



THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

# Center for Middle Eastern Studies

## Water in the Desert: Morocco

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### Lesson Plan

#### Goal:

Students will develop an increased awareness of water use and scarcity. Students will be able to make comparisons between how Americans use water and how people in southern Morocco use water.

#### Objectives:

At the application level, SWBAT reflect on water use prior to and after the Powerpoint, as demonstrated by complete and descriptive written and oral sentences to thematic questions.

At the understanding level, SWBAT locate Morocco on a map, and distinguish between a city, state/province, country, and continent, as demonstrated by 80% accuracy on a multiple-choice assessment.

### Arizona Social Studies Standards

#### 2<sup>nd</sup> Grade

**C1, PO5: Recognize characteristics of human and physical features.**

**C 4, PO2: Describe the reasons-for human settlement patterns.**

**C5, PO1: Identify ways in which humans depend upon, adapt to, and impact the earth.**

#### 3<sup>rd</sup> Grade

**C1, PO1: Discuss that different types of maps serve various purposes.**

**Science S3, C1: Describe major factors that impact human populations and the environment.**

#### 4<sup>th</sup> Grade

**C5, PO1: Describe human dependence on the physical environment and natural resources to satisfy basic needs.**

**C5, PO3: Describe the impact of human modifications on the physical environment and**

## **ecosystems**

### 5<sup>th</sup> Grade

**C2, PO3: Identify the location of significant geographic features from content studied on a physical or political map.**

**C2, PO2: Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.**

#### **Introduction:**

#### **Day 1:**

Materials: Water Use Reflection, Water Use Activity Two, 4<sup>th</sup>/5<sup>th</sup> Geography Activity

Students complete the Water Use Reflection activity. After they have done this independently or with a partner, guide them in a discussion of how they determined the relative importance of their water uses. The goal is for students to be able to justify their responses, and listen to how other students may think of water uses differently. For example, one student may consider showers essential, while another student may realize that as unpleasant as it may be, one will not die from not taking a shower, and thus rank it as important.

4<sup>th</sup> and 5<sup>th</sup> grade students complete Water Use Activity Two on estimated water use for a few specified agricultural activities. Discuss the fact that we are removed from most of our water uses by technology and by the fact that other people grow and raise our food for us. Brainstorm all the possible things we use or do during the day that have a water footprint. (Almost everything – example: computers take a lot of water during the production stage). Watch the video clip and fill in the actual amounts.

#### **Day 2:**

Materials: Water in the Desert Powerpoint, grade specific questions

SW watch the Powerpoint “Water in the Desert: Morocco” and respond to questions throughout the program.

#### **Day 3**

Materials: Water Use: Post Slideshow Reflection

SW fill out a reflection page on their water use, focusing on any uses they left off their previous chart or any changes that they would like to make.