



Title:

The Environment of War

Grades: 7 - 9, adaptable to other grades

Author:

Angelia Mance

University of West Alabama

Overview/Annotation:

Students will assume the role of geographers who are charged with presenting a briefing about the importance of geography in military operations and the skills that soldiers need to have to be effective in those operations (understanding the physical environment, mapping, etc.).

Content Standard(s):

I. Geography

GR 7/ 1. Describe the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.

- Explaining the use of map essentials, including type, size, shape, distance, direction, location, scale, and symbols
Examples: reference and thematic maps; topographic maps, globes, and map projections; aerial photographs; satellite images; lines of latitude and longitude; cardinal and intermediate directions; fractional, graphic, and verbal scales; conventional symbols used in atlases; Global Positioning System (GPS); Geographic Information Systems (GIS)
- Using geographic technology to acquire, process, and report information from a spatial perspective
- Analyzing relationships among people, places, and the environment by mapping information about them, including trade patterns, governmental alliances, and immigration patterns

5. Identify physical, economic, political, and cultural characteristics of selected regions in the Eastern Hemisphere, including Europe, Asia, and Africa.

Examples:

- physical-principal features, natural resources, weather phenomena;
- economic-agriculture, industry, imports and exports;
- political-distribution and movement of human populations;
- cultural-architecture, foods, clothes, languages, religions

II. English Language Arts

21.) Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.7.2]

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.7.2a]
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.7.2b]
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [W.7.2c]
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.7.2d]
- e. Establish and maintain a formal style. [W.7.2e]
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.7.2f]

Primary Learning Objective(s):

Students will understand the world in spatial terms, acquire map-reading skills, and learn the essential elements of maps. Additionally, students will identify important characteristics of the environments of the Eastern Hemisphere. Students will identify the ways in which the environment impacts human activity.

Additional Learning Objective(s):

This lesson can be expanded to include discussions of the relation of natural resources to conflicts around the world (for example oil and water).

Approximate Duration of the Lesson: Greater than 120 Minutes

Materials and Equipment:

See technology resources needed

Technology Resources Needed:

Access to Alabama Veterans Memorial Foundation Timeline

Internet access for research

Access to presentation software such as Powerpoint, Keynote, or free software at openoffice.org

Background/Preparation:

This is a concluding lesson on Geography that assumes the students have had a basic introduction to Geography.

Procedures/Activities:

- 1) The teacher will instruct students in human-environment interactions (the importance of natural resources, how humans make use of their physical environment, the advantages that geography and weather can present, etc).
- 2) The teacher will assign or help students choose a military conflict in a geographic area for study. Students will choose maps for their area that show natural resources, weather phenomena, etc., that impacted military operations in the area.
- 3) Students will prepare their briefing by giving an overview of the military conflict, the elements of the physical environment that were significant, and explain how a knowledge of geography was essential. Students should provide details on the essential skills a soldier would need to use geography and knowledge of the environment to their best advantage. Students should be prepared to present the briefing to the classmates and answer questions at the end of the presentation.

Resources:

The Reader's Companion to Military History. Edited by Robert Cowley and Geoffrey Parker. Copyright © 1996 by Houghton Mifflin Harcourt Publishing Company.

Studies in Military Geography and Geology
edited by Douglas R. Caldwell, Judy Ehlen, Russell S. Harmon. Published by Springer, 2004.

The Influence of Geography on War Strategy
<http://www.gmshistory.net/Influence%20of%20Geo%20on%20War%20Strategy%20Reading.pdf>

Geography Shapes Nature of War In Iraq
http://news.nationalgeographic.com/news/2003/03/0327_030327_wargeography.html

Geography and War: The Impact of Geography, Terrain, and Weather on the Vietnam War
<http://webpace.ship.edu/ajdieterichward/Exhibits/Capstone/LydicExhibit.pdf>

10 Surprising Ways Weather Has Changed History
<http://www.livescience.com/11339-weather-changed-history.html>

Weather That Changed The World
<http://www.weather.com/tv/tvshows/weather-that-changed-the-world/wtctw-episodes-20130517>

How Weather Changed History
http://weather.about.com/od/meteorologyandsociety/ss/weatherhistory_5.htm

How Foul Weather Changed History
<http://militaryhistorynow.com/2012/10/29/battle-called-on-account-of-rain-how-foul-weather-changed-history/>

The Drought That Changed The War
<http://opinionator.blogs.nytimes.com/2012/10/12/the-drought-that-changed-the-war/?smid=fb-share&r=0>