

Erin Kunkle
Derricks to Desks 2008
Petroleum Lesson Plan

The Geography of Oil

Objective:

1. Students will be able to identify the top oil producing nations of the world and evaluate the effect these nations have on the world.
2. Students will also be able to interpret physical and human barriers to the trade and transport of oil.

Resources:

1. Oil Production, Consumption and Proved Reserves data tables from BP Statistical Review of World Energy
(<http://www.bp.com/subsection.do?categoryId=9023761&contentId=7044545>)
2. World Geography Textbook (Glencoe)
3. Derricks to Desks CD-ROM

Activity 1: Oil's Top 10 (see handout)

Students begin the lesson by reading an excerpt in their book about oil's importance to the Persian Gulf region (p. 444-45). Students look at Oil Production Data Table and identify a few top oil producing nations, and note that many fall within the current region of study (Unit 6- North Africa, Southwest and Central Asia). Students also note that the United States is also a significant producer. Teacher shows students Kern County's contributions as well. Students then proceed with handout and identify oil's top 10 producing, consuming and oil reserve countries. Teacher closes this portion of the lesson by discussing #7 and 8 about barriers to oil production and distribution. Students are also asked to extend this insight to the US and Kern County.

Activity 2: Oil Country Profile (see handout)

Students complete an oil specific profile of the top oil producing and consuming countries of the world. Teacher completes the activity for Kern County to serve as an example to guide instruction and bridge the activity back to the students' lives.


Activity 2.5: Petroleum Products

At the close of the activity, students will be asked to list as many things as they can that contain petroleum/oil. The teacher will then show students the list of petroleum products from the Derricks to Desks CD-ROM. Students will then be allowed to discuss how they feel petroleum affects their daily lives.

Activity 3: Oil Reflection



Students will complete the 1 page reflection as a homework assignment after completing the first two activities: Student volunteers will share their reflections in class the following day. Students will be given the following questions to guide their responses: Overall how does oil/petroleum affect your life? What impact do you think oil producing countries have on the economy and stability of the rest of the world?

OIL'S TOP 10

1. List the top 10 oil **producing** countries.
2. List the top 10 oil **consuming** countries.
3. List the top 10 countries with **oil reserves** and write the % of the world's oil it holds.
4. Which world region is the top oil **producing? Consuming? Holding** (reserves)?
5. On a separate blank paper, draw a world outline map.
6. Label and color the map as follows: (use map p. RA4 and RA5 to help you!)
 - Shade Red and label-Top 10 oil **consuming** countries
 - Shade Blue and label- Top 10 oil **producing** countries
 - Shade Purple and label- Countries that are **both** top 10 consuming and producing!
 - Draw a  for each whole percentage of the world's oil reserves the top 10 countries with oil reserves have.
 - Draw a Green arrow from each top 10 oil producing country to the nearest top 10 oil consuming country.
 - Draw an Orange star in each of the OPEC countries.
7. Looking at the world physical map on page RA2 and RA3, list 5 specific challenges in physical geography that would inhibit transportation of oil from the top 10 producing to the top 10 consuming countries.
8. Brainstorm at least 3 challenges human/cultural geography may bring to the trade and transport of oil.

OIL COUNTRY PROFILE

For your group's assigned country, make a poster showing the following information:

9. Oil Reserves, Oil Production, Oil Consumption- Does your country hold more oil than it produces? Does it use more than it produces?
10. Major imports and exports
11. Type of government and current leader
12. Population
13. Current Gas Prices (per liter or gallon)
14. Who are their major trading partners?
15. Physical barriers to trade (climate, natural disasters, water, landforms, etc)
16. Human barriers to trade (tariffs, political disputes, etc)
17. Draw a map of your country showing the following:
 - Key/legend
 - Capital and other Major cities
 - Physical features that impact trade
 - Draw red  for each million barrels consumed daily
 - Draw blue  for each million barrels produced daily
18. Overall what impact does your group's country have on the oil trade in the world? What affect does it have on the United States? On you personally?