**AP Human Geography Ms. Kristi Neuroth**

**Ravenwood High School**

**A Journey Through the UAE!**

A Series of United Arab Emirates Lesson Plans for AP Human Geography

**OVERVIEW:**

In this series of mini-lessons students will review key concepts in the AP Human Geography Course Outline through exploring the unique human and physical geography of the United Arab Emirates. This lesson is intended to be presented at the end of the “Cities and Urban Land Use” unit as a bridge between the final unit of content and review for the AP Human Geography exam.

**“WHY GEOGRAPHY IS IMPORTANT” THEMES:**

**NATIONAL GEOGRAPHY STANDARDS:**

1. **Places and Regions**: National Geography Standard #4: The physical and human characteristics of places.
2. **Environment and Society:** National Geography Standard #14: How human actions modify the natural environment.

**TENNESSEE GEOGRAPHY STANDARDS:**

1. 1.2 Students will understand the relationship between physical environments and culture.
2. 3.5 Students will understand that common physical, biological, and cultural characteristics create regions.
3. 3.8 understand how human systems modify the physical environment.

**GRADE LEVEL:** High School (9th - 12th grade)

**GEOGRAPHIC SKILLS:**

1. Utilizing Geographic Vocabulary
2. Analyzing Geographic Information

**CROSS-CURRICULAR FOCUS:**

1. Reading and writing skills employed in an AP Human Geography classroom.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***DAY 1***

**TOPIC: Thinking Geographically**

**LESSON OBJECTIVES:**

**VOCABULARY CONNECTIONS:**

**TIME**: 45 minutes

1. Seven 45-minute class periods (one class period for each unit of the AP Human Geography course).

**MATERIALS:**

1. UAE Map

**PROCEDURE**:

1. Announce to students that over the next 7 days they will review for the AP Human Geography exam by taking a look at the United Arab Emirates as a key case study and “real world” example of key concepts covered in the class.

**Opening Activity:**

1. To engage students in the focus of the lesson and attract their interest, tell students that before they take their “journey” through the UAE they are going to review current news from the country. Provide them with the following three recent “headlines” from the UAE and ask them to answer the subsequent question, “Based only on these headlines, what can you learn about the UAE? Write a list of as many pieces of information as you can gather.”
   1. **Headline #1:** “*Why Dubai is Growing So Fast—And May Eventually Slow Down*”

**(**From National Geographic Online: http://onward.nationalgeographic.com/2014/09/10/why-dubai-is-growing-so-fast-and-may-eventually-slow-down/)

* 1. **Headline #2:** “*What’s a Lake Doing in the Middle of the Desert?*”

**(**From NPR: http://www.npr.org/2012/10/26/163723606/whats-a-lake-doing-in-the-middle-of-the-desert)

* 1. **Headline #3**: “*UAE Move to Protect Migrant Workers*”

**(**From Human Rights Watch: https://www.hrw.org/news/2015/11/01/uae-move-protect-migrant-workers)

1. After students finish writing their responses to the headline activity conduct a discussion about their “findings”. (Possible student responses may include, “*There is something about Dubai that is attracting a lot of people or investment* “ or “*There is something strange about this particular lake in the UAE*, “ or, “*The UAE must attract a lot of migrant workers if they have to do something to protect them*”).

**Main Activity**:

1. During this part of class students will observe a series of maps related to the UAE.
2. Explain to students that today they are going to experience the UAE with their five senses. Students will read one passage at a time from the article. Instruct students to highlight or underline any descriptions of what the author sees, hears, smells, tastes, or feels.
3. After most students have finished the first passage (this should only take a few minutes), instruct them to turn to a “discussion partner” to talk about the sights, sounds, smells, tastes, and sensations they noticed in the first passage.
4. Students will turn to passage #2 and read for a few more minutes. They will turn to their discussion partner to talk about their “sensory” observations.
5. Students will turn to passage #3 and read for a few more minutes. They will turn to their discussion partner to talk about their “sensory” observations.
6. Move to a full class discussion – ask students to share their “sensory” observations and discuss what kind of image this creates in students’ minds about what the Sahara is like.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***DAY 2***

**TOPIC: Population and Migration**

**LESSON OBJECTIVES:**

**VOCABULARY CONNECTIONS:**

**TIME**: 45 minutes

**MATERIALS:**

1. UAE Map

**PROCEDURE**:

1. Announce to students that over the next 7 days they will review for the AP Human Geography exam by taking a look at the United Arab Emirates as a key case study and “real world” example of key concepts covered in the class.

**Opening Activity:**

1. To engage students in the focus of the lesson

**Main Activity**:

1. During this part of class students will

**Closure:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***DAY 3***

**TOPIC: Cultural Patterns and Processes**

**LESSON OBJECTIVES:**

**VOCABULARY CONNECTIONS:**

**TIME**: 45 minutes

**MATERIALS:**

1. UAE Map

**PROCEDURE**:

1. Announce to students that over the next 7 days they will review for the AP Human Geography exam by taking a look at the United Arab Emirates as a key case study and “real world” example of key concepts covered in the class.

**Opening Activity:**

1. To engage students in the focus of the lesson

**Main Activity**:

1. During this part of class students will

**Closure:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***DAY 4***

**TOPIC: Political Geography**

**LESSON OBJECTIVES:**

**VOCABULARY CONNECTIONS:**

**TIME**: 45 minutes

**MATERIALS:**

1. UAE Map

**PROCEDURE**:

1. Announce to students that over the next 7 days they will review for the AP Human Geography exam by taking a look at the United Arab Emirates as a key case study and “real world” example of key concepts covered in the class.

**Opening Activity:**

1. To engage students in the focus of the lesson

**Main Activity**:

1. During this part of class students will

**Closure:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***DAY 5***

**TOPIC: Agriculture and Rural Land Use**

**LESSON OBJECTIVES:**

**VOCABULARY CONNECTIONS:**

**TIME**: 45 minutes

**MATERIALS:**

1. UAE Map

**PROCEDURE**:

1. Announce to students that over the next 7 days they will review for the AP Human Geography exam by taking a look at the United Arab Emirates as a key case study and “real world” example of key concepts covered in the class.

**Opening Activity:**

1. To engage students in the focus of the lesson

**Main Activity**:

1. During this part of class students will

**Closure:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***DAY 6***

**TOPIC: Industrialization and Economic Development**

**LESSON OBJECTIVES:**

**VOCABULARY CONNECTIONS:**

**TIME**: 45 minutes

**MATERIALS:**

1. UAE Map

**PROCEDURE**:

1. Announce to students that over the next 7 days they will review for the AP Human Geography exam by taking a look at the United Arab Emirates as a key case study and “real world” example of key concepts covered in the class.

**Opening Activity:**

1. To engage students in the focus of the lesson

**Main Activity**:

1. During this part of class students will

**Closure:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***DAY 7***

**TOPIC: Cities and Urban Land Use**

**LESSON OBJECTIVES:**

**VOCABULARY CONNECTIONS:**

**TIME**: 45 minutes

**MATERIALS:**

1. UAE Map

**PROCEDURE**:

1. Announce to students that over the next 7 days they will review for the AP Human Geography exam by taking a look at the United Arab Emirates as a key case study and “real world” example of key concepts covered in the class.

**Opening Activity:**

1. To engage students in the focus of the lesson

**Main Activity**:

1. During this part of class students will

**Closure:**

**­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**APPENDIX**

**Extension Activities**:

1. Encourage students to compare the UAE with another country throughout the project. Have students compare population pyramid data on Day 2 with that of the United States or another country of their choice and make predictions about why the pyramids of each country look the way they do.

**Resources**:

Chappell, B. (2016, July 26). Sun-Powered Airplane Completes Historic Trip Around The World. Retrieved May 09, 2017, from http://www.npr.org/sections/thetwo-way/2016/07/26/487458905/sun-powered-airplane-completes-historic-trip-around-the-world

Daniel, A. (2012, October 26). What's A Lake Doing In The Middle Of The Desert? Retrieved May 09, 2017, from http://www.npr.org/2012/10/26/163723606/whats-a-lake-doing-in-the-middle-of-the-desert

Peters, M. (2016, February 11). UAE Names Minister Of Happiness. Retrieved May 09, 2017, from http://www.npr.org/sections/thetwo-way/2016/02/11/466441262/uae-names-minister-of-happiness

Stone, D. (2014, September 10). Why Dubai is Growing So Fast—And May Eventually Slow Down. *National Geographic*. Retrieved May 10, 2017, from http://onward.nationalgeographic.com/2014/09/10/why-dubai-is-growing-so-fast-and-may-eventually-slow-down/

The World Factbook: UNITED ARAB EMIRATES. (2017, May 30). Retrieved May 09, 2017, from https://www.cia.gov/library/publications/the-world-factbook/geos/ae.html

UAE: A Move to Protect Migrant Workers. (2015, November 01). Retrieved May 09, 2017, from https://www.hrw.org/news/2015/11/01/uae-move-protect-migrant-workers