

# Arizona

## Alliance Created State Giant Traveling Map Lesson

### Title: Comparing Arizona's Borders

**Recommended Grades:** 4<sup>th</sup> – 5<sup>th</sup>

**Time Needed:** 1-2 class periods

### Objectives:

Students will:

- Compare and contrast the history and geographic features of Arizona's borders
- Use the Giant Map to acquire, process, and report information after reading text

### Materials:

- Text "The History of Arizona's Borders"
- Paper/writing supplies
- Plastic chains (1 per group)
- (Optional map – Historical Development of Utah and New Mexico Boundaries)  
[http://geoalliance.asu.edu/sites/default/files/maps/AZ\\_hist\\_utahnewmex.pdf](http://geoalliance.asu.edu/sites/default/files/maps/AZ_hist_utahnewmex.pdf)
- 4 copies of the legend/key (one for each "base camp")

### Preparation:

- Provide copies of the text for each student
- Assign color groups two borders
  - Blue will compare the northern and southern borders
  - Red will compare the eastern and western borders
  - Green will compare the southern and western borders
  - Yellow will compare the western and northern borders

### 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.

### Directions:

Before you go to the Giant State Traveling Map (GSTM):

1. Introduce the concept of borders and political maps to your students.

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- Borders are the lines that separate one state or country from another. Borders are manmade since they are negotiated with other countries or states.
- Political maps show manmade features on earth. Political maps can show countries and their borders, roads, railroads, cities, capital cities, national parks, etc.
- 2. Ask one or two students to identify the symbols/ features of this map by reading the map key/legend.
- 3. Guide students in a close read of the text, “The History of Arizona’s Borders.”
- 4. Present the task: Each group will compare and contrast two of Arizona’s borders and present their findings to the class. They will use the map and the text to acquire, process, and report information. They will use the plastic chains to measure and describe the two borders. Finally students will use the giant map as a visual during their presentation.
- 5. Divide the students into 4 base camps (red, yellow, blue, and green). Give each base camp a copy of the legend/key.
- 6. Have students stand on the map by their base camps.
  - Assign each base camp 2 borders to study. Pass out the plastic chains.
  - Base camps should use the map’s features, map key, and map legend to identify specific details described in the text, deepening their understanding. They should use the plastic chains to measure and outline the border (one at a time) so they can describe it better.
  - Students should leave the map to take notes on paper, writing on a desk or the floor far from the map. Base camps may create a Venn diagram, a double bubble map, or write paragraphs to organize their thoughts or ideas.
  - When the base camps are ready, have each base camp (one at a time) go to their assigned borders on the map and give their presentations with the rest of the class listening from off the map.

**Modifications:** Support students as they read the text. The text can be adapted to the reading ability of the student. Optional map found at [http://geoalliance.asu.edu/sites/default/files/maps/AZ\\_hist\\_utahnewmex.pdf](http://geoalliance.asu.edu/sites/default/files/maps/AZ_hist_utahnewmex.pdf) can be projected so students can visualize the changing borders.

**Extensions:** Students may create a timeline or multimedia presentation of their findings. Students may research the historical events mentioned in the text.

### STANDARDS

#### Arizona Geography

#### 4<sup>th</sup> Grade Social Studies

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## Alliance Created State Giant Traveling Map Lesson

Concept 1: The World in Spatial Terms

PO 1. Use different types of maps to solve problems (i.e., road maps –distance, resource maps-products, historical maps- boundaries, thematic map- climates).

PO 2. Interpret political and physical maps using the following map elements: Title, compass rose (cardinal and intermediate directions), symbols, legend, scale, road map index, grid (latitude and longitude).

S1: American History

Concept 7: Emergence of the Modern United States

PO 4. Recognize that Arizona changed from a territory to a state on February 14, 1912.

### 5<sup>th</sup> Grade Social Studies

Concept 1: The World in Spatial Terms

PO 2. Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.

PO 3. Identify the location of significant geographic features from content studied on a physical or political map.

Concept 2: Places and Regions

PO 2. Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases, and other reference materials.

Concept 4: Human Systems

PO 1. Explain why and how boundaries change.

### College and Career Readiness Anchor Standards for Reading

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### National Geography Standard

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

### Vocabulary:

border - A border is a real or artificial line that separates geographic areas. Borders are political boundaries. They separate countries, states, provinces, counties, cities, and towns. A border outlines the area that a particular governing body controls. The government of a region can only create and enforce laws within its borders. (National Geographic encyclopedic entry)

### References:

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Trimble, Marshall. *Arizona: A Panoramic History of a Frontier State*. Garden City, NY: Doubleday, 1977. 122. Print.

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