|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name:** | **Emily Barksdale** | **School:** | **Ann Richards Middle** | **District:** | **Dallas ISD** | **Approximate lesson plan date:** | March |

|  |  |  |  |
| --- | --- | --- | --- |
| **VISION-SETTING** | **OBJECTIVE**  What is your objective? | **KEY POINTS**   * What key ideas and understandings are represented by this objective? * What knowledge and skills do students need to access these key ideas and understandings? | |
| Students will explain how humans in urban centers adapt to dry climates and terrain.  TEKS:  6.4B where people settle  6.4D human centers  6.6C environment affecting lifestyles  6.7A humans adapting to environment | * Some humans live in the desert. * The UAE and many Middle Eastern countries are desert nations. * The city of Dubai is in the desert. * They rely on desalination plants to make potable water from the (Arabian) Gulf. | |
| **ASSESSMENT**  Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective.  Attach your daily assessment, completed to include an exemplary student response that illustrates the expected level of rigor. | | |
| 3-question exit ticket:   1. What is the climate like in the United Arab Emirates? 2. hot and wet, like the Amazon 3. cold and dry, like Antarctica 4. hot and dry, like the Sahara 5. cold and wet, like Great Britain   2. How, primarily, do people adapt to living in the UAE’s environment?   1. desalination of sea water 2. digging wells 3. collecting all of the extra rainwater that falls annually 4. collecting water from the many lakes that surround the cities   3. In your opinion, are desalination plants the best option for Emirati citizens? Why or why not? | | |
| **SCOPE AND SEQUENCES**  Where does this fit into your teaching? What are the necessary prerequisite understandings? | | |
| This lesson will be taught during the Middle East unit, transitioning from Africa to Asia in our year.  Students must be able to name essential considerations of settlement (water source, resources, terrain/vegetation and climate) and describe desert terrain and climate (very dry, few plants, little to no rainfall). Students will also be familiar with water scarcity issues as understood in a Sub-Saharan African context, especially from our study of the novel *A Long Walk to Water*. | | |
| **DETERMINING METHODS** | 1**. OPENING (10 min.)**  How will you communicate *what* is about to happen? How will you communicate *how* it will happen?  How will you communicate its *importance*? How will you communicate *connections* to previous lessons?  How will you engage students and capture their interest? | | **MATERIALS** |
| Show students video or infographic of water usage statistics.  Then, have them locate Abu Dhabi on a rainfall map, noting population and annual precipitation. | |  |
| 2**. INTRODUCTION OF NEW MATERIAL (5 min.)**  How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points?  Which potential misunderstandings do you anticipate? How will you proactively mitigate them?  How will students interact with the material?  How/when will you check for understanding? How will you address misunderstandings?  How will you clearly state and model behavioral expectations? Why will students be engaged? | |  |
| Students predict what potential challenges Emiratis face living in such harsh conditions. Students think, pair, share these with a neighbor.  **Preteach vocabulary: *desalination* -**  “de-” prefix; “sal” root  **Check for Understanding before moving on:**  **white board responses -**  Do people need water to live? (yes)  Does the UAE look like an environment most people want to live in? (no)  Do people live in the UAE anyway? (yes) | |  |
| 3**. GUIDED PRACTICE (10 min.)**  How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points?  How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard?  How/when will you monitor performance to check for understanding? How will you address misunderstandings?  How will you clearly state and model behavioral expectations? Why will students be engaged? | |  |
| Students read articles “UAE is world’s second largest desalination paroducer” (Emirates 24|7) and “Desalination plants to run on renewable energy in Abu Dhabi” (Khaleej Times) in partners, taking turns by paragraph.  When partner finishes a paragraph, student asks any clarifying questions they have and then summarizes the portion of reading. | |  |
| 4**. INDEPENDENT PRACTICE (10 min.)**  How will students independently practice the knowledge and skills required of the objective, such that they solidify their internalization of the key points prior to the lesson assessment?  When and how would you intervene to support this practice?  How will you provide opportunities for remediation and extension?  How will you clearly state and model behavioral expectations? Why will students be engaged? | |  |
| Students independently answer questions about reading in complete sentences, including a pro/con T-chart for desal technology. |  |  |
| **5. CLOSING (5 min.)**  How will students summarize and state the significance of what they learned?  Why will students be engaged? | |  |
| Tie in previous learning about water scarcity in Sub-Saharan Africa. Contrast desalination plants with wells. | |  |
| EXTENSION **(if appropriate).** How will students practice what they learned? | | |
| On a blank piece of paper, students are challenged to design a more efficient desalination mechanism than the ones popularly used throughout the UAE now. | | |

#### 