

- . Draw open circles 🔾 on the map above (or put white poker chips on a filemap) to show how much oil people <u>use</u> in each world region: Africa 1 Europe 7 "Middle" 2 Siberia/C Asia 1 E/S Asia 9 Australia/Islands 1/3 N America 8 S America 2
- 2. Draw solid circles
 on the map (or put black poker chips on a tilemap) to show how much oil people <u>produce</u> in each world region: Africa 3 Europe 2 "Middle" 9 Siberia/C Asia 4 E/S Asia 3 Australia/Islands 1/3 N America 6 S America 3
- **3**. On a separate piece of paper or in your journal, write a five-sentence paragraph to describe oil <u>sales</u>. Note which regions are selling oil (because they produce more than they use), and which regions are buying oil.

Teacher's Guide: Oil in the World

	Overview: Students construct a very simple map of oil in the world – who produces it, and who consumes it.	Grade: 2-6
		Related Discipline: Math, econ
	This is an important topic, and therefore a good choice for an activity whose primary purpose is to develop skills in graphic	CC Standard: Math
representation and interpretat	representation and interpretation.	Time: 1/4 to 1/2 class period

Setup: Where does the gasoline that we use in our cars come from? Why is this important?

Procedure: This activity can be run as a pencil-and-paper activity, with students putting solid circles in various world regions to represent oil production and hollow circles to represent oil consumption. It also works very well with poker chips or other small symbols on a tile map or other large desktop map.

Debrief: The important message is that a LOT of oil moves between world regions – it represents a transfer of hundreds of billions of dollars (and, according to many analysts, it provides funds for many kinds of terrorism).

Vocabulary: flowline map production consumption export import

Extension: Examine other kinds of flowline maps, for topics that range from migration or refugee flows to food exports or blood diamonds. In later grades, students can calculate ratios to meet math objectives; in any grade, they can write summaries to meet language-arts objectives.