

CELEBRATING SAUDI ARABIA

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USING THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY IN ORDER TO DISCOVER SAUDI ARABIA

Introduction to the five themes and selected activities:

The five fundamental themes help organize our thinking about an area under study. Children learn more and can use their understanding to write effectively when their thoughts are organized. Teach the five fundamental themes to students. This is one way to help them become better students of the social studies. In addition to reading a fact based text, there is also a literature component of this unit. The main character, a child named Ali, has an adventure in the desert!

1. The first fundamental theme is LOCATION. Whenever we give or receive directions, we use the theme of location. This theme can be introduced to students as part of literature based reading. In the story "Lyle, the Crocodile" the author purposely gives an exact location, East 88th St., New York City, as the setting of the story.
2. The second theme is that of PLACE. The author in a text creates a sense of mood by describing a place so vividly that the reader feels as if he/she were there. At an elementary level, "The Secret Garden" is an excellent example of how the theme of place sets the mood for the story.
3. The third geographical theme is one of MOVEMENT. Ideas, concepts, languages, and vocabulary move. English has borrowed many words from other languages. "Mike Mulligan and His Steam shovel" are a good book to use when introducing the concept of movement to students.
4. The ENVIRONMENT places an increasingly important part of the change man has wrought on the environment and the ways man has adapted to his environment are important parts of geography. "The Great Kapok Tree" is a good book to introduce children to the concept of human environmental interaction.
5. The last theme is that of REGION. "The Story about Ping", written over fifty years ago, is a good literature based text to introduce this concept to children. There are many examples of location, place, environment, and movement in this book, which teach children about life in China.

ACTIVITY: Children complete a web for the five fundamental themes as they read through the text. The web becomes an outline for writing articles (reports) or personal

narratives. The web is also useful when constructing travel posters, or travel maps. The web is important in itself in that children organize specific social studies vocabulary, which assists in retention of concepts. Cutting pictures from the National Geographic Magazine and pasting them onto the web can also be done. The photographs in the magazine better show the themes of geography to the children.

OBJECTIVES:

Children will read information about Saudi Arabia in order to make comparisons between Saudi Arabia and their own neighborhood.

STRATEGIES:

The unit uses a variety of strategies. Children read and respond to a variety of writing prompts. There are different kinds of data to compare.

MATERIALS:

*The unit includes a text to read about Saudi Arabia followed by questions for discussion.

*There are activities for incorporating the text with the five fundamental themes of geography which teachers can use for individual assessment or for group projects.

*There are suggestions for small group projects.

EVALUATION:

Activities for written responses are included after the text.

NATIONAL SOCIAL STUDIES STANDARDS:

I Social Studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

III Social Studies programs should include experiences that provide for study of people, places, and environments so that the learner can:

g. Describe how people create places that reflect ideas, personality, culture, and want and needs as they design homes, playgrounds, classrooms, and the like

NATIONAL GEOGRAPHY STANDARDS:

3. How to analyze the spatial organization of people, places, and environments on the earth's surface

12. The processes, patterns, and functions of human settlement

13. How the forces of cooperation and conflict among people influence curriculum.

FUN THINGS STUDENTS CAN DO WITH

THE FUNDAMENTAL THEMES OF GEOGRAPHY

LOCATION:

1. Before beginning the unit, ask children to draw a free-hand map of Saudi Arabia and our community. Ask children to locate and label as much information as they know.

This is an example of MENTAL MAPPING. It allows the teacher to assess what children already know and what misconceptions they might have.

2. After completing the unit, again ask students to draw a free-hand map of each country.

You can use the two sets of maps to assess how much information the children have learned during the unit. Learning to draw free hand maps is an important skill. Remember to introduce the elements (attributes) of a map so that children construct maps correctly.

3. Locate Maryland (or your own point of reference) and Saudi Arabia on class maps. Relate geography as to differences in points of references.

4. Children encode/decode physical data and political/cultural maps for Saudi Arabia and Saudi Arabia. The grade/ability level of each group determines the amount of information. Always reinforce the attributes of a map. Use words like encode, decode, or construct when working with students.

PLACE:

1. Children make Saudi Arabian post cards to send to a friend. Post cards represent physical or cultural landmarks. Children address the back of the post card and write a one or two sentence note about the landmark on the front. This is a language arts/social studies integrated project.

2. Children construct commemorative postage stamps for each region. A cultural landmark, a physical landmark, an emblem, icon, mascot of a country is suitable. Show children real life examples of domestic or Saudi Arabia or Saudi Arabia postage stamps. Children can design their own currency, too.

3. Use pictures of landmarks from National Geographic Magazines to help children identify man-made or natural landmarks from Saudi Arabia. You can use these pictures for a bulletin board.

HUMAN-ENVIRONMENTAL INTERACTION:

1. Write reports on any of the indigenous plant or animal life found in Saudi Arabia. This is a good integrated activity for science units.
2. Children investigate an environmental concern and how Saudi Arabia has worked to solve the problem. Some concerns are: lack of water, sewage treatment, over grazing, desertification, and maybe, oil pollution.

MOVEMENT:

1. Children make a list of types of transportation in Saudi Arabia. They list the people, goods, and services, which use each method of transport. Intercity and intra-city transport can be studied.
2. Children locate and label countries from around the world for immigration and emigration. This can be made into a pictograph for an integrated math activity. So many people visit Saudi Arabia to make a pilgrimage called the Haj. Pilgrims come from all over the world.
4. Children locate and label places throughout the world, which receive imports from Saudi Arabia, or countries from which Saudi Arabia imports goods or services.

REGION:

1. Children construct mobiles for Saudi Arabia with coat hangers (ala Calder) or hang the pictures on one single string. Each picture should reflect a fundamental theme. Picture from Travel brochures is a good size for this kind of project.
2. Children watch a video of Saudi Arabia. As they watch they fill in a web using the five themes. They become active viewers of a primary source.
3. Children construct a travel poster for Saudi Arabia with 3 parts: country name, large

illustration, and a descriptive sentence telling why tourists should visit Saudi Arabia.

4. Children develop a travel poster using one item from each of the five themes. Prior experience using travel brochures is helpful. Travel agencies will give these to you, especially in November when prior editions become obsolete.

DISCOVERING SAUDI ARABIA

RESOURCE SHEET 1: LOCATION

Flying from Baltimore to Saudi Arabia is a distance of almost 6,800 miles. You will fly south east. Saudi Arabia is a large country about the twice size of Texas. It is located on a peninsula in south-west Asia. There are many geographical features, which help us locate Saudi Arabia on the map. The Red Sea and the Persian Gulf wash the shores of Saudi Arabia. Two deep harbor ports are on these bodies of water: Jeddah and Al Jubayl. Many Asian countries border Saudi Arabia: Jordan, Iraq, Kuwait, Qatar, United Arab Emirates, Yemen, Bahrain, and Oman. When you locate Saudi Arabia on the map, look in the Eastern Hemisphere, the Northern Hemisphere, and look for the latitude 32°N and longitude 48°W. Most atlas pages have all of Saudi Arabia located near Africa. Although it is near Africa, Saudi Arabia isn't African!

As we will see, Saudi Arabia and our community have several similarities and differences. Saudi Arabia is a varied country. It can be divided into three regions: the Coastal Plains, the Central Plateau and the southern desert. The southern desert is labeled as the Empty Quarter on many maps. The landscape and climate are similar to California. Different plants grow here, too. The architecture is different. Buildings are constructed differently, usually from concrete and cement. In this climate there are few trees for construction. The coastal plain is more densely populated with gently rolling hills and soil that is good for farming. Farming is still important here, too. The desert in the south and east is largely unpopulated. It gets cold in the north. Although there is little rainfall, it can snow!

RESOURCE SHEET 2: PLACE

There is so much that tourists visiting Saudi Arabia enjoy! There are many natural and man-made landmarks which people think of when they remember their visits to Saudi Arabia. Natural landmarks were created by nature. The Red Sea along the west coast is world famous for its coral reefs and sparkling blue water. Jeddah, on the west coast is famous for its beaches, cool breezes, and more relaxed atmosphere. The Al Hijaz Mountains in the Southwest reach altitudes of 10,000 feet. The Rub al Khali is the Empty Quarter which is a seemingly endless desert with sand dunes of rich rose colored sand.

Cultural landmarks are man-made. Saudi Arabia has been the scene of many important historical and cultural events which people find interesting. People want to come to Saudi Arabia to learn more about these events. Riyadh is the capital of Saudi Arabia. Modern cities like Riyadh have wide streets and very modern, exciting architecture. Saudi Arabia is a kingdom. The king has palaces in each large city. Most cities in Saudi Arabia also have a medina. Medina means city in Arabic. A medina, in Saudi Arabia, is the old, traditional section of town. Streets are narrow. Many people live in the medina. There are two important cities Medina (the City of the prophet Muhammad) and Makkah. These cities are holy cities for Muslims, who follow a religion called Islam. The mosque (masjid) in Makkah is the largest in the world.

RESOURCE SHEET 3: HUMAN-ENVIRONMENTAL INTERACTION

The Saudi Arabian climate is noted for hot summers and warm winters. The climate in the western part has been very good for farming also. Generally the soil of the coastal plain is fertile and well drained. Saudi Arabian farmers don't grow enough food to feed Saudi Arabia's population. Much food is imported. Crops that are grown include: wheat, vegetables, melons, and dates. There are many, many kinds of dates. The largest dairy farm in the world is in Saudi Arabia. Rainfall is scarce. Irrigation provides enough rainfall to grow crops. Farming is done by hand and with modern machinery. Due to overgrazing by animals like sheep and goats, desertification is a problem. This means the desert becomes larger each year. Fishermen use the extensive ocean waters along the coast to catch fish which.

Growing cities spread out on more and more farm fields each year. With increasing urbanization, there are pollution problems. Drinking water comes from huge desalinization plants. Saudi Arabia is rich in a natural resource called petroleum which is exported. Saudi Arabian cities are very clean and modern. Litter is not a problem. Saudi uses a great deal of energy to air condition buildings because of the heat. Jeddah is well known for its man-made deep water port. Saudis are proud of their efforts to stop oil spills before they happen. Oil; spills pollute the beaches and open water.

Movement includes many different concepts. People, animals, plants, goods and services, ideas, transportation and communication networks are all examples of movement evident in Saudi Arabia. Animals and plants move. Transportation networks are important to the economy of any region. Saudi Arabia is served by an extensive road system and a network of superhighways is well developed. Travel by bus, both within cities and between cities is common. Bus travel is inexpensive. Both Jeddah and Al Jubayl have deep water ports. Jeddah is one of the largest harbors in the world. Imports and exports leave these two cities for distribution throughout the Saudi Arabia. Oil accounts for 94 percent of Saudi Arabia's exports. Saudi Arabia's main trading partners are the United States, Japan, and The European Union. Think of the thousands of new and used automobiles imported into Saudi Arabia each year. .

Saudi Arabia has an education system which is very modern. Girls and boys attend separate schools. . Formerly, few children completed a high school education. The literacy rate is at about 64%. Both English and Arabic are widely understood. Saudi Arabia needs well-educated people for industry. Many people from east Asia have come to Saudi Arabia to be "guest workers." Some of they money they earn is sent home to help their families. These guest workers come from Pakistan, India, and the Philippines.

Bedouins are traditional people who live in tents in the desert. Most Saudis live in cities now. Bedouins migrate each year in summer and winter to find grazing for their stock. Bedouins raise sheep, camels, and horses. They are proud of their Arabian horses.

RESOURCE SHEET 5: REGION

There are many ways to think of Saudi Arabia as a unique region in itself. Saudi Arabia is a political unit. Saudi Arabia has a parliamentary government and the current monarch is King Abdullah. The king belongs to the Saud family. The Saud family has ruled Saudi Arabia for over 70 years. The kingdom was united in 1932. Each administrative region (or state) has a uniqueness all its own.

Saudi Arabia is an economic region. Saudi Arabia has industrial regions. Over 75 percent of Saudi Arabia's exports go to European countries.

Saudi Arabia is a cultural region. Saudi Arabians speak both English and Arabic. All of the people in Saudi Arabia are Muslims. They follow a religion called Islam. Two holy cities in Saudi Arabia are Medina and Makkah. Each year millions of pilgrims come to Makkah for a celebration called the Haj. A Haj is a special pilgrimage Muslims should take once in their lifetimes.

Saudi Arabia is an environmental region. The climate is hot and dry. There are no real seasons like we have here. A desert is a region without rainfall. Rainfall here is less than four inches a year. Temperature can be as high as 120 degrees. But it gets cold enough to snow in winter in the north. Extreme conditions lead to sandstorms.

PROMPTS FOR USE WITH "DISCOVERING SAUDI ARABIA"

1. Using a world map and the text, compare the location of Saudi Arabia and our community.

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2. List three kinds of physical landmarks and three kinds of cultural landmarks found in Saudi Arabia. List some of landmarks for our community. How are these landmarks similar? How are these landmarks different?

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3. Describe the weather conditions in Saudi Arabia. How are they the same or different from weather patterns found in our community?

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4. Describe farming practices found in Saudi Arabia. Describe a rural community near

your school. How is farming the same or different in your community?

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5. List farm products from Saudi Arabia. List farm products grown on a farm near our school. In what ways are these products similar or different?

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6. Explain transportation networks in Saudi Arabia. Which of these are found in our community? How has transportation helped make Saudi Arabia a better place to live?

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7. List the ways Saudi Arabia is an important region. Next to each way list an example.

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FIVE FUNDAMENTAL THEMES OF GEOGRAPHY FOR SAUDI ARABIA

1. LOCATION:

Relative:

Absolute:

2. PLACE:

Man-made landmarks

Natural landmarks

3. MOVEMENT:

Ideas

Immigration

Import/Export

Transportation

4. HUMAN ENVIRONMENTAL INTERACTION:

Climate

Resources

Pollution

5. REGION:

Language

Culture

Industry

Religion

COMPARING GEOGRAPHY

Saudi Arabia:

Our Community:

1. Land features:

2. Water features

3. Temperature:

4. Rainfall:

5. Farming:

6. Industry:

1. Contrast Saudi Arabia and our community use the data from your chart. Include two ways they are different. Include two ways they are alike. Choose data from different categories.

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2. What are some special land forms and water bodies that make Saudi Arabia special?
Use the atlas to help.

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3. What are three natural landmarks and three cultural landmarks a visitor (tourist) might like to see? Choose one of each and explain why a tourist would want to see them.

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| CATEGORY | BALTIMORE | RIYADH |
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| Latitude | 35N | 25N |
| Climate type | humid subtropical | Desert |
| January average temp. | 41 F | 60 F |
| July average temp. | 79 F | 93 F |
| Average rainfall | 45 inches | 3.5 inches |
| % Winter rainfall | 50% | 95% |

Answer these questions about 2 climates.

List three ways climates are similar.

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List 2 ways climates are different.

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3. Which region probably needs irrigation for farming? Why?

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| | Daily high temperature | | number of rainy days | |
|-----------|------------------------|---------|----------------------|---------|
| | Degrees centigrade | | | |
| | Baltimore | /Riyadh | Baltimore | /Riyadh |
| January | 6 | 21 | 11 | 1 |
| February | 7 | 23 | 10 | 1 |
| March | 12 | 28 | 12 | 3 |
| April | 18 | 32 | 11 | 4 |
| May | 24 | 37 | 12 | 1 |
| June | 28 | 42 | 11 | 0 |
| July | 31 | 42 | 11 | 0 |
| August | 29 | 42 | 11 | 0 |
| September | 25 | 39 | 8 | 0 |
| October | 19 | 34 | 8 | 0 |
| November | 13 | 29 | 9 | 0 |
| December | 7 | 21 | 10 | 0 |

1. Make a bar graph for each weather category.

2. Compare daily temperature within Baltimore and Riyadh

Describe seasonal weather in Baltimore and Riyadh.

3. Compare daily temperature between Baltimore and Riyadh. How is seasonal temperature alike? How is it different? How are patterns the same?

4. Repeat questions 2 and 3. This time compare rainy days instead of temperatures.

MENTAL MAPPING

In this activity each group is asked to write down what they already know about the Saudi Arabia. This is a kind of mental mapping, sometimes called brainstorming. Brainstorming encourages divergent thinking. Accessing prior knowledge is concept most elementary teachers of reading are familiar with. The children brain storm (mentally map) and make a group list. The teacher gives each group an outline map of Saudi Arabia or Saudi Arabia to focus their thinking processes. Older students can draw their own freehand outline map to focus their thinking. After brainstorming, each group then takes turns reporting their map of ideas to the whole class. Sometimes, the teacher acts as recorder and writes the entire class's ideas on a chart paper. Mental mapping is important in vocabulary and concept development. It's also important to discover misconception children have and correct these misconceptions during instruction. Mental mapping can also be used as a post-test to see what the children have learned about Saudi Arabia during the unit.

USING GRAPHIC ORGANIZERS:

WEB

After reading the text and making notes about their reading, children use a Graphic organizer to display their data. A web is convenient and each group needs to decide which categories will be included in their web. Suggest that the students use the five fundamental themes of geography: location, place, movement, environment, and regions as categories. Or, the social studies concept chart (the ABC's for Saudi Arabia) hanging in the room will offer many other categories for students to use. Students need to make a group decision concerning the use of categories for their web.

Some examples of web categories are: food, clothing, shelter, adornment, tools, weapons, housing/shelter, transportation, personal possessions, household articles, play, recreation, folk art, fine arts, Language and nonverbal communication, social organization: societies, families, and kinship systems social control: systems and governments institutions, rewards, and punishment economic organizations, trade, exchange, manufacturing, property, division of labor, standards of living, education, religions (From what are Universals of Culture? (Cleveland, Craven, and Danfelter, 1979).

VENN DIAGRAM

Use a Venn diagram to compare what we have learned about Saudi Arabia or Saudi Arabia with what we already know about the Chesapeake Bay region of Maryland. We use our own region as a springboard to learn more about other regions. It helps students understand new regions when they have their own community/ neighborhood/ region as a reference point. Each group will present their findings to the class. Classmates are encouraged to listen politely and ask questions.

LITERATURE CONNECTION

Ali, Child of the Desert

Lewin, T. (1997). *Ali Child of the Desert*. New York: Lothrop, Lee, and Shepard Books.

This is an exceptionally well illustrated book about a Bedouin boy who becomes lost during a Saharan sand storm. Although it does not take place in Saudi Arabia, it presents a picture of desert life among nomadic peoples. It is a truly noteworthy book for elementary students and one of the best books I have ever read! Be sure to discuss the art work in this book.

NEW VOCABULARY:

journey, joyously, bellowed, ammunition, reappear, delicate, reflecting, market, steady, dunes, thirst, complain, discomfort, suddenly, whirling, gallop, commanded, gritty, spurred, crinkled, curiosity, gratitude, pastures, dates, bandits, goatherds, echo, halt, silhouette, reins, kettle, tea, steep, murmured, blessing, transistor, static, warrior, turban, bandoliers, swords, muskets, concluded, unwound, scalp, stallion, swindled, belongings, prayer, departed, continued

WORDS FROM ANOTHER LANGUAGE (ARABIC)

Ali, Rissani, Saudi Arabian, Sahara, Jabad, djellaba = long loose robe with full sleeves, Asalaan-o-Aleikum = peace be with you (formal greeting), Aleikum-o-asalaam = peace be with you (polite response), Berber, Abdul, Youssef, cherqui= sandstorm, kesrah= pocket bread. Allah, Shoukran= thank you

FIVE FUNDAMENTAL THEMES OF GEOGRAPHY

This book can be used to reinforce the five fundamental themes. A web can be generated

as you read through the text with the children.

LOCATION:

Saudi Arabia, Sahara Desert, market town of Rissani

PLACE:

oasis, market, rippling- dunes, needle-sharp sand, djellaba, swelling half sunk in the sand,
adobe hut

MOVEMENT:

three day journey to market, camels, herdsmen, transistor radio, folk tales, storytelling by
the fire

HUMAN ENVIRONMENTAL INTERACTION:

hot, heat, whirling wind, cherqui, sandstorm, wild peppermint, cold night, summer
pasture, vulture, camel, adders, cobras, hyenas, jackals, dates, goats

REGION:

Sahara desert, Bedouins, Berber tribesmen, warrior tribesmen, Allah & morning prayer
are part of the Islamic religion, Arabic speaking people

COMPOUND WORDS

This text can be used to reinforce the concept of compound words.

nowhere, overhead, somewhere, onto, herdsmen, fingertips, goat-hair, grandson,

sandstorm, outside, everything, firewood, grandfather, grandmother, campfire, tribesmen,

NOISE WORDS

This text can be used to teach about sounds.

bellowed, howling, calling, roared, pounded, screamed, jangle, replied, grunt, said, echo, blast, sizzling, murmur, static, rumbling, clash, thunder, boom, ka-pow

MOVEMENT

This text can be used to teach about words that show movement

trotted, rode, sway, whirling, jerked, kicked, headed, leaped, ducked, stepped, trembling

QUESTIONS FOR DISCUSSION AND/OR WRITING PROMPTS

1. Describe the location of the setting of this story.
2. Tell about the, theme of place. How does the author let you know where you are?
3. Describe ways people travel in the story. This is part of the theme of movement.
4. Describe ways people communicate in the story.
5. Describe the desert environment. Tell about ways people have adapted to their environment in this story.
6. Describe the region in the story. You can describe the desert, the way people live, the language they speak, their religion.

7. Make a graphic organizer in order to compare and contrast food, clothing, housing, daily activities of Ali and children in your own neighborhood. Discuss interpretations of your organizer.

8. Locate Saudi Arabia on the world map. Despite of distances between Saudi Arabia and Israel and Jordan, the desert remains an important geographical/cultural influence.

OTHER WEBBING ACTIVITIES

You can make webs about other concepts. This is important for both vocabulary development and understanding concepts presented in the story. Each arm of the web can be used as a question for discussion or as writing prompt. Suggestions for web arms are: warriors, hospitality, homes, customs, clothing, deserts.

MAKING A DIORAMA

Students refer to the illustrations in the text as well as magazine pictures you have in your file. You need:

12x18 white (or sky blue) paper 6x18 brown paper

3x18 yellow paper 9x12 white paper for cut-outs

crayons or chalk scissors paste Procedure:

1. The background is white. Children draw and color a cloudless sky with blazing sun.
2. The brown paper is middle ground. Cut the top to look like rolling sand dunes.
3. The yellow paper is foreground. Cut the top to look like gentle sand dunes.

4. On the 9x12 paper draw: Ali, another character, a camel and a goat. Cut out these characters and paste them on the middle or foreground. (If you would like you can duplicate drawings of each for your students to color, cut, and paste.)

To assemble:

1. Cut 2 inches from the brown sheet.
2. Cut 4 inches from the yellow sheet.
3. Match the ends of all three sheets and staple together.
4. Match the other ends of all three sheets and staple together.
5. The three sheets will be bowed like an arc. This is what keeps the diorama standing up.

MAP OF SAUDI ARABIA

Cut out each label. Paste each label each of these places on the map.

Bodies of water:

RED SEA PERSIAN GULF ARABIAN SEA

Countries:

JORDAN IRAQ KUWAIT BAHRAIN EGYPT

YEMEN QATAR OMAN UAE

Land Features

The Empty Quarter Asir Mountains

Cities

***Riyadh Jeddah Mecca Medina**