

2012

Global Water Crisis Awareness

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Global Water Crisis Awareness

Krista Elmquist – Anthon-Oto Maple Valley Middle School

Grade Level (Req.): 7th grade	Content Area (Req.): Geography	Unit (Opt.): Global Water
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> • Technology • Mathematics 		
<p>Time Frame (Req.): 3 class periods.</p>	<p>Goal (Req.): Students will develop awareness of global water crisis. Major water, health and sanitation issues will be explored.</p>	
	<p>Objective (Req.): Students in small groups will research water crisis conditions and record findings for one country in crisis on a graphic organizer. Student groups will share findings with classmates who will add additional information so comparisons can be made between countries.</p>	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> • Internet access or copies of country fact sheets for Bangladesh, Ethiopia, Honduras, India, and Kenya • Graphic organizer • Writing utensils • Optional: Index cards • PowerPoint • Poster paper 	<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> • latrine • contamination • arsenic • sanitation • sewage 	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What global crisis claims more lives than any war? Answer: Water-related diseases. Everyday 4,900 children die from water-related diseases. What are the causes of water crisis and water-related diseases and how can humans intervene to improve public health?</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. Divide students into 5 small groups. Assign each group one of the following countries to research: Bangladesh, Ethiopia, Honduras, India, or Kenya. 2. Students will individually research the water crisis in the country their group has been assigned. 3. Students will individually record findings on the graphic organizer provided. 4. Small groups will work together, sharing findings and organizing a presentation for their peers on the country assigned to their group. 5. If time permits, groups should discuss the major water, health and sanitation issues of their assigned country and make 2 to 3 recommendations for improvement of water and sanitation conditions. 6. Groups will present findings to class, who will add the information to their graphic organizers. 7. 8. 9. 10. 11. 12. 		

13. 14. 15. 16. 17. 18. 19. 20.	
Formative Evaluation (Req.): Teacher observation and prompts combined with student collaboration.	Assessment (Req.): Graphic organizers and group presentations
Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> • Geography, grade 6-8: Understand how geographic and human characteristics create culture and define regions. • Geography, grade 6-8: Understand how human factors and the distribution of resources affect the development society and the movement of populations. • Geography, grade 6-8: Understand how physical processes and human actions modify the environment and how the environment affects humans. • • • • • • • 	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> • • • • • 	
NGS Standards Used (Req.): <ul style="list-style-type: none"> • The physical and human characteristics of places • That people create regions to interpret Earth's complexity • How culture and experience influence people's perception of places and regions • The physical processes that shape the patterns of Earth's surface • The characteristics and spatial distribution of ecosystems on Earth's surface • The characteristics, distribution, and migration of human populations on Earth's surface • How human actions modify the physical environment • How physical systems affect human systems • The changes that occur in the meaning, use, distribution, and importance of resources • 	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> • Location • Place • Human-environment interaction • Movement • Region 	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> • • •

21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

- www.water.org
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