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How Humans are Creating Desertification in Africa

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Riverside Community School District

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# 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>
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**Connections to Other Disciplines (Opt.):**
- 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.

<table>
<thead>
<tr>
<th>Materials Needed (Req.):</th>
<th>New Vocabulary (Opt.):</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCD projector</td>
<td>Desertification</td>
</tr>
<tr>
<td>Computers</td>
<td>Deforestation</td>
</tr>
<tr>
<td>Paper</td>
<td></td>
</tr>
<tr>
<td>Pen/pencil</td>
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**Anticipatory Set/Introduction [Inquiry Question is required] (Req.):** How are human actions furthering the problem of deforestation in Africa, and what can humans to do lessen effects on the environment?

**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=tDWS6AzEke0](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.
<table>
<thead>
<tr>
<th>18.</th>
<th>19.</th>
<th>20.</th>
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<tbody>
<tr>
<td><strong>Formative Evaluation (Req.):</strong> 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.</td>
<td><strong>Assessment (Req.):</strong> 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.</td>
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</table>

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.
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Common Core Curriculum Standards Used (Opt.):
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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.
-  
-  
-  

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>
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<tbody>
<tr>
<td><strong>Other Disciplinary Standards (Opt.):</strong></td>
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<tr>
<td><strong>Other Essential Information (Opt.):</strong></td>
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<tr>
<td><strong>Other Resources (Opt.):</strong></td>
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