**LESSON PLAN**

**WATER**

**A CROSS-CURRICULAR TEACHING LESSON LINKING**

**GEOGRAPHY, HISTORY AND ENGLISH**

**AGE GROUP: 14 (8th class)**

**THEME: WATER – the source of life**

 **= THE WATER CIRCLE**

 **= THE ARRIVAL OF COLONIZATIONS AND**

 **SETTLEMENTS – the importance of water for**

 **Man**

 **= THE DEVELOPMENT OF INDUSTRIES and PROGRESS**

 **IN AGRICULTURE**

 **= WATER IN TODAY’S WORLD – CONSEQUENCES**

**THE TEACHING OBJECTIVES:**

* **A revision of three subjects:**
* **Students review water**

**= from the point of view of geography – the water cycle process and geographical terminology**

**= from the point of view of history – clean water during and after the migration of nations and the formation of colonies and settlements**

**= from the point of view of English as a foreign/second language – oral skills and performance**

**LESSON PROCEDURE**

**Step 1:**

* **Using PPT of the water cycle students review the process of the water cycle and the terminology that goes with it: groundwater, forms of above-ground water (rivers, lakes, marshes, iceberg, oceans, streams, creeks…), the changes in water currents of rivers at their source, on their way to the river mouth; intermittent rivers and lakes, underground caves, as well as the importance of clean water as a source of life.**

**Step 2:**

* **Students review the importance of water for people:**

**= first from a historical viewpoint making reference to the time when the migration of nations and formation of colonies and settlements began –**

 *(Where did they settle and why?) – along rivers and lakes because it was a source of clean drinking water for both people and animals; it provided irrigation for farming as well as for navigation purposes.*

**Step 3:**

* **Students analyze the gradual degeneration of water leading up to the DEVELOPMENT OF INDUSTRIES and AGRICULTURE and especially during the time of the INDUSTRIAL REVOLUTION until today, making particular reference to:**

**= wastewater from industries and households**

**= water transport of dangerous goods**

**= the overuse of pesticides and fertilizers for farming purposes**

**= chemical pollution**

**Step 4:**

* Students do a gap fill exercise in pairs (time limit)
* Correct together using a PPT presentation
* **Sample of gap fill exercise:**

**Fill in the blanks with one of the given words.**

1. We can distinguish between \_\_\_\_\_\_\_\_\_\_\_ (lakes), \_\_\_\_\_\_ (rivers), \_\_\_\_\_\_ (oceans), and \_\_\_\_\_\_\_ (icebergs).
2. The water that flows underground is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_(underground water).
3. At its source water flows \_\_\_\_\_\_\_\_\_\_\_\_(fast) and creates \_\_\_\_\_\_\_\_\_\_(valleys) and \_\_\_\_\_\_\_\_\_\_\_\_\_(waterfalls).
4. At the river mouth it slows down, creates \_\_\_\_\_\_\_\_\_\_\_\_\_(meanders) and flows into the \_\_\_\_\_\_\_\_\_\_\_\_\_(sea).
5. The first civilizations developed along \_\_\_\_\_\_\_\_(rivers) .
6. Water made it possible for people to \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_(settle down) permanently along rivers that enabled them to use the water for \_\_\_\_\_\_\_\_\_\_\_(drinking), \_\_\_\_\_\_\_\_\_\_\_\_\_(irrigation) and \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_(water transport).
7. Today \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_(water pollution) has become a big problem.
8. Chemical pollution includes the overuse of \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (pesticides / fertilizers) for farming purposes.

**Step 5:**

* **In the final step biology is also included with a visit to the nearest WATER PURIFICATION PLANT where the students can witness the process of water purification live.**

**The lesson plan was created by:**

**OSNOVNA SOLA PIVKA, SLOVENIA:**

**MARIZA GOLLE**

**URSHKA BUBNIC**

**MAGDALENA BOBEK**