

## Geography Alive: Stage 2 (Topic 2: The Earth's Environment)

Lesson 5: Deserts		
<p><b>Content focus:</b></p> <p>In this lesson, students investigate the characteristics of deserts and the animals that live there. In doing so, students investigate the adaptations of animals and plants to the desert environment. Students learn to identify different types of animals and explore their needs and how the environment meets these needs.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• YouTube video clip: 10 wonderful desert landscapes <a href="https://www.youtube.com/watch?v=SU2wTZ5Y194">https://www.youtube.com/watch?v=SU2wTZ5Y194</a></li> <li>• <a href="#">Resource Sheet 1: Desert Environment Fact Sheet</a></li> <li>• <a href="#">PowerPoint 1: Deserts</a></li> <li>• <a href="#">Worksheet 1: World map of vegetation types</a></li> </ul>
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What makes desert environments unique?</li> <li>• What plants animals live in deserts?</li> <li>• How have these plants and animals adapted to the desert environment?</li> <li>• Why are the world's deserts growing in size?</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• describes the characteristics that make desert environments unique</li> <li>• describes the climate of the desert environment</li> <li>• identifies plants and animals that live in deserts</li> <li>• explains, in simple terms, how selected plants and animals have adapted to the desert environment.</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Students watch and listen to the <b>YouTube video: 10 Wonderful Desert Landscapes</b>. At the end of the video, ask the students: <ul style="list-style-type: none"> <li>- What did all the deserts in the video have in common?</li> <li>- What types of vegetation did you see growing in the deserts in the video?</li> <li>- What types of animals did you see living in the deserts in the video?</li> </ul> </li> <li>• <b>Step 2:</b> Ask students to study <b>Resource Sheet 1</b> and <b>PowerPoint 1</b>. Ensure that the students understand: <ul style="list-style-type: none"> <li>- where deserts are located</li> <li>- the climate of a desert</li> <li>- the vegetation and animals that grow and live in a desert.</li> <li>- Why are the world's deserts becoming larger?</li> </ul> </li> <li>• <b>Step 3:</b> As a class discuss the following questions: <ul style="list-style-type: none"> <li>- Why is there such a great difference between the daytime and night-time temperatures in deserts?</li> <li>- What are most deserts found in the mid-latitudes?</li> <li>- How does the climate of deserts affect the types of animals and plants found there?</li> <li>- How have plants and animals adapted to the desert environment?</li> </ul> </li> <li>• <b>Step 4:</b> Using the world maps of deserts on <b>PowerPoint 1</b> (Slide 12) as a guide ask student to colour in the distribution of the world's desert environments on their world map (<b>Worksheet 1</b>). With the help of an atlas ask students to label the world's major deserts. Which of these have students heard of? <ul style="list-style-type: none"> <li>- Encourage more capable students to complete their maps without the assistance of the PowerPoint image.</li> <li>- Allow less confident students to complete their maps in a small group with the support of the teacher or teacher aide.</li> </ul> </li> <li>• <b>Step 5:</b> Once the students have finished their maps, gather together as a class. Encourage the students to use their maps to identify some of the countries around the world where deserts are located. Review with students the animals that are found in deserts and discuss how they can survive in a dry environment.</li> <li>• <b>Step 6:</b> Students are asked to draw and label some desert-based animals. Ask them to describe their habitat.</li> </ul>