2012

How Humans are Creating Desertification in Africa

Casey Conover
Riverside Community School District

Copyright © [2012?] Casey Conover

This work is licensed under a Creative Commons Attribution 4.0 License.
Follow this and additional works at: http://scholarworks.uni.edu/oermaterials

Part of the Geography Commons

Let us know how access to this document benefits you

Recommended Citation
Conover, Casey, "How Humans are Creating Desertification in Africa" (2012). Open Educational Resources. 141.
http://scholarworks.uni.edu/oermaterials/141

This Lesson Plans is brought to you for free and open access by the Open Educational Resources at UNI ScholarWorks. It has been accepted for inclusion in Open Educational Resources by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.
### How Humans are Creating Desertification in Africa

**Created by:** Casey Conover  
**Riverside Community School District**

<table>
<thead>
<tr>
<th>Grade Level (Req.): 9th</th>
<th>Content Area (Req.): Physical Geography</th>
<th>Unit (Opt.):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connections to Other Disciplines (Opt.):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time Frame (Req.): 1 period</strong></td>
<td><strong>Goal (Req.):</strong> Students will understand the effects of humans in the environment, specifically the process of desertification</td>
<td><strong>Objective (Req.):</strong> Students will describe the process of desertification and brainstorm ideas on how to help the problem.</td>
</tr>
<tr>
<td><strong>Materials Needed (Req.):</strong></td>
<td><strong>New Vocabulary (Opt.):</strong></td>
<td></td>
</tr>
<tr>
<td>• LCD projector</td>
<td>• Desertification</td>
<td></td>
</tr>
<tr>
<td>• Computers</td>
<td>• Deforestation</td>
<td></td>
</tr>
<tr>
<td>• Paper</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>• Pen/pencil</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td><strong>Anticipatory Set/Introduction [Inquiry Question is required] (Req.):</strong></td>
<td>How are human actions furthering the problem of deforestation in Africa, and what can humans to do lessen effects on the environment?</td>
<td></td>
</tr>
</tbody>
</table>

### Instructional Sequence/Procedure (Req.):

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=tDWS6A2EkE0](http://www.youtube.com/watch?v=tDWS6A2EkE0))  
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.
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.):
- 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.):

NGS Standards Used (Req.):
- 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.

School District Standards and Benchmarks (Opt.):

Five Themes of Geography Used (Req.):
- Location
- Place
- Human-Environmental Interaction
- Region

School District Standards and Benchmarks (Opt.):
- 
- 
-
<table>
<thead>
<tr>
<th><strong>21st Century Universal Constructs (Opt.):</strong></th>
<th>Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Disciplinary Standards (Opt.):</strong></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td><strong>Other Essential Information (Opt.):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other Resources (Opt.):</strong></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>