

Arizona

Alliance Created State Giant Traveling Map Lesson

Title: Comparing Arizona's Borders

Recommended Grades: 3-5

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
- 4 copies of the legend/key (one for each "base camp")

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Preparation:

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

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- 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:

1. Have students sit around the perimeter of the map.
2. Introduce the concept of borders and political maps to your students.
(Scaffolding: Comprehensible input)
 - 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.
3. Ask one or two students to identify the symbols/ features of this map by reading the map key/legend. **(Scaffolding: Modeling)**
4. Guide students in a close read of the text, "The History of Arizona's Borders."
(Integrating Processes: Reading; Application: Promotes Engagement)
5. 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. Have a couple of students repeat the instructions to make any clarifications if needed. **(Integrating processes: Listening)**
6. Divide the students into 4 base camps (red, yellow, blue, and green). Give each base camp a copy of the legend/key. **(Grouping: Small groups)**
7. 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. **(Application: Hands on)**

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- 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. **(Integrating processes: Writing; Scaffolding: Comprehensible input)**
- 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. **(Integrating processes: Listening and speaking)**

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 can be projected so students can visualize the changing borders. **(Scaffolding: Comprehensible input)**

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

STANDARDS

Arizona Social Science Standards

Geography

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

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time. Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time. Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies

5.G1.1 Use and construct maps and graphs to represent changes in the United States. Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics,

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geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals

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. Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas

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

3.G4.1 Describe how Arizona has changed over time. Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.

ELA Standards

Reading

Integration of Knowledge and Ideas

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Speaking and Listening

Presentation of Knowledge and Ideas

3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

English Language Proficiency Standards

Basic

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Grade 3

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions by using evidence from a text.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: deliver short oral presentations that include some details to develop a topic.

Grade 4 and 5

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: deliver short oral presentations that include some details to develop a topic.

National Geography Standard

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

Vocabulary:

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.

References:

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