

Arizona

Alliance Created State Giant Traveling Map Lesson

Title: Landmarks of Arizona

Recommended Grades: 1st – 3rd

Time Needed: 1-2 class periods

Objectives:

Students will:

- Identify landmarks in Arizona
- Identify which landmarks are human features and which are physical features
- Use the Arizona Giant Floor Map to locate landmarks using the map grid

Materials:

- Arizona Giant Floor Map
- Text “Landmarks of Arizona”
- 47 Landmark disks
- Arizona Landmarks Teacher Information Sheet
- Arizona Landmarks Location Key
- 4 copies of the legend/key (one for each “base camp”)
- Plastic chains
- (Optional map – Landmarks in Arizona Color Map)
http://geoalliance.asu.edu/sites/default/files/maps/AZ_landmarks_color.pdf
Also available in poster size
http://geoalliance.asu.edu/sites/default/files/maps/AZ_landmarks_poster.pdf
- (Optional maps – Human and Physical Feature Maps for Students in Grades 1 through 4) <http://geoalliance.asu.edu/maps-1-4-human-physical-features>

| SIOP Elements | | |
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| Preparation Adapting content Linking to background Linking to past learning | Scaffolding Modeling Guided practice Independent practice Comprehensible input | Grouping Option Whole class Small groups Partners Independent |
| Integrating Processes | Application | Assessment |

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| Reading Writing Speaking Listening | Hands on Meaningful Linked to objectives Promotes engagement | Individual Group Written Oral |
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Preparation:

Activities 1 and 2 Suggestions

- If your students are new to using grids on a map, you may wish to review the Alliance Giant Map Lesson, [Living on the Grid](#), Activity 1.
- Prior to beginning these activities, have students practice using a grid to locate objects in the classroom.

Activity 1

- Review the “Arizona Landmarks Teacher Information Sheet” for background information on the landmarks used in this lesson. Then select the appropriate disks to use for grades one and two. Be sure to include enough disks to provide practice for everyone. First grade may wish to do as a class/pairs of students rather than a team or solo activity.
- Third grade will use all landmark disks.
- Divide 47 landmark disks into four groups so that each group has physical and human features as well as landmarks from various areas of the state.

If only doing Activity 2

- Review the “Arizona Landmarks Teacher Information Sheet” for background information on the landmarks used in this lesson. Then select the appropriate disks to use for grades one and two. Be sure to include enough disks for each group to provide practice for everyone.
- Third grade will use all landmark disks.
- Divide landmark disks into four groups so that each group has different types of landmarks (physical features, human features) and landmarks from different areas of the state.

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.

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Directions:

Activity 1

1. Have students sit around the perimeter of the map.
 2. Review the idea that features on earth are either physical or human. Ask for examples of physical features and human features.
 - a. Human features are made by people (roads, cities, states, etc.)
 - b. Physical features are natural (rivers, hills, oceans, etc.)
- (Preparation: Linking to past learning)**
3. Present the task: In a few minutes, your group will receive some disks. On the disks will be images and words identifying an Arizona landmark. Your group's task is to determine if this Arizona landmark is a human or physical feature. Some can be both human and physical, so you need to be able to explain your group's decision. **(Integrating processes: Listening)**
 4. Divide the students into 4 base camps (red, yellow, blue, and green). Give each base camp a copy of the legend/key. Have teams sit around their base camps at the perimeter of the map. **(Grouping: Small groups)**
 5. Ask one or two students to identify the symbols/features of this map by reading the map key/legend. Ask if it identifies any human features and if so, ask students to identify the human features (City, State Capital, Railroad, Interstates, US Routes and State Roads). Then ask if the legend identifies any physical features and if so, ask students to identify the physical features (Elevation and River). **(Scaffolding: Modeling)**
 6. Walk to the Colorado River on the Arizona Giant Floor Map. Identify it as a river and follow it along the map. Ask students if a river is a human or physical feature. Next walk to Phoenix. Ask students if the state capital is a human or physical feature? Give more examples as needed. **(Scaffolding: Modeling)**
 7. Discuss "What is a landmark?" (An object or structure that is easy to see and recognize) Identify some landmarks in your community. ("A" mountains in Tempe and Tucson, the Colorado River Bridge in Yuma, Golden Arches for McDonalds, the Castle at Magic Kingdom, etc.)
 8. Distribute a copy of Landmarks of Arizona to each group. Guide students in a close read of the text. Read aloud to younger students if necessary. **(Integrating Processes: Reading; Application: Promotes Engagement)**
 9. Show students samples of the landmark disks. Explain that these disks represent **some** of the many landmarks in Arizona. Some landmarks are physical features and others are human features. Explain that each team will be given a group of disks, and team members will take turns deciding if a disk shows a human or physical feature by putting them into separate piles. They will need to explain their decision, so the groups need to practice their

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answers about why it is human or physical. Every team member must participate. **(Application: Linked to objectives, Promotes engagement)**

Note: Students may have difficulty deciding whether National and State Parks and Monuments are human or physical. Before distributing disks, decide how to handle this. One possibility is to explain that National and State Parks are human features that were created or established to protect a natural or a human feature. For example, Organ Pipe Cactus National Monument – the National Monument is a human feature; the Organ Pipe cactus protected there are a physical feature. The key included with this lesson has the “best answer.” The logic to the key was 1) if the dominate feature is physical, then the landmark is labeled physical (Tonto Bridge). 2) Or if the only reason it became a human feature (like a state park) was because of a physical feature (plant, trees, etc.). If the dominate feature is human made (like a mine), then it will be a human feature. Easy answers are cities, prisons, etc. Again, this is arbitrary.

10. When all teams have completed their task, have one team member report out their physical feature landmarks. Follow by one team member identifying their human feature landmarks. Occasionally ask individuals to explain their reasoning. Correct any mistakes and explain why there was confusion. Identification of the landmarks should be by proper name for third grade and type of feature (river, train) for grades 1-2. **(Assessment: Group, Oral)**
11. Keep each team’s disks together if continuing with Activity 2.

Activity 2

1. Have students sit around the perimeter of the map.
2. Review the use of grid to locate places on a map to your students.

(Preparation: Linking to past learning)

- Walk along and point out the lines on the sides and top of the map. Explain that lines on the map can run across and down to form a pattern of rows and columns. This is the grid. On this map, the rows go from side to side and have numbers on both sides. The columns go from top to bottom and have letters at the top and bottom. Every place on the map can be located using the grid. (The lines do not continue across the Giant Map. Use chains to show how the grid lines go across and up and down the map.)
- Explain that each square has a number and a letter. Point to the letter D at the top and bottom of the map. Next point to the number 5 at the sides of the map. Walk to the square and use chain to outline the grid area and identify this square as D5 and ask what is located here. (large star for Phoenix, the state capital)

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- Point out that more than one thing can appear in a grid square. Repeat as needed around the map and have student volunteers locate various grid squares. (Due to size of the map, younger students may work in pairs to locate a grid square, one following the letter and the second following the number.) **(Scaffolding: Modeling, Guided Practice)**
- 3. Present the task: Each group will use the map grid to find the locations of their landmark disks and place the disks in their proper place. **(Integrating processes: Listening)**
- 4. Use an example of a landmark disk and explain that these disks represent some of the many landmarks in Arizona. Show that one side has the name and an image of the landmark, and the other side has a grid location. Explain that each team will be given a group of disks (if they don't already have them from Activity 1) and team members will take turns using the grid to place the disk in the correct location on the map. Every team member must participate. They must locate the landmarks one at a time.
- 5. Divide the students into 4 base camps (red, yellow, blue, and green). Give each base camp a copy of the legend/key and a stack of landmark disks. **(Grouping: Small groups)** Have students sit at the edge of the map by their base camps. Remind students that everyone in the group should be seated unless it is their turn on the map.
- 6. Taking turns within groups, one student (two for first grade if desired) from each group should be on the map at a time. When they have located the correct grid square, students place the disk in the square and return to the team. **(Application: Hands on)**
- 7. Repeat with all landmarks.
- 8. As students are locating their landmarks, monitor their placement of the disks with the Arizona Landmarks Location Key. Have students correct or refine the location as needed. **(Scaffolding: Comprehensible Input)**
- 9. When all of the landmarks are located, use information from the "Arizona Landmarks Teacher Information Sheet" to provide students more information about the landmarks. Project images if possible.
- 10. Ask the teams questions about location of the landmarks, such as:
 - What direction is _____ from _____?
 - Which landmark is furthest north, south, east, west?
 - Which landmark is closest to/ farthest from our school/town/city?
 - Is the landmark a physical or human feature?**(Application: Meaningful, Promotes Engagement)(Assessment: Group)**
- 11. End the session within teams giving each member the opportunity to describe a visit to a landmark or identify one they would like to visit and

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why. Give a signal every 30-45 seconds (as your time allows) to permit each team member time to contribute. **(Integrating Processes: Speaking)**

Modifications: Support students as they read the text and disk names. 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_landmarks_color.pdf can be projected so students can visualize the landmarks in Arizona. **(Scaffolding: Comprehensible input)**

Extensions:

Have students pick a landmark and do a short research report in the form of a travel brochure or a Public Service Announcement giving a 1-minute report on the beauty, excitement, uniqueness, etc. of this landmark.

To further illustrate the importance of National and State parks in preserving and protecting landmarks in Arizona project and discuss the map found at http://geoalliance.asu.edu/sites/default/files/maps/AZ_National_State_Parks.pdf

Optional map found at http://geoalliance.asu.edu/sites/default/files/maps/AZ_landmarks_color.pdf shows additional landmarks not included in the lesson.

STANDARDS

Arizona Social Science

Geography

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

1.G1.1 Use, explore and construct maps, graphs and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

1.G1.2 Use a grid to locate places.

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts. Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks

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

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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

ELA

Reading

Integration of Knowledge and Ideas

1.RI.7 Use the illustrations and details in a text to describe its key ideas.

2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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).

Speaking and Listening

Presentation of Knowledge and Ideas

1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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.

ELP

Basic

Grade 1

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 such as who, what, where, why, when, and how about key details in a text.

B-2: identify key details in a variety of literary texts and presentations.

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.

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B-1: communicate simple messages about a variety of topics, experiences, or events.

Grade 2 and 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.

National Geography Standards

Standard 4: The physical and human characteristics of places.

Vocabulary:

Physical features are natural features on Earth's surface, such as water, mountains, and deserts.

Human features are things that are built by humans. They include structures from a house to a city, and its infrastructure such as roads, rail, and canals.

Landmarks are buildings or natural feature of outstanding historical, beautiful, or national importance.

References:

Giant Arizona Floor Map link

http://geoalliance.asu.edu/sites/default/files/maps/AZLandscape_color.pdf

Living on the Grid Giant Map Activity link

<https://geoalliance.asu.edu/mapgrid>