The Persian Gulf War
Grades 9-12

Introduction

This lesson has students look at a map of the Persian Gulf War and explain what the items on the map show. If students don't yet know much about the war, spend some time familiarizing them with the basics of this conflict in a class discussion (see step 2) or in other activities. If they've already been studying the war, they can use this lesson to look more carefully at it from a geographical perspective.

Time Frame: 1-2 class periods

Objectives and Standards

Students will:

• Discuss what they know about the Gulf War.
• Review the causes of the war and the major events that occurred.
• Answer questions about a map of the war.
• Write a caption to go with the map, describing what happened in the war and explaining the things that the map shows.

National Social Studies Standards:

• 3: People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.
• 6: Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
• 7: Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

National Geography Standards:

• 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
• 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.
• 11: The patterns and networks of economic interdependence on Earth's surface.
• 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Maps and Materials Needed
Materials Needed:


Procedure

1. Ask students if they remember anything about the Persian Gulf War. What were they doing at the time? Did they know anyone who was involved? What did their parents think of the war?

2. Ask students to read about the causes and major events of the war, either on the Internet or in written materials. One place to look for information is at PBS Frontline: The Gulf War ([http://www.pbs.org/wgbh/pages/frontline/gulf/index.html](http://www.pbs.org/wgbh/pages/frontline/gulf/index.html)); in particular, have them look at the Chronology. Have a class discussion about the reasons why the war began, the major events of the war, and the controversies surrounding United States involvement in Iraq and Kuwait.


4. Ask students to answer the questions on their handout, using the map as a guideline.

5. Ask each student to write a caption to go along with the map that explains the story of the Gulf War in terms of the places and items shown on the map. They should be sure to discuss the locations of oil supplies, American military presence in the Middle East, and chemical facilities. If you feel that they need more information on the war before completing this activity, allow them to research the war in more depth and write this caption for homework, to be turned in on a specified date.

Assessment Suggestions

Check to make sure that students have:

- Thoroughly completed the handout, demonstrating a clear understanding of the items on the map.
- Written clear captions that reflect an understanding of the basics of the Persian Gulf War and of the items shown on the map.
The Persian Gulf War
Student Handout

Look at the Persian Gulf War map
(http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=2878:the-persian-gulf-war,-1991&cid=83:history), and answer the following questions:

1. Look at the locations of the oil pipelines. Which countries are involved in the oil trade in this area, according to this map?

2. Why was Kuwait so important in this area? Again, get your clue from the map.

3. Using your knowledge of what happened in this war, explain the strategic significance of the following items on the map. In other words, why were each of these things important in the war (and therefore placed on a map of the war)?
   a) oil fields
   b) pipelines
   c) air, land, and naval bases
   d) chemical facilities