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## **Covered in Sand**

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**World Geography Academy – Session I**

**Thursday, October 11, 2012**

**University of Oklahoma, Norman**

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# COVERED IN SAND

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**Grade Level:** 7<sup>th</sup>

## **Purpose/Overview:**

The entire existence of the nomadic pastoralists of the Sahel is based on the ability to move livestock from area to area to secure fresh grazing lands and water. Pressure by governments to change to a life of cultivation, years of drought, and the encroachment of the Sahara on the Sahel is endangering the lifestyle of a marginal group of people who have maintained this existence for over 800 years.

## **National Geography Standards from *Geography for Life***

### **Geographic Elements & Standards:**

Places and Regions –

- 4: The physical and human characteristics of places
- 6: How culture and experience influence people's perceptions of places and regions

## **Oklahoma C<sup>3</sup> Standards:**

### **Grade 7 World Geography: Eastern Hemisphere**

#### **Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.**

- A.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.**

- A. Text Types and Purposes
  - 2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.
    - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### **Content Standard 5: The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.**

- 2. Evaluate the effects of human modification of and adaptation to the natural environment

**Geographic Themes:** Place, Region and Human Environment Interaction

**Objectives:**

The student will describe the differences between the Sahara and the Sahel.

The student will evaluate the processes leading to the destruction of the nomadic pastoralist lifestyle.

**Materials:**

Physical map of Africa, satellite image of Africa, Millennium Ecosystem Assessment map/image of the Sahel from <http://oceanworld.tamu.edu/resources/environment-book/desertificationinsahel.html> , “Building Blocks: Human-Environment-Interaction Graphic Organizers” handout, copies of newspaper articles

**Time Frame:** 1 - 3 class periods

**Procedure:**

Opening the lesson –

1. Have students locate the Sahara and the Sahel on a satellite image or physical map of Africa.
2. Ask students to name the countries that make up these two regions.
3. Write a one to three sentence description of the physical differences of the two regions.

Developing the lesson –

1. Show the Millennium Ecosystem Assessment graphic on the smart board, computer, etc.
2. Discuss the following questions using Think, Pair, Share:
  - a) What could be some challenges of living in this area?
  - b) What is Human Environment Interaction?
  - c) In what ways do you think the people living in the Sahel have modified their environment and adapted to it?
3. Divide the class into two teams and assign each team one article to read.

Concluding the lesson –

1. In groups or pairs, have students fill out the “Building Blocks HEI” organizer and create a graphic organizer.
2. In pairs give students another organizer and combine the material from both articles.
3. Have students write a summary of the situation in the Sahel.

Closure –

Have students share their summaries and discuss what they need to add or delete from their summary.

**Assessment:**

If iPads are available, have students create a lesson over what they learned or find another article and divide class into the HEI categories.

Have students present what they discovered using the Educreation Interactive Whiteboard.

Give several short articles to the students to read. Using prior knowledge and citing examples from the article, have students write about the topic and include facts as well as supported opinions.

**Resources:**

1. All photographs, maps, and images were located on yahoo.com

2. The “Building Blocks: Human-Environment-Interaction Graphic Organizers” is from the Edmond Public Schools STEPS Handbook:

<http://www.edmondschools.net/AboutUs/Curriculum/CurriculumSpecialties/SocialStudies/STEPSHandbook.aspx>

3. Internet articles:

Desertification of the Sahel:

<http://www.perc.org/articles/article142.php>

Desertification in The Sahel and Millennium Ecosystem Assessment map/image of the Sahel:

<http://oceanworld.tamu.edu/resources/environment-book/desertificationinsahel.html>

### **Simplification:**

1. Include a word bank.
2. Assign one block of the “Building Blocks” graphic organizer and join other students to complete.

### **Connections:**

Grade 7<sup>th</sup> Earth Science

Standard 2 and Standard 5: Structures of the Earth Structures of the Earth System

1. Global patterns of atmospheric movement influence local weather such as oceans’ effect on climate (e.g., sea breezes, land breezes, ocean currents). Clouds, formed by the condensation of water vapor, affect local weather and climate.