

Arizona

Giant Floor Map Activity

Title: The 5 Cs: Where Would You Find 4 (of the 5) Cs of Arizona?

Recommended Grades: 3-HS

Time Needed: 2 class periods

Objectives:

Students will:

- Identify the 5 Cs of Arizona (Copper, Cotton, Cattle, Citrus, Climate)
- Research and identify the basics of the copper, cotton, ranching, and farming industries in Arizona
- Discuss and come to a conclusion about why climate would not be included in this activity

Materials:

1. Giant Floor Map of Arizona
2. Computers with internet access
3. Graphic organizer
4. 4 different colors of chips (blue, red, yellow, and green) or other items to be placed on the map to mark locations of each of the 4 Cs students have researched
5. Websites to be used:
 - <http://minedata.azgs.arizona.edu/>
 - <http://data.azgs.gov/geologic-map-of-arizona/>
 - <https://www.azcentral.com/story/travel/arizona/road-trips/2018/09/10/arizona-mining-history-wild-west/953080002/>
 - <https://www.arizonahighways.com/for-kids/history/citrus-arizona>
 - <https://agriculture.az.gov/plantsproduce/what-we-grow/citrus>
 - <http://www.ringbrothershistory.com/bobsprojects/azstar/101%20%20April%2024,%202014%20%20Arizona%27s%20Five%20C%27s%20-%20Citrus.pdf>
 - <https://arrowquip.com/blog/industry-news/cattle-ranching-in-arizona>
 - <https://www.arizonabeef.org/the-beef-story/cattle-in-arizona>
 - <https://www.azfb.org/Article/7-Little-Known-Facts-About-Arizona-Agricultures-Cotton>
 - <https://agriculture.az.gov/plantsproduce/what-we-grow/cotton>
6. Arizona Geographic Alliance maps to use:
 - <https://geoalliance.asu.edu/sites/default/files/maps/AZLNDFRM.pdf>
 - <https://geoalliance.asu.edu/sites/default/files/maps/ArizonaRelief.gif>
 - https://geoalliance.asu.edu/sites/default/files/maps/AZ_biomes_web.pdf
 - https://geoalliance.asu.edu/sites/default/files/maps/AZ_Mining_Towns2.pdf
 - https://geoalliance.asu.edu/sites/default/files/maps/AZ_hum_CAP.pdf
 - <https://geoalliance.asu.edu/sites/default/files/maps/Arizona.pdf>



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Preparation: Provide computers with internet access for research; print off the graphic organizer and an Arizona map from the Arizona Geographic Alliance website for each pair of students working together; research will be done prior to the activities on the Giant Floor Map.

Rules:

- Shoes are not allowed on the map. Please have students remove shoes before walking on the map. Students must wear socks. No bare feet.
- No writing utensils on the map. Keep all writing utensils and other sharp objects 12 inches from the edge of the map.

Session One

1. Conduct a class discussion about the “5 Cs of Arizona.” Write on the white board these well-known characteristics of Arizona: **climate, cattle, cotton, citrus, and copper**. Discuss which of the five are tangible products produced in the state, and which is not a tangible product. (Climate is not tangible so it won’t be part of this activity; however, climate/weather can be taught using the Giant Floor Map activity entitled: Comparing Arizona’s Temperatures.)
2. Divide students into partners. Provide each group with a computer/internet access, a chart to record information, and a blank Arizona map from the Arizona Geographic Alliance website (<https://geoalliance.asu.edu/sites/default/files/maps/Arizona.pdf>) .
3. Instruct partners to work together to complete the graphic organizer and a resource map of Arizona. The graphic organizer will be completed and include the important ideas they find from the websites, the citations they used, and where each resource can be found in Arizona. As they are working, they should transfer the location information onto the blank Arizona outline map. They will create a legend with 4 colors (green, red, blue, and yellow) of symbols representing each resource (cattle, cotton, citrus, or copper) on the blank map.

Session Two:

4. the Giant Floor Map, with equal numbers of students seated on each side. Discuss the results of their research about the four well-known resources Arizona. Assign one of the four resources to each side of the map.
5. Give students on each side of the map one of the four colors of chips or other markers. Tell students what resource each color of chip represents. Send one student from each pair with chips to mark (as a result of their research) where on the Giant Map they believe their resource could be found. When all chips of all 4 colors have been laid on the Giant Map, allow each side to share why they placed their chips on the map in the locations they chose. If any discrepancies are given,

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Review the rules on using the map. (See above.) Assign partners evenly to each side of

6. reason with students why some locations may not be appropriate for the resource (no copper found in the desert, no citrus grown on mountains, etc.).
7. Review with students what was discussed.

Modifications: During the research portion of the lesson, give each pair only one of the four resources to complete on the chart and outline map. This modification can be used to save time and to reduce the amount of research students would have to complete. You can also limit the number of “Important Ideas” to document (i.e., 3 important ideas).

Extensions: Use the postcards in the Giant Floor Map materials or print out pictures of the four resources and use those to place on the Giant Map along with the colored chips for a visual for students to see what the resources look like.

Arizona Standards

Geography

The use of geographic representations and tools help individuals understand their world.

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.

5.G1.1 Use and construct maps and graphs to represent changes in the United States.

Human-environment interactions are essential aspects of human life in all societies.

3.G2.1 Explain how people modify and adapt to the Arizona environment.

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

Global interconnections and spatial patterns are a necessary part of geographical reasoning.

3.G4.1 Describe how Arizona has changed over time.

6.G4.1 Explain why environmental characteristics vary among different world regions.

6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.

National Geography Standard

Element 1: The World in Spatial Terms

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1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places.

Vocabulary:

resources: materials that man can use

citrus: a juicy fruit with a thick skin (orange, grapefruit, lemon, etc.)

References:

Note: arizonaexperience.org is no longer available.

<http://arizonaexperience.org/>

<http://minedata.azgs.arizona.edu/>

<http://data.azgs.az.gov/geologic-map-of-arizona/>

<http://arizonaexperience.org/live-maps/active-mines>

<https://agriculture.az.gov/plantsproduce/what-we-grow/citrus>

<http://arizonaexperience.org/land/cotton-today>

<http://arizonaexperience.org/land/cattle-ranching>

<http://geoalliance.asu.edu/>