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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>
</table>

Connections to Other Disciplines (Opt.):
- Science
- 
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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.):
- LCD projector
- Computers
- Paper
- Pen/pencil
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New Vocabulary (Opt.):
- Desertification
- Deforestation
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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)
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.
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<tr>
<th>18.</th>
<th>19.</th>
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</thead>
<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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**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.):**
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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.):**
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<tr>
<th>21st Century Universal Constructs (Opt.): Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</th>
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<tbody>
<tr>
<td>Other Disciplinary Standards (Opt.):</td>
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<td>Other Essential Information (Opt.):</td>
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<td>Other Resources (Opt.):</td>
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