



The Diverse Ways People Have Used the Environment

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Grade Level 4
Duration 2 class periods

National Standards

Element 2: Places and Regions

4. The physical and human characteristics of places

Essential Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

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.

Writing

Production and Distribution of Writing

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

Arizona Social Science Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources

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

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 100 years. What is it about the physical environment that has provided such interest and migration?

Purpose

In this lesson, students will look at a timeline of migration to Flagstaff and determine what natural resources were used by these settlers. How has the environment attracted and supported human settlement?

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Materials

- Settlement in Flagstaff reading
- Notetaking Graphic Organizer and Answer Key
- Scoring Guide
- Arizona Landscape map
- Projection device

Objectives

The student will be able to:

- identify geographical features that are conducive to settlement.
- Identify natural resources and their uses.

Procedures

SESSION ONE

1. Introduce the lesson by asking students to share personal experiences they may have had in the Flagstaff area. Have students categorize the responses (visited, drove through, lived there, etc.).
2. Project the Arizona Landscape map. https://geoalliance.asu.edu/sites/default/files/maps/AZLandscape_color.pdf Have students look at the elevation key and determine if Flagstaff is at a high elevation and what would that mean in terms of climate and landscape. Have students look at the transportation routes (road, railroads). Have students estimate how far Flagstaff is from their hometown.
3. Explain that from 20,000 years ago until now, people have lived in the Flagstaff area. So today we are going to learn why people live where they do? What natural resources and landscape make a good place to live?

4. Distribute and project the Settlement in Flagstaff reading and the Notetaking Graphic Organizer. Have students take note of how the assignment will be graded with the Scoring Guide.
5. Read through the text as a whole class explaining new vocabulary. Stop at the end of each paragraph and allow time for students to take notes. Some students will have time to begin the illustration portion of the graphic organizer, but this can become homework if students need more time to finish.

Assessment

ELA and Geography

The Notetaking Graphic Organizer can be graded for reading comprehension and writing as well as geographic concepts. Mastery will be considered 40 points or higher.

Extensions

Students could be members of the Chamber of Commerce or Flagstaff Tourist Bureau encouraging people to move to Flagstaff. Have them create a travel brochure. See Anytown: City Travel Brochure <https://geoalliance.asu.edu/Anytown>

Sources

<https://www.flagstaff.az.gov/>
<http://www.desertusa.com/Cities/az/flagstaff.html#anchor826270>
https://en.wikipedia.org/wiki/Flagstaff,_Arizona