

Oklahoma C³ Standards for World Human Geography:

- Content Standard 4: The student will evaluate specific textual and visual evidence to explain the political organization of space.
 - Item 5: Evaluate how the forces of cooperation and conflict among people influence the division and control of territory and resources.

To help establish a respect for the variety of perspectives which people throughout the world have regarding territory, resources, and their linkage to individual and/or group (tribal, ethnic, racial, national, etc.) identity, students should use a variety of current event news sources, along with other primary and secondary sources, to research how physical geographic territory and/or natural resources link to a people's identity. Students should then further explore how groups (tribes, ethnicities, races, nations, etc.) interact with each other share, divide, conquer, or otherwise control such territory and/or natural resources.

Have students divide into small collaborate research groups to explore how differing peoples interact with each other regarding disputes over territory or resources. Examples can include:

- Japan versus North and South Korea for control of the Liancourt Rocks
 - Additionally, how does the name for the sea between these regions impact identity (Sea of Japan or East Sea)
- Mexico versus the United States for territorial control as the river which divides them changes course over time
 - Additionally, how does the name of this river impact identity (Rio Grande or Rio Bravo del Norte)
- Argentina versus Chile when setting an official border through Patagonia
 - Is this more about land/territory or about water rights from melting mountain snow
- Morocco and its claim to Western Sahara
- Israel and its claims to lands also claimed by the Palestinians

Further discussion within the collaborative groups and the whole class can explore the international bodies which disputing countries might use so as to obtain a resolution through diplomacy (United Nations, Organization of American States, Southeast Asia Treaty Organization, etc.). What role might physical aggression or eventual war play in dispute resolution?

Students can then establish a blog and attempt to connect and interact with students in other parts of the world to explore their perspectives on the disputes having been originally studied as well as other territorial and resource disputes which might be more relevant on a more localized level in different parts of the world.