

**Title:** Issues of Environmental Justice & Resistance in the MENA Region Trivia Game

Note: To be used in conjunction with the following online resources:

<https://imes.elliott.gwu.edu/public-outreach-and-educator-resources/impop/>

<https://merip.org/wp-content/uploads/2020/09/MERIP-Primer-on-Water-in-the-Middle-East.pdf>

**Grade levels:** Recommended for 9-12/high school social studies/geography/environmental studies students

**Subject areas:** Recommended for social studies/geography/human geography/AP Human Geography, environmental studies/AP Environmental Studies courses

**Description:** In this lesson/activity, students will get into/be assigned to work in small groups/teams of 3-4 students to play a trivia game with 7 themed rounds; there are 5 questions per round; some questions are lower-level questions intended to give students confidence in their existing knowledge and keep them engaged in the game by being able to confidently answer some questions correctly; other questions are “stretch” questions intended to push students to use higher-order thinking skills; some questions include brief background informational text intended to help build students’ content area knowledge through playing the game. There is one Google Slides presentation for the questions and another Google Slides presentation with the answers; each student gets their own copy of the answer recording worksheet/handout; all questions and visuals/resources included in the trivia questions relate to environmental/natural resource management and issues of environmental (in)justice in the MENA region (Middle East & North Africa). Teacher should MAKE A COPY of both Google Slides presentations and Student Handout before using with students in the classroom; this will allow each teacher to make adjustments to materials/documents to better suit their own students/classroom needs. The teacher/instructor will project or somehow make available the questions slideshow to students/teams; students will confer with their teammates to make educated guesses to the answer of each question. Tip: It can be fun to play Jeopardy music in the background as students discuss their answers. The teacher should use own discretion as to how much time to allow students to deliberate on each question. The teacher can also use questions/images in slideshow to elaborate on new vocabulary and/or contextual information as needed. After checking/correcting teams’ responses, teacher should determine the winner of the trivia game based on most points earned through correct guesses/answers; prizes for students on winning team(s) are optional but can add to student engagement in the activity. This activity can be used in a variety of ways at teacher discretion. The trivia game could be used as a

long-form pre-teaching/anticipatory guide in which students compare their prior knowledge and preconceptions about the MENA region with facts/data found in the The IMES-MERIP Public Outreach Partnership (IMPOP) Multimedia Reader (<https://imes.elliott.gwu.edu/public-outreach-and-educator-resources/impop/>); it could be used as a review activity following student exploration of the Multimedia Reader; or it could be used as a stand-alone learning activity to help students build content area knowledge about issues of environmental justice throughout the MENA region. Information/facts and visuals throughout the trivia game slideshow have been taken largely from the Multimedia Reader and sources linked throughout it; some photographs were taken by the lesson author herself, Leah Hood, on her July 2023 trip to Jordan. All visuals and sound clues included throughout the presentation support student learning and relate to/serve as additional clues to the questions. Answers, sources, and supplementary resources can be found in the notes section underneath each slide when it is out of Presentation Mode.

**Essential questions:** What environmental issues exist throughout the MENA region in the early 21st century? How are governments and multinational corporations managing the region's natural resources? Who benefits from public and private natural resource development projects, and who protests these projects and why? How does the control, consumption, and distribution of natural resources throughout the MENA region impact local communities and the physical environment?

**SWBAT:** Build vocabulary & content area knowledge about environmental issues in the MENA region; expand understanding of/developed a more nuanced view of & challenge stereotypes/incomplete or inaccurate perceptions of the MENA region

**Time:** 2-3 50-60 minute class periods

**Materials needed:**

-COPY of Student handout for each student (paper or digital):

<https://docs.google.com/document/d/1KdWjr1k-bU2tTb5lkw12UhWOHenOSu3m/edit?usp=sharing&oid=107393127353553289920&rtpof=true&sd=true>

-COPY of Google Slides trivia questions (to project/present to whole class):

[https://docs.google.com/presentation/d/1mXNgm\\_z-PlziSL58kwPX14XE8nnLdGy0Ff506ARr3lQ/edit?usp=sharing](https://docs.google.com/presentation/d/1mXNgm_z-PlziSL58kwPX14XE8nnLdGy0Ff506ARr3lQ/edit?usp=sharing)

\*Note: Answers & sources are indicated in the notes section below each slide

-COPY of Google Slides trivia answers

-Writing utensils

**Key vocabulary:**

region	MENA	environmental justice/injustice	aquaculture	aquifer	
fertilizer	colonialism	neocolonialism	protest	Arab Spring	arid
rural	urban	scarcity	subsistence	pastoralist	renewable resources
nonrenewable resources	energy	marginalized	policy	sustainability	
desalination	transboundary	irrigation	solar power	globalization	
climate change	stateless nation	fracking	imports	exports	

**Optional pre-learning activities:**

-Teach key vocab

-Could create a Kahoot game or vocab match-up sheet/quiz

-Writing prompt/discussion to assess prior knowledge/perceptions of region: KWL

-Virtually visit sites/region in Google Earth

**Optional post-learning activities:**

-Writing/discussion prompts

-Reactions? Major takeaways?

-Interesting/surprising?

-Connections to own life/community?

-How was your thinking expanded, challenged, and/or changed?

**Optional Extension opportunities:**

-Visual sites/region virtually in Google Earth

-Write a poem or song about an environmental issue important to you (the student)

**About the lesson author:** Leah Hood (she/her/hers) is a licensed 5-12 Social Studies teacher in Minnesota. She lives in Minneapolis and teaches AP Human Geography, Human Geography, and Sociology at Lakeville South High School in Lakeville, MN. Feel free to contact her with questions at: [leah.hood@isd194.org](mailto:leah.hood@isd194.org)

