



The Mountain Community: Why Flagstaff?

Students learn about the geographical features of Flagstaff that promoted or hindered settlement while reinforcing reading and writing skills.

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Grade Level	4-5
Duration	2 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 TWO: PLACES AND REGIONS

4. The physical and human characteristics of places.

Arizona Geography Strand

Grade 4

Concept 2 Places and Regions

PO 4 Compare the landform regions of Arizona according to their physical features, plants, and animals.

PO 4 Describe how regions and places (e.g., Grand Canyon, Colorado River, Casa Grande Ruin, Canyon de Chelly, Yucatan Peninsula). have distinct characteristics

Concept 4 Human Systems

PO 1 Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.

Concept 5 Environment and Society

PO 1 Describe human dependence on the physical environment and natural resources to satisfy basic needs.

Concept 6 Geographic Applications

PO 1 Describe the impact of geographic features (rivers, mountains, resources, deserts, climate) on migration and the

Other Arizona Standards

Grade 4

Strand 1 American History

PO 1. Describe the legacy and cultures of prehistoric people in the Americas:

- characteristics of hunter-gatherer societies
- development of agriculture

PO 2. Describe the cultures and contributions of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).

PO 3. Identify other groups (e.g., Patayan, Sinagua, Salado) residing in the Southwest during this period.

Concept 5: Westward Expansion

PO 2. Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.

Concept 7: Emergence of the Modern United States

PO 1. Describe the economic development of Arizona:

- mining
- ranching
- farming and dams

PO 2. Describe the advent of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona's growth and economy.

Grade 5

Strand 1 American History

Concept 3 Exploration and Colonization

PO 1 Recognize that Native American tribes resided throughout North American before the period of European exploration and colonization.

Concept 5 Westward Expansion

PO 4 Describe how manufacturing, textiles, transportation improvements, and other

The Mountain Community: Why Flagstaff?

location of human activities (e.g., exploration, mining, transportation routes, settlement patterns).

Grade 5
Strand 4 Geography
Concept 6 Geographic Applications

PO 1 Describe how geographic features influenced events in the past

innovations of the Industrial Revolution contributed to US growth and expansion.

ELA Common Core Standards

Reading

Informational Text

Key ideas and Details

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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.

5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Writing

Text Types and Purposes

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

5.W.2 Write informative explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

The Mountain Community: Why Flagstaff?

- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- a. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

4.W.4 and 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Language

Conventions of Standard English

4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

Overview

Flagstaff has sheltered Native Americans, mountain men, and early settlers. It has become home to ranchers, herders and loggers, as well as scientists and educators. A steady tourist industry

has developed in the past twenty years. What is it about the physical environment that has provided such continual interest and migration?

Purpose

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This lesson provides information concerning the reasons why people choose to live in Flagstaff.

Materials

- Topographic features of AZ
- Relief map of AZ
- Arizona highway map
- Reading selection on Flagstaff

Objectives

The student will be able to:

- locate Flagstaff on the different types of maps: relief, topographic, and highway maps.
- identify geographical features that could be a detriment to the settlement of Flagstaff.
- identify the geographical features that promote the settlement of Flagstaff.
- match the natural resources of Northern Arizona and Flagstaff to the economic and physical needs of the groups that settled there.
- read the selection about settlement in Flagstaff and write a summary which includes important details from the selection and from the map work.

Procedures

SESSION ONE

1. Ask students to share personal experiences they may have had in the Flagstaff area.
2. Distribute copies of Topographic Features of AZ and Relief map of AZ to each student or group of students.
3. Identify the various geographical features on the two maps that would hinder/enhance movement and settlement through the area in which Flagstaff is located. Use the following geographic terms: erosion, human characteristics, land use, landform, natural hazard, resources, and latitude/longitude. Use an Arizona highway map for greater analysis of elevation, water systems, names of physical features, and locations of present roads. Students should take notes.
4. Name the plants and animals that are indigenous to the Flagstaff area. What other

plants and animals live in this climate? Students should take notes.

SESSION TWO

1. Read aloud the selection on the settlement of the area. Students should follow along as the teacher reads. Have students find and underline the geography words which support knowledge of the physical characteristics of the land.

2. Have students highlight the important details and write a summary in their own words that presents the thoughts of the author.

You are a reporter for the Arizona Daily Sun newspaper. You are told to describe the history of settlement in Flagstaff; however, the editor only has room in the newspaper for several paragraphs. Write a summary of all of the reasons that people have come to the area.

3. Make sure the students edit their work before submitting for a grade.

Assessment

Geography/Reading

Check that students underlined all words that relate to geography in the reading selection.

Writing

Student work will be assessed on Ideas and Content and Conventions through the 6 Traits Writing Rubric. A paragraph of five or six sentences with a 4 or higher on the rubric is considered mastery.

Extensions

After writing a summary, students could develop small scenarios, with dialog, based on the reading selection. Dependent on time and interest, these could be performed as a small play.

Students could be reporters discouraging people from moving to Flagstaff or encouraging people to move to Flagstaff.

Sources

<http://www.flagstaffarizona.org/discovering.htm>

<http://www.desertusa.com/Cities/az/flagstaff.html#anchor826270>

The Mountain Community: Why Flagstaff?

<http://www.nps.gov/waca/home.html>

<http://www.flagguide.com/mainstreet/historicwalk/walk3.htm>