



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Fulbright-Hays

University of Arizona

Center for Middle Eastern Studies

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Title

Unit Overview	
Grade/Subject	5th Science & related, basic Arabic vocabulary
Guiding Questions	How do humans, animals, and plants survive in an arid climate?
Core Idea	The Roles of Water in Earth's Surface Processes: • Nearly all of Earth's available water is in the ocean. • Most freshwater is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. Fresh water (>3% → of that what does the U.S. have compared to Jordan). In the desert, there are no apparent water resources. So how do the Bedouin people, plants, and animals survive there?
<i>Assessments</i>	
Formative Assessments	Students will prepare and present a Google Slides presentation on a tribe, plant, or animal from the Jordanian desert and compare it to a local tribe.
Summative Assessments	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
<i>Texts</i>	
Fiction	London, Jonathan. <i>Ali, Child of the Desert</i> . New York, Lothrop, Lee & Shepard Books, 1997. Ali, Child of the Desert read-aloud video

	Ali, Child of the Desert Google Slides
Nonfiction	Losleben, Elizabeth. <i>First Peoples The Bedouin of the Middle East</i> . Minneapolis, Lerner Publications, 2003. Maani, Jarir. <i>Field Guide to Jordan</i> . Amman, Maani Publishing, 2010.
Instructional Resources	
Maps	Jordan: https://www.google.com/maps/d/edit?mid=1-smLByZv8VNXyRm-EDdx9pJFBoLpzW8&usp=sharing
Graphic Organizers	Venn diagram: Compare & Contrast climate in the desert vs. students' homeland
Images	Personal photos: Wadi Rum, Wadi Musa, arid areas photo links
Videos	Traditional Bedouin Music at Wadi Rum, Jordan https://youtu.be/DfYLEF5vWPA https://youtu.be/QnRX_Peic9Q

Assessments

Formative Assessments	Students prepare a Google Slides presentation on an animal or plant species that survives in the desert
Summative Assessments	Students present their Google Slides presentation (Extension activity)

Pacing

This unit is approximately 1 week or 5 sessions of instruction.

Lesson	Learning Objective	Standard	Resources/Assessments
Arabic Language	Students will be able to use Arabic words that relate to the environmental elements that		Quiz students verbally, BINGO

	humans, animals and plants need to survive in an arid climate such as air, water, sun, and earth.		
Importance of water in a tribal society	Students will be able to explain what water resources are available in their tribe. They will be able to discuss water rights issues and conservation techniques.	6.4.6 Describe the role of citizens as responsible stewards of natural resources and the environment. ESS2.A: Earth Materials and Systems Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1) ESS2.C: The Roles of Water in Earth'	Presentation notes from the Jordanian Speaker on water.
How does water (lack of or abundance of) affect the lifestyle of humans, animals and plants?	Students will be able to demonstrate how the Bedouins use water in agricultural/farming, cooking, caring for animals, cleaning, etc. Extension: Compare with their own tribes.	ESS3.C: Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)	

Materials:

-notecards

-pencils

~Bedouin Bingo worksheets

Optional Materials:

~black butcher paper/fabric to hang from classroom ceiling to mimic a Bedouin tent

~Bedouin traditional dress

~Bedouin daily life items: coffee pot, coffee grinder, incense burner, tea cups

~tea

~hot water kettle

~sugar cubes

~water

~plastic cups

~3+ water bottle

~Cardamom

~small rug

Procedures:

THE INTERVIEW

Tell students they are about to interview someone from a far away place. Have each student write at least 3 questions on a notecard for the speaker. Tell them to focus on water resources. Tell them they will use the back to draw a Venn diagram to compare and contrast the speaker's homeland with their own homeland.

After students have written their 3 questions and drawn their Venn diagrams (5-7mins.), tell them you are going to get the guest. Exit the room, dress (1-2mins), re-enter in traditional clothing.

Presentation - Walk in the classroom with traditional clothing and greet students "to your tent". Say: Asalaam Alaikum, and welcome to my tent.

Have students ask questions/fill out Venn diagrams, answer their questions from the point of view of a Bedouin, demonstrate how to make coffee and tea, and make them tea. *If not covered in Q&A session, make sure students understand how Bedouins use the resources of the desert to get water and sustain (35 mins)

Watch the videos on Dabke (Jordanian/ Palestinian drumming and dancing)

Exit Ticket - Have students complete their Venn diagram with three things in common & three things that are different for the Bedouins and their local homeland.

Read: Ali, Child of the Desert to the students, introduce the Arabic vocabulary (15mins.)

Review Arabic vocabulary from the book

Play [Bedouin Bingo](#)

Extension:

1. Watch [Bedouin tribe in the Arabian desert: from ecolife to Arabic food recipes](#)
2. Students will research an animal or plant that survives in the desert of Jordan. You can assign students their species, for example: Arabian oryx, Persian onager, water buffalo, Nubian Ibex, camel, desert ant, dragonfly, etc. [Organism in an arid climate](#)
3. Produce - Students will present about their plant or animal species