

Grade 10

**Where East Meets West:
An Introduction to the Caucasus and the BTC Oil Pipeline
A Curriculum Unit for High School Students**



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**Where East Meets West: An Introduction to the Caucasus
Lesson Plans for High School Students**

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Teacher Notes

UNIT GOALS

The activities in this unit are intended to introduce your students to the geopolitical issues that surround a highly debated infrastructure project: the construction of the Baku-Tbilisi-Ceyhan (BTC) pipeline. In studying the BTC pipeline, students will: 1) work collaboratively to learn more about the Caucasus and the BTC pipeline through Internet-based research; 2) explore the varied geopolitical issues which the construction of the pipeline has created; 3) view a documentary film about the BTC pipeline which explores both its global and local impact; 4) thoughtfully and critically examine the interests that various stakeholders have in the BTC pipeline; and 5) defend the interests of a particular interest group in a conflict-resolution activity.

ASSESSMENT EVIDENCE

- The *KWL Chart* will allow students the opportunity to record information about the Caucasus that they want to know, and document answers to the questions that they found in the process of their Internet-based research.
- In *Defending Our Interests and Achieving Resolution* students will apply critical thinking skills to represent a particular stakeholder's interest in the BTC Pipeline, as well as conflict resolution skills to work collaboratively in search of a solution.

LEARNING ACTIVITIES

- *BTC Oil Pipeline: An Introduction* will provide students with a cursory background of the BTC Pipeline with an accompanying visual representation.
- *BTC Oil Pipeline: Introductory Questions* will guide students through their Internet-based research with important questions to consider about the Caucasus and the BTC Pipeline.
- In viewing *Extreme Oil: Video Screening* students will learn more about the geopolitical issues which surround the BTC Pipeline, with a more focused look on the various stakeholders who share an interest in its construction.

- In *Exploring our Interests* students will work collaboratively to think critically about the impact of the BTC oil pipeline on a particular interest group.

LESSON TITLE: Introduction to the Caucasus and the BTC Oil Pipeline

GRADE LEVEL: 10th grade

RATIONALE

The purpose of this lesson is to introduce students to the region of the Caucasus more generally, and to the specific topic of the construction of the Baku-Tbilisi-Ceyhan (BTC) pipeline. Students will have the opportunity to discuss what they already know about the region and the BTC pipeline, explore what they would like to know, and then work collaboratively to find the answers.

MATERIALS

“KWL” Chart

Internet Access

BTC Oil Pipeline: An Introduction

BTC Oil Pipeline: Introductory Questions

LESSON DURATION:

Activity 1: 30 minutes

Activity 2: 45 minutes

OBJECTIVES

This lesson is aligned with Texas Essential Knowledge and Skills for Social Studies (10th Grade):

Students will:

1. Social studies skills (25B): Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information;
2. History (2A): Describe variables in a contemporary situation that can result in different outcomes;
3. Economics (11B): Identify the factors affecting the location of different types of economic activities.

ACTIVITY 1 — KWL CHART

1. Distribute copies of *BTC Oil Pipeline: An Introduction*. Either have a student volunteer to read it aloud, or have each student read it independently.
2. On the chalkboard or on poster paper, make the following KWL chart.

What we already KNOW	What we WANT to know	What we LEARNED

3. As a large group, develop a list of items that the class already knows about the Caucasus. Next, develop a list of what they want to know. In short, complete the first two columns of the chart, one column at a time. Repeat this activity with items pertaining specifically to the BTC oil pipeline.

Activity 2: Searching for Answers

Divide the class into groups of 3 or 4. Using the Internet as a resource, have each group work collaboratively to find the answers to the “what we **want** to know” category. (Additional questions are provided on the worksheet, *BTC Pipeline: Introductory Questions*. This is an optional assignment that can be used to supplement the questions the class previously generated.)

Suggested websites:

About the Caucasus:

Eastern European, Russian and Eurasian National Resource Center at Columbia University *The Eastern European, Russian and Eurasian National Resource Center at Columbia University is one of 15 comprehensive resource centers to be funded by the U.S. Department of Education. It provides Internet resources on the Caucasus and Central Asia.*

<http://www.sipa.columbia.edu/ece/CACR/index.html#regional>

Energy Information Administration, Country Analysis Briefs, Caucasus Region *The Energy Information Administration provides official energy statistics from the US government.*

<http://www.eia.doe.gov/emeu/cabs/caucasus.html>

Wikipedia: Caucasus (Geographic region)

Wikipedia is a free, online encyclopedia

<http://en.wikipedia.org/wiki/Caucasus>

About the BTC oil pipeline:

Baku-Ceyhan Campaign

Baku-Ceyhan campaign works to raise public awareness of the social problems that have arisen as a result of the BTC pipeline.

<http://www.bakuceyhan.org.uk/about.htm>

National Public Radio, Adventures along the Caspian Sea

In April 2006 National Public Radio hosted a 3-day series about the people and places affected by the construction of the BTC pipeline.

<http://www.npr.org/templates/story/story.php?storyId=5351032>

Wikipedia: Baku-Tbilisi-Ceyhan Pipeline

Wikipedia is a free, online encyclopedia

http://en.wikipedia.org/wiki/Baku-Tbilisi-Ceyhan_pipeline

4. Reconvene as a large group and have each group share the answers that they found. Fill in the “what we learned” column of the chart with their answers.

The Caucasus and the BTC Oil Pipeline: An Introduction



Route of the Baku-Tbilisi-Ceyhan pipeline

Map source: BP.com (*permission pending*)

http://www.bp.com/liveassets/bp_internet/globalbp/STAGING/global_assets/images/locations/caspian/map_pipeline_caspian_594x370.gif

The **Caucasus** is a region in Eurasia bordered by Turkey and Iran to the south, on the west by the Black Sea, on the east by the Caspian Sea, and on the north by Russia. The Caucasus region is one of the most linguistically and culturally diverse regions on Earth. The nation-states that comprise the Caucasus today are northeastern Turkey, the post-Soviet states of Georgia, Armenia, Azerbaijan, as well as various parts of Russia.

The **Baku-Tbilisi-Ceyhan pipeline** (otherwise known as the **BTC pipeline**) officially opened in May 2005. It was built to transport crude oil 1,760 km (1,093 miles) from the Azeri-Chirag-Guneshli oil field in the Caspian Sea to the Mediterranean Sea. It passes through Baku, the capital of Azerbaijan; Tbilisi, the capital of Georgia; and Ceyhan, a port on the south-eastern Mediterranean coast of Turkey. It is the second longest oil pipeline in the world.

BTC Oil Pipeline: Introductory Questions

- 1) What is the BTC Oil pipeline designed to do?**
- 2) Through which countries will the BTC pipeline run?**
- 3) Why did the BTC pipeline not pass through Iran?**
- 4) Why did the BTC pipeline not pass through Armenia?**
- 5) Why was Azerbaijan preferred to Georgia?**
- 6) What are some of the ecological and environmental concerns about the BTC pipeline?**
- 7) What are the United States' interests in the BTC oil pipeline?**
- 8) What were BP's goals in leading the BTC oil pipeline project?**

LESSON TITLE: Extreme Oil

GRADE LEVEL: 10th grade

RATIONALE

The purpose of this lesson is to learn more about the construction of the BTC Oil Pipeline through viewing a documentary film that displays the challenges—environmental, political and ethical—that surround its construction.

MATERIALS

Extreme Oil DVD

DVD Player

Television Set or Screen

LESSON DURATION:

Activity 1: 60 minutes

Activity 2: 30 minutes

OBJECTIVES

This lesson is aligned with Texas Essential Knowledge and Skills for Social Studies (10th Grade):

Students will:

1. Social studies skills (25C): Analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions and drawing inferences and conclusions.

ACTIVITY 1: Extreme Oil DVD Screening

1. To provide a context for the film, read *Background Information: Extreme Oil* as a large group.
2. View *Extreme Oil*.

ACTIVITY 2- Large Group Discussion

1. Following the film, ask students to share their reactions to the film. They should be able to summarize what the film is about and consider the points of view expressed in the film.

BACKGROUND INFORMATION: EXTREME OIL

It's in our clothes, our laundry detergent, our toothpaste, cosmetics, furniture, contact lenses, and office supplies. It's in our telephones, CDs, tennis rackets, painkillers, and plastic. Oil doesn't just fuel our cars-- it fuels modern life. Continuing instability in the Middle East means a shaky future for the steady flow of oil on which we now depend so heavily. Factor in Western nations' insatiable power needs and the energy demands of huge, growing economies like China's. With the world's reserves of easily accessible "black gold" already strained, the oil industry finds itself forced to enter uncharted terrain. Where will tomorrow's oil come from? And how far are we willing to go to get it? EXTREME OIL looks at how the oil industry must now go to extremes to find new sources of the asset that drives the world's economy and fuels so many aspects of our lives.

In Episode One, "The Pipeline," viewers shadow filmmakers as they follow the circuitous route of the 1,100-mile "BTC Pipeline," a string of 150,000 steel pipes that links the cities of Baku, in Azerbaijan, Tbilisi, in Georgia, and Ceyhan, in Turkey, transporting the rich, previously untapped energy reserves of the Caspian to the Mediterranean, from where it flows into the global market. Tracing the path the oil takes, from where it lies underground to where it becomes accessible to end-users, the filmmakers encounter numerous stumbling blocks as they make their way through some geographically challenging and politically unsafe places.

From <http://www.pbs.org/wnet/extremeoil/about/index.html>

LESSON TITLE: Defending Our Interests

GRADE LEVEL: 10th grade

RATIONALE

The purpose of this lesson is to have students think critically and analytically about the many interest groups (individuals, governments, organizations, etc.) that have a stake in the oil pipeline.

MATERIALS

Worksheet for each interest group
Conflict-resolution worksheet

LESSON DURATION:

Activity 1: 90 minutes

OBJECTIVES

This lesson is aligned with Texas Essential Knowledge and Skills for Social Studies (10th grade):

Students will:

1. Social studies skills (25H): Support a point of view on a social studies issue or event;
2. Social studies skills (23D) Use a decision-making process to identify a problem, gather information, identify options, predict consequences, and take action to implement a decision;
3. Citizenship (15A): Identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national and international levels;
4. Social studies (16C): Participate in conflict resolution using persuasion, compromise, debate, and negotiation.

ACTIVITY 1: Exploring our Interests

In this activity, students will assume the role of one of five interest groups: BP Amoco, Armenian refugees, Georgian villagers, Greenpeace (environmental organization), and the United States government. Students will utilize the knowledge they gained in their Internet research and in viewing the documentary film *Extreme Oil* to defend their interests.

1. Assign students to small groups based on interests in the BTC pipeline. In other words, all the Georgian villagers should meet, all the representatives of BP Amoco, all of the Greenpeace advocates, etc.
2. Each group should choose a recorder (i.e., someone in the group responsible for taking notes). Each group should brainstorm their primary interests, concerns, etc. regarding the BTC pipeline.

Activity 2: Defending our Interests and Achieving Resolution

1. Students will form small groups with one representative from each interest group. In other words. 1 representative from the Georgian village, 1 from BP Amoco, 1 from Greenpeace, etc.
2. In this group, student should share their concerns, priorities, etc. with one another. Utilizing the *Conflict Resolution* worksheet, each group is to arrive at a consensus aimed at resolution. What were the primary concerns shared? How did you propose reconciling them? Did one group's interests prevail? If so, why?
3. Reconvene as a large group. Have a representative from each group share the consensus they reached with the rest of the class.

GEORGIAN VILLAGERS

What are your interests in the BTC pipeline?

What are your primary concerns?

To whom must you make your interests apparent?

U.S. GOVERNMENT

What are your interests in the BTC pipeline?

What are your primary concerns?

To whom must you make your interests apparent?

BP AMOCO

What are your interests in the BTC pipeline?

What are your primary concerns?

To whom must you make your interests apparent?

GREENPEACE

What are your interests in the BTC pipeline?

What are your primary concerns?

To whom must you make your interests apparent?

CONFLICT RESOLUTION

GEORGIAN VILLAGERS

BP AMOCO

RESOLUTION

GREENPEACE

US GOVERNMENT

ADDITIONAL RESOURCES

The following resources on the Caucasus region and the BTC pipeline are available for loan from the Center for Russian, East European and Eurasian Studies at University of Texas at Austin
<http://www.utexas.edu/cola/depts/creees/>:

DVD

Extreme Oil: The Pipeline (Episode 1)

Reading

Shaffer, Brenda. "From Pipedream to Pipeline: A Caspian Success Story." *Current History* 104, no. 684 (October 2005): 343-346.

Goldman, Minton. *Global Studies: Russia, The Eurasian Republics, and Central/Eastern Europe*, 10th edition, 2005. Provides readers with concise background information and current world press articles on the regions and countries of the world.

Spilling, Michael. *Cultures of the World: Georgia*, 1998. Describes the geography, history, government, economy, people, lifestyle, religion, languages, arts, leisure, festivals, and food of a Caucasian republic with a turbulent past.

Online Resources

Baku-Ceyhan Campaign

Baku-Ceyhan campaign works to raise public awareness of the social problems that have arisen as a result of the BTC pipeline.

<http://www.bakuceyhan.org.uk/about.htm>

BBC: The Curse of Oil

This BBC documentary is a three-part series that goes on a revealing journey through the world's oil-producing regions, including the Caucasus.

<http://www.bbc.co.uk/bbcfour/documentaries/storyville/oil2.shtml>

Center for Research on Globalization

The Center for Research on Globalization is an independent research and media group of writers, scholars and activists.

<http://www.globalresearch.ca/index.php?context=viewArticle&code=ENG20050625&articleId=518>

Institute for the Analysis of Global Security

The Institute for the Analysis of Global Security is a non-profit public educational organization, which aims to promote public awareness about the impact that energy dependency has on our economy and security.

<http://www.iags.org/n1104041.htm>

National Public Radio

In April 2006 NPR reported about the people and places affected by the BTC oil pipeline.

<http://www.npr.org/templates/story/story.php?storyId=4666707>

<http://www.npr.org/templates/story/story.php?storyId=5348153>

<http://www.npr.org/templates/story/story.php?storyId=5348075>

Wikipedia: Baku-Tbilisi-Ceyhan Pipeline

Wikipedia is a free, online encyclopedia

http://en.wikipedia.org/wiki/Baku-Tbilisi-Ceyhan_pipeline