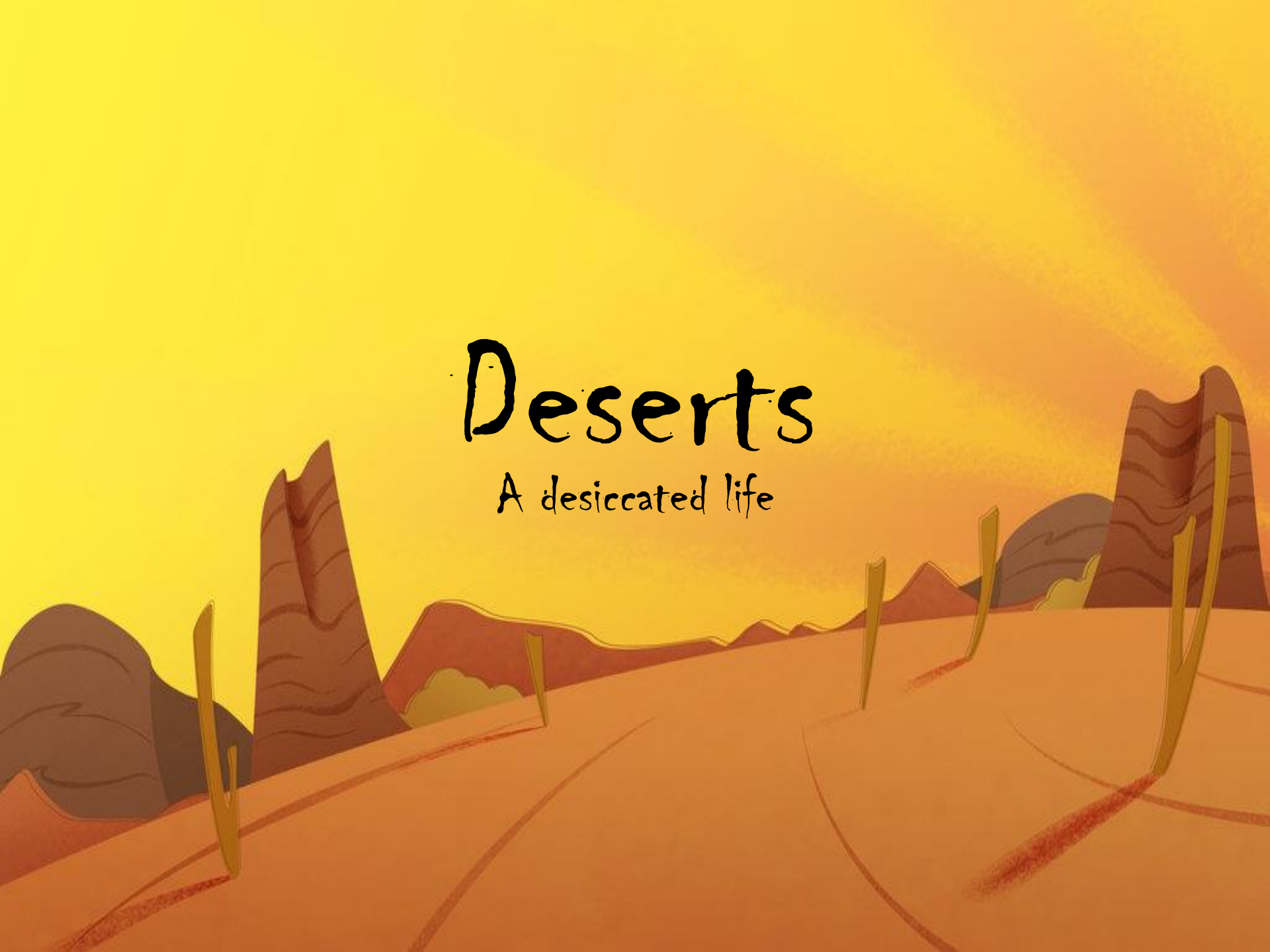


Deserts

A desiccated life

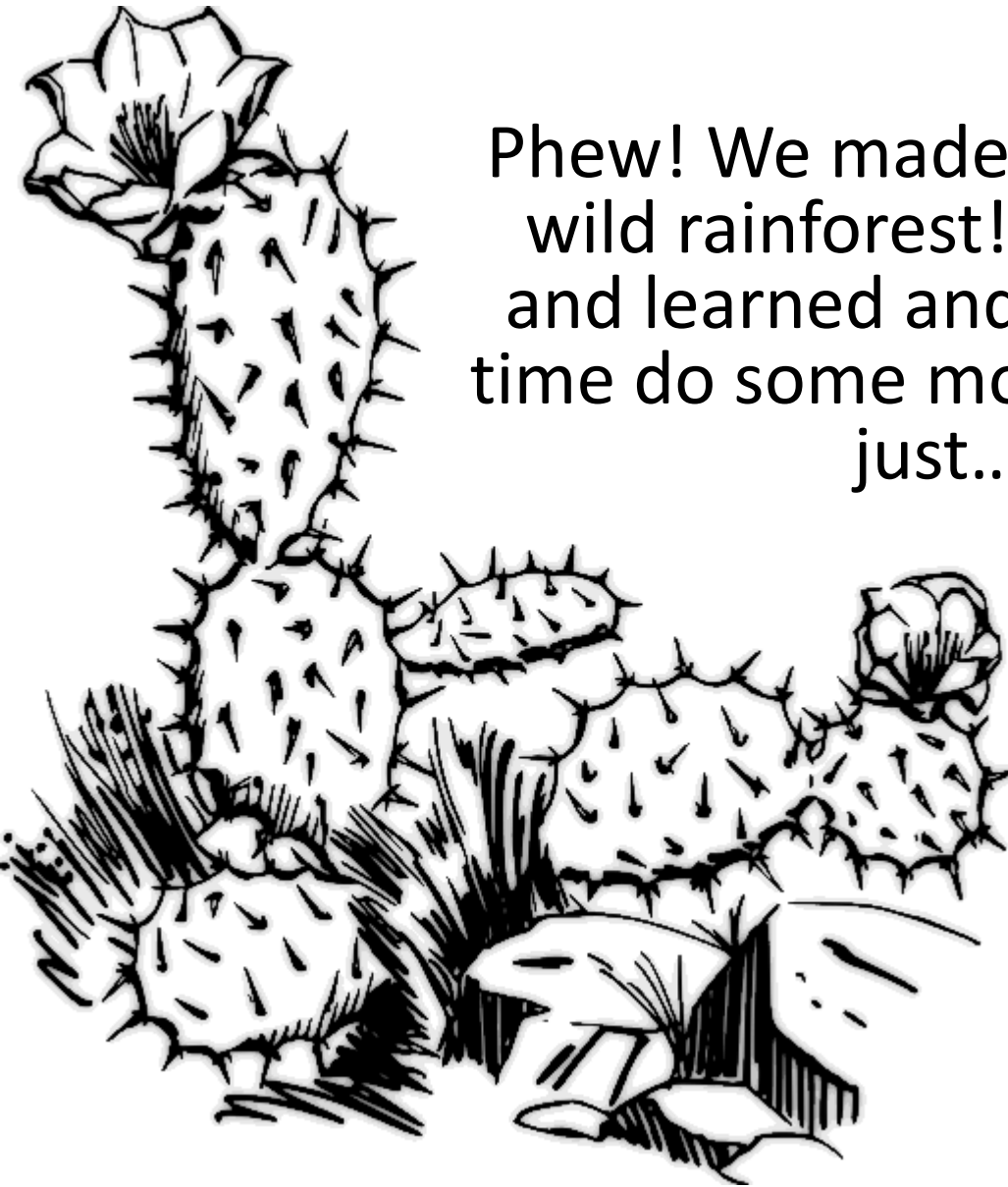


Day One



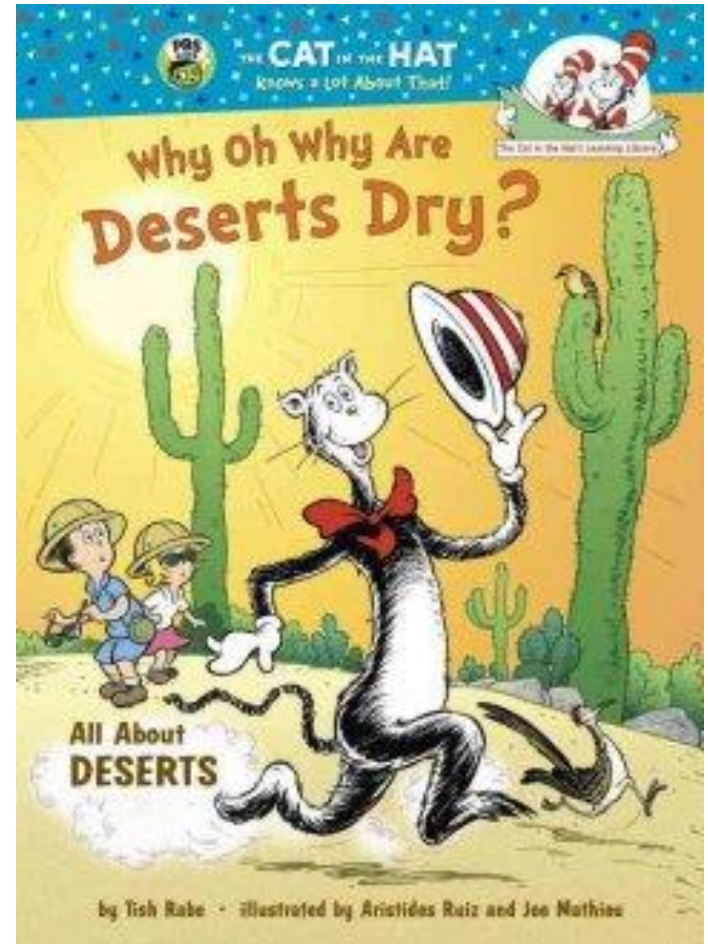
wan·der·lust

Phew! We made it through the wet and wild rainforest! We've gathered data and learned and explored and now it's time do some more! No sweat, right! It's just...the desert!



Building Background Knowledge

- *Note: Students will continue perform as a tribe throughout the duration of this unit to see how successfully they would survive in the desert.*
- Build a 'grafitti' wall of what kids already know
- Read desert related books, such as, *Why Oh Why are Deserts Dry?* Or *Phoebe and Chub*



Deserts: Salty not Sweet

- Discuss the preconceptions, misconceptions and ideas most people have about deserts.
- Compare and contrast that to actual information about deserts.
- Discuss the most critical need in the desert, water, and how those plants and animals who want to survive the desert must adapt.



Deserts: Salty not Sweet (continued)

- Watch: Living without water: Atacama fog catching nets DURATION: 05:00
<http://www.bbc.co.uk/learningzone/clips/living-without-water-atacama-fog-catching-nets/11949.html>
- Read students a desert animal book such as *The Moon Saw it All* by Nancy L. Young and compare and contrast what it teaches about the desert and the animals who live there with what we've already learned, and another book, such as *Deep in the Desert*.



Sweet! Desert Desserts



Have students create their own cactus topped cupcakes or sugar cookies. Follow the tutorial found at this link to learn how.

<http://alanajonesmann.com/2013/04/diy-house-plant-cupcakes/#more-3106>

The background of the image is a close-up photograph of parched, cracked earth. The soil is a warm, orange-brown color and has broken into irregular, polygonal fragments separated by deep, dark fissures. The lighting creates a sense of depth and texture, highlighting the rough, uneven surfaces of the soil.

Day Two

I can't see you!

Discuss camouflage, its purpose, uses in the desert, and uses by predators, prey, and plants.



Vanishing Act: Camouflaged Collage

Students will design and make collage portrait art using different materials. Their image will be of a desert animal camouflaged in its environment with labels and a description on the back.



What to wear in the desert?



Students learn that there's more sense to clothes in desert than just fashion sense!

Discuss the reasons behind traditional desert wear, learn why it's best to cover your hair (whether it's on your head, legs, or anywhere.)

Visit several travel websites, make fashion choices, and make their own fashion plate of them in desert garb, looking great! [Sand doesn't need to be bland!]

What to wear in the desert?

- Visit a website that sells traditional Desert wear here.

<http://desertdress.com/MensIndex.html>

- Going on a trip to Egypt- Don't forget the essentials- Learn More here <http://all-about-egypt.com/egypt-sahara-desert-what-to-bring-on-your-trip/>

- Camping in Egypt <http://all-about-egypt.com/egypt-sahara-desert-camping/>



Day Three

Life from Death [Valley]

- Discuss how rapidly the desert can change with a little water, and how rapidly fertile land can become desert—without a little water.
- Watch the desert bloom in the following videos:
<https://www.bbc.co.uk/programmes/p0037q88>
Death Valley Bloom



Changing Math

Note: Students will continue perform as a tribe throughout the duration of this unit to see how successfully they would work together to survive in the desert!

Play Bouncing Sums

Like the desert barren of plants this game will help students make connections between sums and how numbers can quickly change.





Day Four

The Incident at Tower 37

- Set the stage by telling students that they will be venturing into the world of investigative reporters, there have been rumors of issues out at Tower 37 and our science team has been asked to figure out what's going on. When we arrive we find a lake and a security recording...
- Watch the film <http://www.bitfilms.com/tower37.html> and discuss.

Are you... Adaptable?

- **Now that you know where a desert is, can you adapt?**
Adapting to the Desert: Show a quicktime video “Desert Biome” (www.pbslearningmedia.org/resource/tdc02sci.lifeeco.desert/desert-biome/) Discuss the difference between adaptation and learned behaviors and examine some of the behaviors and physical characteristics that enable organisms to live successfully in the desert environment. Identify the three basic methods plants and animals use to live in the desert.
- Show video about adaptation (www.bing.com/videos/search?q=adapation+over+time+movie&for+kids&FORM) List of animals that have adapted to live in the desert and identify the adaptation and why the adaptation was necessary to live successfully in the extreme environment . Make a plan on how we, as a group can use inspiration from that adaptation to help us (as humans) survive our journey through the desert.

Live or die? Do we have the skills to survive?

- **Will we expire, evade, or endure...?**
- Students complete the desert survival team building exercise.
- Discuss healthy relationships between team members and how we must all (as a team, as a class, as a planet,) work together to survive any ecosystem. .