Monsoon Days

Students learn about the monsoon season in Arizona.

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Grade Level: 4th
Duration: 3 class periods

National Geography Standards

ELEMENT ONE: THE WORLD IN SPATIAL TERMS
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

ELEMENT THREE: PHYSICAL SYSTEMS
7. The physical processes that shape the patterns of Earth’s surface

ELEMENT FOUR: HUMAN SYSTEMS
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.

Arizona Geography Strand

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 maps—climates).

Concept 2: Places and Regions
PO 1. Describe how the Southwest has distinct physical and cultural characteristics.

Concept 4: Human Systems
PO 4. Describe the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona’s diverse population.

Concept 5: Environment and Society
PO 2. Describe the impact of extreme natural events (e.g., fires, volcanoes, floods, droughts) on human and physical environments.

Other Arizona Standards

Strand 1 American History
Concept 5: Westward Expansion
PO 4. Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching).

Science Strand 3
Concept 1 Describe the interactions between human populations, natural hazards, and the environment.
PO 1. Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams).

Science Strand 6 Earth and Space Science
Concept 2 Earth’s Processes and Systems
PO 1 Identify the earth processes that cause erosion.
PO 2 Describe how currents and wind causes erosion and land changes.
PO 3 Describe the role that water plays in the following processes that alter the Earth’s surface features: erosion, deposition, weathering.

ELA Common Core Standards
Reading
Informational Text
Key Ideas and Details
4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Writing
Production and Distribution of Writing
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Overview

Students growing up in Arizona should understand how earth’s processes impact our physical and human environment.

Purpose

In this lesson students will gain a deeper understanding of Arizona’s monsoon season. They will learn what causes this yearly phenomenon and how to act safely in monsoon storms.

Materials

- Hip, Hip, Hooray, It’s a Monsoon Day by Roni Capin Rivera-Ashford (as many copies as possible)
- Arizona Monsoon Reading
- Hip, Hip, Hooray, It’s a Monsoon Day worksheet
- Hip, Hip, Hooray, It’s a Monsoon Day worksheet answer key
- Monsoon and San Juan’s Day Map
- Scoring Guide for the Monsoon Safety booklet

Objectives

The student will be able to:

1. Describe physical processes that impact our physical and human environment.
2. Describe how to act safely during a monsoon storm.
3. Use maps to interpret information.
4. Describe cultural characteristics of the Southwest.

Procedures

Prerequisite Skills: Students should know the word erosion and its effects.

Prior to the Lesson: Go to the websites cited and create a PowerPoint of the maps and photos found in the Arizona Monsoon Reading.

Create the booklet to use as a model for SESSION THREE.
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SESSION ONE
1. Show the students the Monsoon and San Juan's Day Map. Have the students identify the continents where a monsoon occurs. (North America, South America, Africa, Asia, Europe and Australia)

2. Ask students to define monsoon. Write their definitions on the white board.

3. Distribute the Arizona Monsoon Reading. Read together and discuss the important parts of the information. Examine the pictures and maps in the reading.

4. Have the students re-read the Monsoon Reading again (independently or as a group). Explain that they will be looking for words or phrases that describe winds, flash floods, lightning, and dust storms.

5. Write on the white board: blue = winds, brown = flash floods, red = lightning, and purple = dust storms. Instruct students to underline in color the parts of the reading that describe these weather conditions.

6. Wrap up this session by going back to the definitions on the white board given at the beginning of class. Have the students create a better definition for monsoon. Record this definition in their writing journals or on a sentence strip for the classroom wall.

SESSION TWO
1. Introduce the students to Hip, Hip, Hooray, It’s a Monsoon Day by Roni Capin Rivera-Ashford. Explain that this book is written in both Spanish and in English. Discuss the dedications found in the front of the book and the explanations found in the back of the book. Read the book first without explaining many of the terms but showing them the illustrations as you read.

2. Next re-read the book and stop to discuss the important information. Discuss the Spanish words and their meanings. Explain the term Hispanic, as a way to describe people whose families were originally from Spain or Mexico.

3. Pass out the Hip, Hip, Hooray, It’s a Monsoon Day worksheet. Have the students use the words and phrases highlighted in color in the Arizona Monsoon Reading from the last session to help them with the answers. Then have students work in groups or individually to complete the worksheet.

4. Review the correct answers.

SESSION THREE
1. Review the safety suggestions found in the Arizona Monsoon Reading.

2. Distribute the Scoring Guide for the Monsoon Safety Booklet and two pieces of blank copy paper to each student. Explain that they will be creating a Monsoon Safety booklet.

3. Show the students how to make the booklet by folding the two sheets in half (hamburger style) and then stapling the papers together along the center crease. This makes a booklet with eight sections.

4. Explain the requirements of the Scoring Guide Model a page or two on how the booklet should be done.

Assessment
Arizona Monsoon Readings can be graded on the appropriate color of highlighting.

The worksheet can be graded for reading comprehension and understanding of the physical processes that impact our environment. Mastery will be considered a score of 80% or higher.

The booklet is worth 35 points. A score of 80% or higher will be considered mastery.

Extensions
Have the students research the NOAA website cited and find one or two fun facts that they found about last year’s monsoon in Arizona. These can be added to last page of their booklets or put on sentence strips to be added to the classroom wall.

Sources
http://geography.asu.edu/aztc/monsoon.html
http://www.wrh.noaa.gov/twc/monsoon/monsoon_info.php

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