



Changing Face of the AZ Border

Authors

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Grade Levels

8 and High School

Duration

1-2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

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

6. How culture and experience influence people's perceptions of places and regions

Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret

AZ Standards

ELA

Reading

Craft and Structure

8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

11-12.RL.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.

8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or

Arizona Social Science Standards

GEOGRAPHY

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

8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

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

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

Global Interconnections and spatial patterns are a necessary part of geographic reasoning.

8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)

HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)

HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

8.H2.1 Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.

8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.

HS.H2.1 Explain multiple causes of conflict.

the present and plan for the future

terms over the course of a text.

**Writing
Production and
Distribution of Writing**

8.W.4 and 11-12.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

HS.H2.2 Analyze approaches to conflict management and resolution.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

8.H3.1 Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries.

8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.

HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments.

CIVICS

Citizens have individual rights, roles, and responsibilities

8.C2.2 Explain specific roles, rights and responsibilities of people in a society.

Process, rules, and laws direct how individuals are governed and how society addresses problems

8.C4.4 Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.

8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.

Overview

Throughout the last several centuries, America has been the destination for many immigrants. Today, the issue of whether the borders should be open or closed is a nightly news topic.

Purpose

In this lesson students will gain a better understanding of how the Arizona border with Mexico has changed from open territory to a fortified boundary.

Materials

- Changing Face of the Arizona Border PowerPoint
- Image (Photo, Print, Painting, etc.) Analysis Tool with a Geographic Lens
- Document Analysis Tool with a Geographic Lens
- Political Cartoon Analysis Tool with a Geographic Lens
- How Border Security Changed PowerPoint
- Timeline of US-Mexico Immigration Policies (optional)

Objectives

The student will be able to:

1. Describe how the AZ border has changed over time.
2. Analyze photos, written documents, and political cartoons on a focused topic.

Procedures

SESSION ONE

1. Begin the lesson by projecting slides 1-4 of The Changing Face of the Arizona Border PowerPoint to focus the students on the topic of how the Arizona-Mexico border has changed.
2. Continue to narrate slides 5-11 of the PowerPoint.
3. Use slide 12-16 to discuss orally the changes at Lochiel, Arizona. This can be a think-pair-share activity.
4. Continue to narrate slides 17-21. At slide 22, distribute the Image Analysis Tool with a Geographic Lens. Have students complete the worksheet and share their observations.
5. Narrate slides 23-33. Discuss slide 33 as closure for the session.

SESSION TWO

7. Begin the lesson by projecting slides 1-2 of How Border Security Changed PowerPoint.
8. Narrate slides 3-13. At slide 14, distribute Document Analysis Tool with a Geographic Lens. Have students analyze the bracero card.

9. Continue to narrate slides 15-33.

10. Continue to show slides 34-39. Distribute printed copies of the slides or print the cartoons in the student worksheets. Instruct students to use one of the cartoons to complete the Political Cartoon Analysis Tool with a Geographic Lens worksheet. Model how to complete the worksheet using one of the cartoons. Instruct students that they cannot choose that cartoon in order to complete the assignment.

Assessment

ELA and Social Sciences

Photo, Document, and Political Cartoon Analysis Tools with a Geographic Lens can be graded for accuracy and comprehension. A score of 80% or higher will be seen as Mastery.

Extensions

Use Timeline of US-Mexico Immigration Policies to create a compare and contrast essay documenting changes in immigration policy from late 1800s to present.

Sources

See PowerPoints for sources on photos, graphics, and cartoons.