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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

Grade Level (Req.): 9th	Content Area (Req.): Physical Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>• Science</li> <li>•</li> <li>•</li> </ul>		
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"> <li>• LCD projector</li> <li>• Computers</li> <li>• Paper</li> <li>• Pen/pencil</li> <li>•</li> <li>•</li> <li>•</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>• Desertification</li> <li>• Deforestation</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
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"> <li>1. Randomly assign students into partners.</li> <li>2. They will then watch a youtube video that highlights the issue. (Such as : <a href="http://www.youtube.com/watch?v=tDWS6AzEkE0">http://www.youtube.com/watch?v=tDWS6AzEkE0</a>)</li> <li>3. Students will brainstorm possible solutions.</li> <li>4. They will come up to the board and write down possible solutions, presenting it to the large group.</li> <li>5. Students then will each pick a possible solution and research that solution.</li> <li>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.</li> <li>7. They will create a visual aide and present their proposal to the class.</li> <li>8.</li> <li>9.</li> <li>10.</li> <li>11.</li> <li>12.</li> <li>13.</li> <li>14.</li> <li>15.</li> </ol>		

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"> <li>• GE 2., Grades 9-12: Understand how physical and human characteristics create and define regions.</li> <li>• GE 5., Grades 9-12: Understand how human actions modify the environment and how environment affects humans.</li> <li>• GE 7., Grades 9-12: Understand how cultural factors influence the design of human communities.</li> <li>• GE 4., Grades 9-12: Understand how physical and human processes shape the Earth’s surface and major ecosystems.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
NGS Standards Used (Req.): <ul style="list-style-type: none"> <li>• 3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.</li> <li>• 4. The physical and human characteristics of places.</li> <li>• 7. The physical processes that shape the patterns of Earth’s surface.</li> <li>• 8. The characteristics and spatial distribution of ecosystems on Earth’s surface.</li> <li>• 14. How human actions modify the physical environment.</li> <li>• 15. How physical systems affect human systems.</li> <li>• 18. How to apply geography to interpret the present and plan for the future.</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>• Human-Environmental Interaction</li> <li>• Region</li> <li>•</li> </ul>	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

21<sup>st</sup> 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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