p. 475)
• energy (p. 475)
• landlocked (p. 477)
• petrochemical (p. 476)
• strategic (p. 477)

Places to Locate
• Istanbul (p. 477)
• Gulf of Aqaba (p. 477)
• Strait of Hormuz (p. 477)
• Baku (p. 478)
• Batumi (p. 478)

Reading Strategy

Taking Notes As you read about the region’s economy, create an outline like the one below by using the major headings of the section.

I. Economic Activities
   A. Agriculture and Fishing
   B. Industry
      1. Oil, Natural Gas, and Mining
      2. Service Industries
   II. Transportation and Communications
      A. Roads, Railroads, and Airlines
      B. Waterways and Pipelines
      C. Communications
      D. Two New Silk Roads
   III. Trade and Interdependence

II. Transportation and Communications

A. Roads, Railroads, and Airlines
B. Waterways and Pipelines
C. Communications
D. Two New Silk Roads

III. Trade and Interdependence

To generate student interest and provide a springboard for class discussion, access the Chapter 19, Section 1 video at glencoe.com.
Economic Activities

**MAIN Idea** Economic activities in North Africa, Southwest Asia, and Central Asia are influenced by oil, natural gas, and water.

**GEOGRAPHY AND YOU** What natural resources are important to the U.S. economy? Read to learn how the vast oil and natural gas reserves in North Africa, Southwest Asia, and Central Asia affect global affairs and economic activities.

Oil and water are two key natural resources for economic activities in North Africa, Southwest Asia, and Central Asia. Those countries rich in oil generally have scarce water supplies; those countries with abundant water supplies generally lack oil resources.

**Agriculture and Fishing**

As the chart at the right shows, only a small part of the region's land is arable, or suitable for farming, yet a large percentage of the population works in agriculture. In Afghanistan, for example, where only 12 percent of the land is arable, 80 percent of the people farm for a living. Agriculture plays a smaller role in countries that have economies based on oil, such as Kuwait.

Areas of North Africa and Southwest Asia that have a Mediterranean climate are best suited for growing cereal crops, citrus fruits, grapes, olives, and dates. When rainfall is below normal, however, harvests of major crops such as wheat, barley, and corn seldom meet people's needs. Countries that grow these crops must often import additional grains to feed their people. Other crops like citrus fruits are important exports. For example, Georgia's humid subtropical climate is good for growing citrus fruits, grapes, and cotton.

The steppes of Central Asia provide fertile soil for growing crops and grasslands for grazing livestock. Uzbekistan is one of the world's largest cotton producers. Both Uzbekistan and Turkmenistan are important centers for raising silkworms. Wheat, cotton, potatoes, and tea earn Azerbaijan substantial export income, even though only 21 percent of the country's land is arable. Kazakhstan is a major grain producer.

Fish are an important food source in the region. Moroccan vessels bring in sardines and mackerel from the Atlantic Ocean. The majority of Israel's annual fish catch consists of freshwater fish raised in artificial ponds. Fishers from other countries harvest fish from the Persian Gulf, which is home to about 150 species. The size of fish catches has declined in the Caspian Sea because of overfishing and pollution. Still, Iran and several other countries bordering this sea have flourishing fishing industries.

**Industry**

Petroleum and oil products are the main export commodities, or economic goods, of the region. It holds over 60 percent of the world's oil and is likely to continue to supply much of the world's oil. In addition to significant oil reserves, the region also holds about 50 percent of the world's natural gas reserves.

Oil has brought unimaginable riches to the Persian Gulf countries. Trapped in pockets beneath the region's sandy soils are two-thirds of the world's known petroleum reserves. This "black gold" provides the raw material for everyday products, such as compact discs, crayons, and house paint. In addition, oil supplies more than half of the energy used worldwide. Almost overnight, oil profits transformed villages in Saudi Arabia, Kuwait, Bahrain, and other Persian Gulf countries into gleaming, modern cities.

**Preserving Water-Related Resources**

**Step 1: Regional Fishing** Pairs of students will conduct a preliminary study of fishing resources for the coastal countries of the region.

**Essential Question** How can fishing be maintained at a sustainable level for long-term prosperity?

**Directions** Have each pair of students select a country in the region that borders a sea, gulf, inland sea, or ocean. They should then research the principle kinds of fish caught, the annual amounts caught, and whether this number of each type of fish caught in the adjacent seas is excessive. The students will then consolidate their findings in a chart or other visual aid.

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**Teach**

**W** Writing Support

**Expository Writing** Have students write two paragraphs explaining what makes soil arable, and what geographical conditions in the region limit the amount of arable land, and thus limit its agricultural potential.

**S** Skill Practice

**Reading a Chart** Have students study the chart on this page. Ask: Which country listed in the chart contains the largest area of arable land? (Turkey) How large is this area? (89,147 sq. mi. [230,889 sq. km]).

**Hands-On**

**Chapter Project**

**Step 1**

**Putting It Together** Students will show and explain their charts to the class.
ping. About 80 percent of Dubai’s information technology, and ship-on tourism, banking and finance, Instead, Dubai’s wealth depends on oil refining and exporting, not yet been refined—to industrialized countries. Natural gas has also advanced the region, power- steling, textile, and electricity production. Industries using petrochemicals—products derived from petroleum or natural gas—make fertilizers, medicines, plastics, and paints. The economic growth brought by such industries provides jobs and improves the standard of living. Coal and copper mining and cement production are important in both Southwest Asia and Central Asia. In North Africa, Morocco is the largest exporter of phosphate, an essential ingre- dient in agricultural fertilizers. Service Industries Service industries play signifi- cant roles in the region’s economies. For example, the banking, real estate, and insurance industries amount to more than 60 percent of Bahrain’s gross domestic product (GDP). Did You Know? The emirate of Dubai, a part of the United Arab Emirates (UAE), does not depend on oil for its income. Instead, Dubai’s wealth depends on tourism, banking and finance, information technology, and shipping. About 80 percent of Dubai’s population of almost one million is made up of expatriates—citizens of other countries who are living and working in Dubai.
Transportation and Communications

MAIN Idea Advancements in transportation and communications are improving throughout the region, but the physical environment and government control have limited some development.

GEOGRAPHY AND YOU What physical features must be crossed to link major cities, oil fields, and ports in North Africa, Southwest Asia, and Central Asia? Read to learn how the physical environment has slowed the development of transportation and communications in the region.

Advances in transportation and communications systems in the region are bringing people closer together. Countries in the eastern Mediterranean have experienced the greatest expansion in transportation and communications.

Roads, Railroads, and Airlines
Road systems are unevenly distributed across the region. Extensive systems cross Iran, Turkey, and Egypt, connecting major cities with oil fields and seaports. In some countries, though, mountains and deserts make road building difficult and costly. In recent years, however, economic development and the growing number of vehicles demand the construction of more road systems.

In parts of the Caucasus area, roads provide the only access to the outside world. In Central Asia, the countries of Afghanistan, Kyrgyzstan, and Tajikistan are surrounded by formidable mountain ranges such as the Hindu Kush, Tian Shan, and Pamirs. Landlocked countries—those almost or entirely surrounded by land—such as these do not have access to the sea for transportation and trade.

To ease traffic congestion in crowded urban areas and to improve urban-rural connections, some governments have built rapid-transit systems and railroads. A new subway in Istanbul, Turkey, a city of more than 10 million people, carries commuters to and from the city’s center. National rail lines also connect urban areas and seaports. In 2006 Tajikistan began working on the Anzob Highway Tunnel, which would provide a year-round link between the northern and southern parts of the country.

Since World War II, the growth of the air travel industry has benefited North Africa and Southwest Asia. In recent years, Central Asia has also benefited from increased air traffic. Before the breakup of the Soviet Union, Central Asian countries relied on the Soviet airline Aeroflot, but now some Central Asian countries have their own airlines.

Waterways and Pipelines
Water transportation is vital to the region. Ships load and unload cargo at ports on the Mediterranean and Black Seas. The Strait of Tiran—between the Gulf of Aqaba and the Red Sea—and the Strait of Hormuz—linking the Persian Gulf with the Arabian Sea—are of strategic and economic importance. Oil tankers entering and leaving the Persian Gulf must pass through the Strait of Hormuz. The Suez Canal, a major human-made waterway located between the Sinai Peninsula and the rest of Egypt, enables ships to pass from the Mediterranean Sea to the Red Sea.

The Suez Canal allows resources from the Red Sea and Gulf of Aden up into Europe, while the Strait of Hormuz allows resources from the Persian Gulf to be shipped to Asia. It would be more expensive to ship the goods on the ground.

Critical Thinking
Analyzing Information Have students study the political map on page 414 of the Regional Atlas. Ask: What countries have access to the Caspian Sea, but not to any oceans? (Azerbaijan, Kazakhstan, Turkmenistan) BL

For additional practice on this skill, see the Skills Handbook.

Answers
1. Saudi Arabia, Iraq, and Iran
2. The Suez Canal allows resources to be shipped from the Red Sea and Gulf of Aden up into Europe, while the Strait of Hormuz allows resources from the Persian Gulf to be shipped to Asia. It would be more expensive to ship the goods on the ground.

Activity: Economics Connection

Analyzing Information Central Asia has relied on trade routes such as the Silk Road to connect it to both eastern Asia and southeastern Europe. Ask: Given the agricultural and mineral resources of Central Asia, why do you think this subregion has depended on contact with outside areas? (The need for processed goods and materials unavailable in Central Asia has made outside trade essential.) Have groups of students research the current plans to develop and expand railroad, ferry, and highway transportation through the various parts of Central Asia. They should note in particular the economic and physical challenges (such as negotiating right-of-way with other countries and building in severe terrain), as well as the advantages, of such a project. Students should use reliable Internet sources for their information. Students may then prepare presentations (for example, oral reports, charts, poster projects) of their findings. OL
An elaborate system of pipelines transports oil overland to ports on the Mediterranean and Red Seas and the Persian Gulf. In Central Asia, pipelines carry oil from Baku, Azerbaijan, to Batumi, Georgia, on the Black Sea coast. Discovery of large oil and natural gas reserves in the Caspian Sea in the 1990s prompted governments to build underwater pipelines.

### Communications

Throughout the region, television and radio broadcasting is expanding, although government control of the media in many places limits programming. Communication is difficult in some areas because of vast stretches of desert. Satellite technology, however, is helping countries improve communications services. Technologies such as wireless service and solar-powered radiophones are bringing telephone service to more people. Cellular phones are a common sight on the streets of the region’s major cities. Although service is limited, more and more people in the region have computer and Internet access. In Dubai, a territory of the United Arab Emirates, a computer-based “cybercity” that includes a free trade zone, a research center, a science and technology park, and a university was built in 2000.

### Two New Silk Roads

The year 1998 marked the opening of the world’s longest telecommunications highway. The “highway” is actually a 16,767-mile (26,984-km) cable that follows the route of the Silk Road, the ancient trade route that linked Europe, Central Asia, and China. The cable provides the 20 countries along its path with digital circuits for voice, data, fax, and video transmissions.

The creation of a vast network of road, rail, and air transportation systems tracing the Silk Road’s path is under way. The Transport Corridor Europe-Caucasus-Asia (TRACECA) will extend east from Europe, across the Black Sea, through the Caucasus Mountains and the Caspian Sea to Central Asia. The project will promote peace and regional cooperation, enhance access to world markets, develop corridors for landlocked countries, and open access to newly discovered oil and gas deposits in the Caspian region.

### Understanding Currency Exchange Rates

**Objective:** Help students understand currency and exchange rates.

**Focus:** To have students compare the exchange rate of the U.S. dollar to other currencies.

**Teach:** Discuss the exchange table and explain why the dollar can be strong or weak in a particular country.

**Assess:** Check to see if students answer the questions correctly.

**Close:** Discuss written answers orally.

**Differentiated Instruction Strategies**

- **BL** Make up U.S. and foreign currency so students can exchange among themselves.

- **AL** Group students into countries listed on the table. Send around an object with a U.S. price tag. Have students determine its price in their country.

- **ELL** Ask students to research and make a list of what currencies are called in other parts of the world, excluding what is in the table.
Because other countries depend heavily on the region’s oil, OPEC has considerable influence in global affairs. During the 1973 Arab-Israeli War, OPEC exercised political muscle by restricting oil shipments to the United States because of its aid to Israel. OPEC also raised oil prices during the 1970s. It placed an embargo, or restriction, on oil shipments to the United States and other industrialized countries. In 1999 and 2000, OPEC cut back oil production, forcing a rise in oil prices around the world. In 2006 and 2008, oil prices rose sharply due to the ongoing conflict in Iraq and tensions over Iran’s nuclear power ambitions.

The countries of North Africa, Southwest Asia, and Central Asia and the rest of the world depend on one another. Industrialized countries need oil from the region, and the region needs industrial products for its markets. However, the region’s heavy dependence on oil income has led to wide disparities between the oil-rich and the oil-poor countries. In addition, industrialized countries such as the United States and Japan that depend on the region for oil are exploring alternative sources less sensitive to price increases.

**Vocabulary**

1. Explain the significance of: arable, commodity, crude oil, petrochemical, landlocked, embargo.

**Main Ideas**

2. Describe examples of advancements in transportation and communications in North Africa, Southwest Asia, and Central Asia. How have the physical environment and government control limited such advancements in some parts of the region?

3. Describe the region’s interdependence with the rest of the world. How is interdependence among the region’s countries growing? Give examples.

4. Use a graphic organizer like the one below to explain how resources such as oil, natural gas, and water encourage economic activities in North Africa, Southwest Asia, and Central Asia.

**Critical Thinking**

5. **Answering the Essential Question** What is the connection between OPEC and this region? Why does OPEC have such considerable influence in global affairs?

6. **Identifying Cause and Effect** Why do oil prices rise and fall? How do these changes affect global consumers?

7. **Analyzing Visuals** Study the economic activity map on page 476. Which countries use oil and natural gas resources for economic activities? Which countries most likely depend on water as a resource for economic activities?

**Writing About Geography**

8. **Expository Writing** List recent changes in global communications in North Africa, Southwest Asia, and Central Asia. Then write a paragraph explaining how these changes have affected and will continue to affect everyday life in the region.

**Answers**

1. Definitions for the vocabulary terms are found in the section and the Glossary.

2. Railroads and new roads are being built. Pipelines help transport petroleum. Cell phones allow communications in areas where landlines would be too expensive. Deserts and mountains can limit the building of infrastructure.

3. The world’s developed countries rely on oil to fuel their economies. The countries of the region rely on other countries to allow oil pipelines to cross their soil. They are also connected through OPEC.

4. The world’s largest deposits of oil are found here. Countries have become wealthy exporting oil. Dams and irrigation canals divert water for agriculture, electricity, and consumption. These activities cut off some flow to countries downriver, which can cause conflicts. Natural gas is important for power, but is not as easily transportable.

5. Eight of the region’s oil-producing countries are members of OPEC. Other countries depend heavily on the region’s oil.

6. In response to the amount of oil being produced versus the demand for the oil; Higher gas prices make prices of products increase due to the increase in transportation and production costs.

7. Algeria, Tunisia, Libya, Egypt, Saudi Arabia, Yemen, Oman, UAE, Qatar, Bahrain, Kuwait, Syria, Iraq, Iran, Azerbaijan, Afghanistan, Tajikistan, Turkmenistan, Uzbekistan, Kyrgyzstan, Kazakhstan; Egypt, Turkey, Iraq, Iran, Morocco

8. Essays will vary but should discuss the introduction of cellular technology.
Like human actions in many places, those in North Africa, Southwest Asia, and Central Asia often threaten the environment. These actions take many forms—oil spills, urban sprawl, overuse of water supplies, and destructive wars. The dilemma people face is how to meet human needs while trying to restore the already damaged environment and protect it from further devastation.

**Voices Around the World**

"After 23 years of conflict Afghanistan is the neediest of all, a gutted shell of a state with millions of land mines embedded in its earth. . . .

Consider the arithmetic of Afghanistan: A million and a half people killed. Nearly four million living as refugees, including most of the veneer of educated men and women. Land mines preventing the use of thousands of acres of precious farmland. Kabul all but destroyed, the university in rubble. Highways, bridges—gone. Experts say it will take at least a decade to rebuild Afghanistan merely to its spare 1960s development level. And many more years to bring it into the 21st century."

—Mike Edwards, “Central Asia Unveiled,” *National Geographic*, February 2002

**Guide to Reading**

**Essential Question**

How have technology and war impacted the environment in North Africa, Southwest Asia, and Central Asia?

**Content Vocabulary**

- aquifer (p. 481)
- desalination (p. 481)

**Academic Vocabulary**

- capacity (p. 481)
- project (p. 482)
- regime (p. 483)

**Places to Locate**

- Aswan High Dam (p. 482)
- Elburz Mountains (p. 483)
- Aral Sea (p. 483)

**Reading Strategy**

**Organizing** As you read about the environmental concerns of the region, complete a graphic organizer like the one below by describing the environmental challenges of the Caspian Sea, the Dead Sea, and the Aral Sea.

<table>
<thead>
<tr>
<th>Body of Water</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caspian Sea</td>
<td>pollution and overfishing threaten fish</td>
</tr>
<tr>
<td>Dead Sea</td>
<td>diversion of feeder rivers has caused it to shrink</td>
</tr>
<tr>
<td>Aral Sea</td>
<td>shrinkage due to the diversion of feeder rivers</td>
</tr>
</tbody>
</table>

To generate student interest and provide a springboard for class discussion, access the Chapter 19, Section 2 video at glencoe.com.
Managing Resources

**MAIN Idea** Growing populations in North Africa, Southwest Asia, and Central Asia severely strain the already scarce water resources.

**GEOGRAPHY AND YOU** What human actions impact water resources in the United States? Read to learn about solutions to the lack of freshwater in North Africa, Southwest Asia, and Central Asia.

According to the World Health Organization, more than 1 billion of the world's people cannot obtain clean drinking water. About 884 million people still use an unimproved source for drinking water. About 884 million more than 1 billion of the world’s people cannot obtain clean drinking water. About 884 million people still use an unimproved source for drinking water.

**Water Resources**

Much freshwater in North Africa, Southwest Asia, and Central Asia comes from rivers, oases, and aquifers—underground layers of porous rock, gravel, or sand that contain water. As populations grow, demand for water taxes water resources. The Nile, Tigris, Euphrates, Jordan, Ama Dar’ya, and Syr Dar’ya are the region’s only major rivers, so only a few of the region’s countries have enough freshwater for irrigation. Israel, for example, uses an elaborate system of human-made canals to funnel the freshwater of the Jordan River from north to south. In the rest of the region, people turn to smaller rivers and other sources for water.

**Desalination**

Limited water resources have prompted scientists to develop ways to remove salt from seawater, a process called desalination. As the world’s population increases and becomes more concentrated in urban areas, desalination helps meet the need for more freshwater. The region now has about 75 percent of the world’s freshwater-production capacity. Many countries, particularly those near the Persian Gulf, depend heavily on desalination plants. The costs to build and maintain such plants, however, are too much for some countries. These countries still face the challenge of acquiring enough freshwater for the needs of their people and industries.

**Putting It Together**

Have each pair of students consider various sources of freshwater (rivers, aquifers, desalination of sea water), and using research and discussion, decide which source is most suitable. Factors to consider are the initial and long-term costs of water development projects, environmental effects and problems, and the long-term availability of water from the source.

**Hands-On Project**

Chapter Project

**Step 2**

Students will present their choices and reasoning to the class. (Chapter Project continues on Visual Summary page.)
**Reading Strategy**

**Taking Notes**  Have students read and take notes about the benefits and problems caused by building the pipelines of the Great Man-Made River. **BL**

**Critical Thinking**

**Identifying Central Issues**  Have students read about the Aswan High Dam. **Ask:** What benefits does the Aswan High Dam bring to the people of Egypt? (controls Nile River floods, irrigates land, supplies electricity, helps the fishing industry) **What are the disadvantages?** (traps alluvial soil, farmers use more fertilizers, soil retains salt, more parasite-related diseases) **OL**

**Caption Answer:**
could drain aquifers in Libya and neighboring countries; could draw in salt water from the Mediterranean that would contaminate the freshwater

**Reading Check**  **Answer:** There are only a few major rivers in the region.

---

**The Great Man-Made River**

Libya’s Great Man-Made River is an ambitious effort to supply freshwater. This multibillion-dollar project uses two pipelines to carry water from large aquifers beneath the Sahara to farms near the Mediterranean. The first two phases of the project, completed in 1993 and 1996, bring freshwater across eastern and western Libya. The second pipeline carries water to areas near Tripoli (TRIH•puh•lee), the country’s capital.

The third phase of the project, which was completed in 2009, links the pipelines of the first two phases. Already, the project has had a positive effect on daily life in Libya. The Great Man-Made River may, however, create environmental challenges. Scientists fear that the pipelines could drain aquifers in Libya and neighboring countries. They also fear that pumping aquifers near the Mediterranean could draw in salt water from the sea, contaminating the freshwater.

**Reading Check**  **Regions** Why do only a few of the region’s countries have enough freshwater for irrigation?

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**Human Impact**

**MAIN Idea**  New technologies and destructive wars have increased environmental problems in North Africa, Southwest Asia, and Central Asia.

**Geography and You**  In what other regions of the world have the effects of past and present conflicts created environmental challenges? Read to find out how wars in the region have resulted in environmental problems.

In recent decades, both new technologies and destructive wars have heightened environmental concerns in the region. Today, countries must balance accessing their natural resources with preserving the environment.

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**The Aswan High Dam**

In 1970 Egypt completed the Aswan High Dam, located about 600 miles (966 km) south of Cairo. Started in the 1950s, the 364-foot (111-m) dam controls the Nile’s floods, irrigates around 3 million acres (1.2 million ha) of land, and supplies some of Egypt’s electricity. To boost the fishing industry, the dam also created the world’s largest human-made lake, Lake Nasser.

In spite of these successes, the project also had a negative impact on the environment. Before the dam’s construction, the annual Nile floods deposited fertile alluvial soil along the floodplain and washed away salt from the soil. Now the dam traps the soil, and Egyptian farmers must use expensive fertilizers. The land also retains salt because floodwaters no longer cleanse the soil.

The health of people and their livestock also suffers. After the dam was completed, parasite-related diseases and deaths around the dam and downriver increased. With aid from other countries and international organizations, however, Egypt is overcoming many of these difficulties.

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**Impact of War**

War in the region has also had a negative effect on the environment. During the Persian Gulf War (1990–1991), Iraqi troops retreating from Kuwait set fire to more than 700 oil wells. Huge black clouds of smoke polluted the area. Iraqi troops also dumped about 250 million gallons (946 million l) of oil into the Persian Gulf.

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**Problem Solving**  Explain that, along with irrigation problems and the reduction of water to Syria and Iraq, the Ataturk Dam on the Euphrates River poses potential disaster in the event of an earthquake. Turkey, which lies in an area of high seismic activity, claims that the dam was built to withstand quakes measuring 8.0 on the Richter scale. If the dam should ever break, however, the resulting flooding could be catastrophic. **Ask:** How can countries be protected from such dangers? Have small groups of students work together to answer this question. They may need to use Internet or library resources to learn more about the situation. Tell students that there may be more than one way to approach this problem. Have groups share their suggestions with the class. **OL**
Thousands of fish and other marine life died when the oil spill spread 350 miles (563 km) along the Persian Gulf coastline. Smoke from oil well fires threatened millions of birds. Oil pollution from routine shipping also adversely affects the Persian Gulf environment.

Meanwhile, more conflicts continue to erupt throughout the region. In March 2003, the United States led an invasion into Iraq to end the regime of Saddam Hussein. Coalition forces remain in Iraq amidst violent attacks from insurgents, and many fear the violence will evolve into civil war.

In 2006, after a Hezbollah raid from Lebanon into Israel, tensions between the two countries again escalated. Hezbollah is an Islamic movement that wants to drive Israeli troops from Lebanon. Israel launched air strikes at Hezbollah targets in southern Lebanon and pushed its offensive further into the country, causing massive destruction. In one Israeli air strike, bombs hit a power station and caused an oil slick that damaged the Lebanese coast and spread into the Mediterranean Sea.

Three Troubled Seas

The Caspian Sea, the Aral Sea, and the Dead Sea face severe environmental challenges. Pollution at the Caspian Sea’s southern end, near the Elburz Mountains of Iran, is especially severe. Pollution and overfishing threaten fish, like sturgeon, whose products are important exports.

The Aral Sea has had water diverted from feeder rivers to irrigate croplands. These changes destroyed the sea’s fishing industries, and dust storms have spread polluted soil. People living by the Aral Sea are now working to revive their sea as a chain of lakes that can support fish.

The Dead Sea has lost 33 percent of its surface area over the last 55 years. Water levels have dropped at a rate of about 3 feet (0.9 meters) a year. Much of the water from the sea’s feeder rivers is diverted for irrigation and to hydroelectric plants. Scientists have suggested pumping water into the Dead Sea from the Gulf of Aqaba, but the cost is too high. To reduce the amount of water diverted from the Dead Sea, some recommend building a desalination plant on Israel’s Mediterranean coast. Some believe the best hope for the Dead Sea’s survival is to build a canal connecting it to the Red Sea, but the mix of salt water and seawater could cause other environmental problems.

Adjusting the health of the rivers that affect their state or community. If the rivers are polluted, have students explore the sources of pollution and find out what measures, if any, are being taken to clean the rivers. Ask: Are the waters being dammed or diverted? What other communities or states are affected by the human alterations to the natural flow of the rivers? Have students write a letter to the editor of the local newspaper with suggestions for cleanup or correction of problems. Have a class discussion about other ways students can help address the problem.
Nuclear and Chemical Dangers

Central Asia inherited the Soviet era’s environmental problems. Kazakhstan was once home to Soviet nuclear bases. During the Cold War, the Soviets tested nuclear, chemical, and biological weapons there. Northeastern Kazakhstan remains severely affected by radiation after the Soviets tested nearly 500 nuclear weapons in the area. In many instances, local populations were not warned nor evacuated before the testing took place. In 1989 it was found that this weapons testing had caused radiation leaks. Scientists think many years will pass before all the resulting contamination disappears.

Soviet planners also chose Kazakhstan as a site for heavy industry, which polluted the air with toxic chemicals. Scientists have linked increased infant mortality, or death before a child’s first birthday, in Kazakhstan directly to radioactive and chemical contamination. Scientists have linked other serious health problems. Kazakhstan was once home to another site of Soviet heavy industry, which polluted the air with toxic chemicals. Scientists have linked other serious health problems.

Hazards in Central Asia

Radioactive and Chemical Hazards in Central Asia

- Active nuclear power plant
- Former nuclear test site
- Uranium mining facility
- Radioactive waste storage site
- Non-radioactive waste site

Meeting Freshwater Needs

Vocabulary
1. Explain the significance of: aquifer, desalination.

Main Ideas
2. Describe the impact that new technologies, such as the Aswan High Dam, have had on the region.
3. How has war contributed to the environmental problems in North Africa, Southwest Asia, and Central Asia? Give examples.
4. How do growing populations in North Africa, Southwest Asia, and Central Asia severely strain the already scarce water resources? Use a web diagram like the one below to explain the ways in which the region meets its freshwater needs.

Critical Thinking
5. **Answering the Essential Question**: What impact has the Aswan High Dam had on Egypt’s environment?
6. **Predicting Consequences**: What problems might occur if better use and conservation practices for freshwater sources are not found for the region?
7. **Analyzing Visuals**: Study the map of the importance of freshwater on page 481. What generalization can you make about the future water needs of North Africa, Southwest Asia, and Central Asia?

Writing About Geography
8. **Expository Writing**: Think about the challenges the region faces in managing its freshwater resources. Write a plan to address the future water needs of North Africa, Southwest Asia, and Central Asia.

Answers

1. Definitions for the vocabulary terms are found in the section and the Glossary.
2. They have supplied Egypt with energy, boosted fishing, but harmed farming along the Nile by cutting down on alluvial soil deposits and causing the land to retain salt; also parasite-related diseases and deaths around the dam and downriver increased.
3. Soldiers have set fire to oil wells and dumped oil in the Persian Gulf, killing fish and marine life. Air strikes have also hit storage containers, releasing oil into the Mediterranean.
4. damming rivers; irrigation canals; aquifers; oases; desalination
5. It caused the land to retain salt. Farmers must use fertilizers because there are no annual floods to bring fertile alluvial soil. Increased use of fertilizer leads to increased contamination of soil and water. Parasite-related diseases and deaths around the dam and down river increased.
6. Seas may continue to shrink. Rivers may be diverted and no longer flow into some areas. Aquifers may dry up.
7. More developed countries tend to have more desalination plants because the process of desalination is so expensive.
8. Essays will vary but should reflect an understanding of how water is being managed in the region.
**VISUAL SUMMARY**

**THE REGION TODAY**

**Black Gold!**

- The region of North Africa, Southwest Asia, and Central Asia contains more oil than all other world regions combined.
- As more and more countries become industrialized, the demand for oil has increased, making countries with large oil reserves very wealthy.
- Most of the oil-producing countries in the region have joined OPEC and help set the supply and price of oil around the world.

**Water in the Desert?**

**CHALLENGES**
- The region is mostly composed of desert areas.
- The population centers of the region are located along rivers and coasts.
- There are few major rivers to provide water to the region and coastal water is salty.
- Aquifers supply some water, but the growing population in the region means a growing demand for water.

**SOLUTIONS**
- Desalination plants have been built to remove salt from coastal waters.
- Human-made canals divert the flow of major rivers to drier areas.
- Dams along rivers create reservoirs of water used for irrigation.
- Water pipelines draw water from distant aquifers into populated areas.

**Making Connections** Have students research the origins of OPEC. Have students write about the function of the Texas Railroad Commission, and how OPEC was modeled on this administrative body.

**Reading a Graph** Instruct students to examine the graph of crude oil reserves. Ask: How large are the oil reserves in the region of study? (850 gigabarrels) What are the total oil reserves outside the region of study? (between 500 and 600 gigabarrels)

**Did You Know?**
Of the five founding members of the Organization of the Petroleum Exporting Countries (OPEC), only one, Venezuela, lies outside the region. Although oil production and pricing is still controlled to a large extent through OPEC, six of the world’s ten largest oil producers—Russia, the United States, Mexico, China, Norway, and Canada—are not OPEC member countries.

**Preserving Water-Related Resources**

**Step 3** Students will synthesize what they have completed in Steps 1 and 2.

**Directions** Have the pairs of students consider the demands on water and water-related resources in the region. Because water is essential to all lives and to many livelihoods in the region, students should be able to infer some of the problems that arise from development and management of this resource. In particular, they should be aware of the various conflicts that can arise over different needs and uses of water resources. To help them keep track of the various ideas, students may want to use one of several types of graphic organizers. After students have had enough time to think about the problem, have them discuss these issues in class.
Skim the entire test first, and then begin with the questions that you find easiest to answer. You can return to the more difficult questions later.

**Reviewing Vocabulary**

1. **B** Students should recall that a large percentage of the people in the region make their living from agriculture, but only a small portion of the land is arable, or suitable for farming.

2. **C** Three of the four choices relate to petroleum. Petrochemicals are products derived from crude oil. Crude oil is a raw material, not a product. Oil and natural gas and products made from petroleum are commodities.

3. **D** The terms wadi, oasis, and aquifer relate to water, but only oasis and aquifer refer to a steady source of water. The term oasis was not discussed in the chapter.

4. **D** Students can determine the correct answer by remembering the Latin root sal for salt. Saline describes water that is salty, so the process of removing salt from water is desalination.

**Reviewing Main Ideas**

5. **C** Desert and steppe climates are too dry for citrus fruits, grapes, olives, and dates. Fruits are grown in both Mediterranean and humid subtropical climates. Students must recall from the section that cereal crops are grown in the Mediterranean climate of North Africa and Southwest Asia, but not in Georgia’s humid subtropical climate.

6. **C** The quotation marks around “new Silk Road” means that this is not a literal road, railroad, or highway. The only choice that fits this metaphorical description is a cable for information transmission.

7. **C** Students may need to assess each word in the project’s title. River suggests flowing water, which eliminates desalination plant. The Nile does not lie within Libya’s borders. Water loss from evaporation makes an open canal an unlikely choice. This leaves C as the correct answer.

8. **D** Students should realize that the best answer must account for fairly rapid change. Evaporation is a major cause of the Aral Sea’s shrinking, but warmer climate alone would not cause such rapid shrinkage. The accumulation of silt would fill the basin gradually, but also would raise water levels. Land reclamation does account for the loss of some bodies of water in the region, but not the Aral Sea. Only the diversion of its source rivers accounts for the shrinkage of the Aral Sea.
Critical Thinking

Directions: Choose the best answers to complete the sentences or to answer the following questions.

9. In what ways has the use of technology addressed the environmental problems facing North Africa, Southwest Asia, and Central Asia?
   A. There has been no effect on the environment.
   B. The projects have had a good effect on the environment but often cause additional problems.
   C. The projects have had negative environmental impacts.
   D. The projects have had only good effects on the environment.

Base your answer to question 10 on the map and on your knowledge of Chapter 19.

10. Which region has the greatest oil resources?
    A. Central Asia
    B. Arabian Peninsula
    C. North Africa
    D. the Northeast

Southwest Asia: Oil Resources

Need Extra Help?

<table>
<thead>
<tr>
<th>Question Numbers</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<td>482</td>
<td>487</td>
<td>487</td>
<td>487</td>
<td>477–478</td>
</tr>
</tbody>
</table>

Go to page...

STOP

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document.

The Organization of the Petroleum Exporting Countries (OPEC) was organized in Baghdad in 1960 by Iran, Iraq, Kuwait, Saudi Arabia, and Venezuela. The OPEC Statute, last revised in 2006, explains its purpose.

The Organization of the Petroleum Exporting Countries (OPEC), hereinafter referred to as “the Organization”, created as a permanent intergovernmental organization . . . shall carry out its functions in accordance with the provisions set forth hereunder.

A. The principal aim of the Organization shall be the coordination and unification of the petroleum policies of Member Countries and the determination of the best means for safeguarding their interests, individually and collectively.
B. The Organization shall devise ways and means of ensuring the stabilization of prices in international oil markets with a view to eliminating harmful and unnecessary fluctuations.
C. Due regard shall be given at all times to the interests of the producing nations and to the necessity of securing a steady income to the producing countries; an efficient, economic and regular supply of petroleum to consuming nations; and a fair return on their capital to those investing in the petroleum industry.

11. What is the principal aim of OPEC?
12. Why would OPEC be concerned about an efficient, economic, and regular supply of petroleum to consuming nations?

Extended Response

13. Answers may vary, but may note that mountains and deserts have made road-building difficult. Many countries in the region are landlocked. Limited communications and lack of transportation among countries in the region could affect the ability of peoples and governments to understand one another’s needs and to establish firm relationships.

Peninsula, as is indicated by the greatest number of oil derrick symbols.

Document-Based Questions

11. The principal aim of OPEC is the coordination and unification of the petroleum policies of Member Countries and the determination of the best means for safeguarding their interests, individually and collectively. This is stated explicitly in article A.
STUDY CASE 488

Unit 6

SUNNI AND SHIA MUSLIMS: Why are there two branches of Islam, and how do they relate to each other?

There are two main branches of Islam—Sunni and Shia. The main difference between the two is their belief about how the leader, or caliph, should be chosen. Sunni Muslims believe that the caliph should be chosen by the Islamic community. Shia Muslims believe that the caliph should be a descendant of Muhammad, the prophet of Islam.

The split dates from about A.D. 680. Both groups accept the first four caliphs who followed Muhammad. Sunnis believe that heirs of all four are legitimate leaders. Shias, however, believe that only heirs of the fourth caliph are legitimate. In A.D. 931 the twelfth caliph disappeared. This was an important event in Shia history, because the Shias believed they lost their divinely guided political leader.

Most Muslims in the world are Sunni. Only in Iran, Iraq, Bahrain, and Azerbaijan are the majority of the people Shia.

Understanding the Issue

The relations between Sunni and Shia Muslims can be understood from a variety of perspectives.

A Moral Issue Religions teach rules of conduct that one must follow in order to be in harmony with the world and to live a good life. Followers of many religions believe that they should work for the organization of their entire society according to these rules. When the rules of different groups are not the same, conflicts between the groups can become very pronounced, even violent.

A Cultural Issue Because religious belief deals with some of the deepest questions of human experience, it becomes a part of culture that people use to define their identity. Followers of one religion or religious branch may distrust people from other groups, based on their membership and identity.

A Political Problem Groups of people who identify with particular religious groups may form political factions. They want to see their particular group in power, or at least in an equal position with their rivals. In areas where one religious group has been favored and others disadvantaged, the disadvantaged group may become demanding of greater power if given the chance. For example, after Iraqi dictator Saddam Hussein (a Sunni) was driven from power, the Shia saw an opportunity to assume power. The Sunnis, fearing they would be disadvantaged, fought back in a violent insurgency.

Additional Support

Focus

Introducing the Case Study

Ask students what distinguishes Sunni Islam from Shia Islam, and why differences, however small they may seem, in religious beliefs can lead to violent conflicts. Ask students to think of other examples of divisions that have occurred within a religion. Remind students that the division between the two branches of Islam is only part of the cause of conflict within and between Muslim countries. National identity and degrees of religious orthodoxy add to the friction in different locations.

Making Connections The political problem between a faction with power and one without power in Iraq is not without parallels. The Protestants in Northern Ireland had long maintained control of the region, disenfranchising the smaller, but still sizeable, Catholic population. Attempts to balance this situation stimulated Protestant fears, much like the fears of the Sunni minority in Iraq. A similar situation existed in India prior to World War II. When Great Britain was preparing to give up control of India after the war, Muslim fears of oppression led to the partitioning of the country into regions that were either predominantly Hindu (now India) or Muslim (now Pakistan and Bangladesh). Political conflicts between these countries today stems from this fundamental issue and the not altogether satisfactory solution.

World Muslim Population

<table>
<thead>
<tr>
<th>Religion</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Sunni</td>
<td>85%</td>
</tr>
<tr>
<td>Shia</td>
<td>15%</td>
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</tbody>
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Above right: Shrine of Imam Reza in Mashhad, Iran’s holiest city
Above: Muslim men attend Friday prayer.
Possible Solutions
The division of Muslims between Sunni and Shia has become an important issue as political and religious factions emerge.

Democratic Government  In countries where there are many religious and ethnic groups, democratic political institutions help ensure that all groups have a say in the government. Groups may form political parties, which work to win votes at the ballot box instead of through violence.

Human Rights Laws  Along with democratic government, where the will of the majority prevails, laws protect the interests of the minority. If members of the minority feel they have been wrongly treated, they can take their problems to an impartial court, where the issue is decided on the basis of laws.

Economic Development  People whose lives are improving economically are less likely to become frustrated and violent. They see that their lives are getting better and that fighting will simply destroy everything they have worked for. They are less likely to follow extremist leaders, especially when they see that they can retain the most important parts of their religious beliefs along with economic development.

Activity: Collaborative Learning

Analyzing Information  Separate the class into pairs of students who will each research the various steps taken over the past 30 years to bring peace, self-government, and guaranteed rights to the citizens of Northern Ireland. Among the factors that should be taken into consideration is how changes in the economic conditions of Northern Ireland have affected the dissatisfaction, and thus the level of violence, that has occurred there. The pairs of students will then prepare a presentation of their choosing, in which they assess how well negotiation and compromise has worked in bringing stability to Northern Ireland, and whether such an approach might be applied effectively in Iraq.
Understanding the Case

The primary resources listed below provide information about Sunni and Shia Muslims. Use these resources, along with what you have learned in Unit 6, to complete the activities listed on the next page.

Conflict Between Sunnis and Shias in Iraq

Primary Source 1


People in Iraq identify strongly with the branch of Islam to which they belong. These groups are forming the basis for conflicting groups struggling for power.

Iraq is on the verge of breaking up along religious, ethnic and tribal lines—a process bloodily amplified by the Shia versus Sunni violence in the wake of last week’s bomb attack on the gold-domed shrine in Samarra, the International Crisis Group [ICG] says in a report out today.

[ICG] warns that, left unchecked, the widening fissures in Iraqi society that have been exposed since the removal of the Ba’athist regime in 2003 could bring further “instability and violence to many areas, especially those with mixed populations”. . . .

Five days of violence in the wake of the Samarra bombing, have left more than 200 dead and many mosques smashed. . . .

There were further ominous signs of the “cleansing” of once mixed neighbourhoods in and around Baghdad. Scores of Shia families were reported to have fled homes in the restive western Sunni suburb of Abu Ghraib. Shia community leaders said they were being housed temporarily in schools and other buildings in Shia areas. In the latest round of attacks, a bomb destroyed a minibus as it was leaving a bus station in the mostly Shia town of Hilla, 60 miles south of Baghdad, killing five people and wounding three.

In Baghdad at least 18 people were killed and more than 50 injured when mortar rounds slammed into houses in two mainly Shia neighbourhoods. Also, two US soldiers were killed by a roadside bomb. Iraq’s political leadership staged a show of unity by appearing on TV on Saturday night.

The prime minister Ibrahim al Jaafari said that all or most of the leaders “expressed the importance of accelerating the political process without any delay”. Sunni leaders who pulled out of talks to form a national unity government hinted they may soon rejoin the process. . . .

Joost Hiltermann, the director of the ICG’s Middle East Project . . . said it was encouraging that Shia and Sunni religious leaders had called for unity and calm.

Modern Iraq

The religious makeup of Iraq is largely the result of the work of Gertrude Bell, who served as the British Oriental Secretary during and after World War I. In 1921 she helped draw the boundaries of modern Iraq, making sure to include the potential oil fields of the Kurdish north and the Shiite south. Although the Shia were a majority, Bell and T. E. Lawrence persuaded the British to endorse a Sunni Arab, Faisal bin Hussein, the deposed King of Syria, as king of Iraq.

Ayatollah

Ayatollah, or “sign of God,” is the title given to major clerics in Shia Islam. Those who carry the title are scholars and teachers who have studied Islamic law, ethics, and philosophy. In 2009, Iran’s spiritual leader and highest authority was Ayatollah Ali Khamenei, and the Grand Ayatollah Ali al-Sistani was the most important religious leader in Iraq.

Baath Party

The Baath Party, an Arab nationalist political group, came to power in Iraq in 1963. The party was secular—not affiliated with either Sunni or Shia religious factions—and was run on Marxist principles. Although it was originally a civilian organization, under Saddam Hussein the Baath Party became heavily militarized.

Additional Support
Attempts to Control Violence

Primary Source 2

U.S. military forces, sent to Iraq to topple Saddam Hussein’s government and set the country on a path to democracy, find themselves caught between the fighting Sunni and Shia factions. U.S. forces try to keep the violence contained and the factions separate from each other.

A Turning Point?

Primary Source 3


A truce between Sunni and Shia Muslims in Iraq seems possible.

Iraqi politics has a new catchphrase, the “yes, we can” of the country’s coming parliamentary elections. It is “national unity,” and while skepticism abounds, it could well signal the decline of the religious and sectarian parties that have fractured Iraq since 2003.

Across the political spectrum—Sunni and Shiite, secular and Islamic—party leaders have jettisoned explicit appeals to their traditional followers and are now scrambling to reach across ethnic or sectarian lines.

Prime Minister Nuri Kamal al-Maliki, a conservative Shiite whose party has deep Islamic roots, has enlisted support from Sunni tribal leaders in areas that once were—and might again be—the heartland of opposition to the central government.

“I do believe that there is genuine opportunity for restoring our coexistence, our historical coexistence,” said Vice President Tariq al-Hashimi, who broke with the main Sunni party, the Iraqi Islamic Party, this year. “I mean, in the past, we used to live together here. What we need, in fact, is real and genuine reconciliation.”

... [M]any people view the apparent transformations of some parties cynically. Even as Iraq’s political leaders all pledge national unity, Parliament remains so paralyzed by infighting that it is unable to pass any significant legislation. ...

Analyzing the Case

1. Drawing Conclusions Review the information in the primary sources above. How do religious traditions and beliefs combine with political upheaval to increase the conflict between Sunnis and Shias in Iraq?
2. Making Predictions How might the conflict between Sunnis and Shias eventually be resolved?
3. Forming a Peace Team. Divide the class into two teams, one representing Sunnis and one representing Shias. Teams should research the following questions:
   - What is the origin of the split between Sunni and Shia Muslims?
   - Where in the world is each group dominant?
   - Do the groups have different degrees of political power? Why?
4. Writing About the Case Write a one-page essay in which you discuss one of the issues addressed in #3 above.

Answers

1. Answers will vary. Students should be able to defend their answer.
2. Answers will vary. Students should be able to defend their answer.
3. The origin of the split was a dispute over how to choose leaders after Muhammad’s death. The Shia believe that Muhammad and his descendants, the Imams, are the only rightful successors of Muhammad, while the Sunni acknowledge the first four caliphs as rightful successors of Muhammad; Shia are found mostly in Iran and part of Iraq, Sunni are the dominant group in the rest of North Africa, Southwest Asia, Central Asia; Yes, due to their distribution in different countries. Students should try to discuss how to resolve these differences.
4. Essays will vary depending on the issue chosen. Students should support their thoughts with details from the primary sources.