

How Humans are Creating Desertification in Africa

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Grade Level (Req.): 9th	Content Area (Req.): Physical Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Science • • 		
Time Frame (Req.): 1 period	Goal (Req.): Students will understand the effects of humans in the environment, specifically the process of desertification	
	Objective (Req.): Students will describe the process of desertification and brainstorm ideas how to help the problem.	
Materials Needed (Req.): <ul style="list-style-type: none"> • LCD projector • Computers • Paper • Pen/pencil • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • Desertification • Deforestation • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How are human actions furthering the problem of deforestation in Africa, and what can humans do to lessen effects on the environment?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Randomly assign students into partners. 2. They will then watch a youtube video that highlights the issue. (Such as : http://www.youtube.com/watch?v=tDWS6AzEkE0) 3. Students will brainstorm possible solutions. 4. They will come up to the board and write down possible solutions, presenting it to the large group. 5. Students then will each pick a possible solution and research that solution. 6. With the information they obtain they will write a possible proposal to the president of a particular African country on how help slow down/stop desertification and deforestation. 7. They will create a visual aide and present their proposal to the class. 8. 9. 10. 11. 12. 13. 14. 15. 		

18. 19. 20.	
Formative Evaluation (Req.): At the end of the period the students will write on a sticky note what they learned about desertification. That would be their exit ticket.	Assessment (Req.): The students will hand in a copy of their solution proposal on how to stop desertification and they will turn in their visual aide and presentation notes.
Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> • GE 2., Grades 9-12: Understand how physical and human characteristics create and define regions. • GE 5., Grades 9-12: Understand how human actions modify the environment and how environment affects humans. • GE 7., Grades 9-12: Understand how cultural factors influence the design of human communities. • GE 4., Grades 9-12: Understand how physical and human processes shape the Earth’s surface and major ecosystems. • • • • • • 	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> • • • • • 	
NGS Standards Used (Req.): <ul style="list-style-type: none"> • 3. How to analyze the spatial organization of people, places, and environments on Earth’s surface. • 4. The physical and human characteristics of places. • 7. The physical processes that shape the patterns of Earth’s surface. • 8. The characteristics and spatial distribution of ecosystems on Earth’s surface. • 14. How human actions modify the physical environment. • 15. How physical systems affect human systems. • 18. How to apply geography to interpret the present and plan for the future. • • • 	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> • Location • Place • Human-Environmental Interaction • Region • 	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> • • •

21st Century Universal Constructs (Opt.): Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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