Grand Canyon: So...What's the Attraction?
Students study how the Grand Canyon has affected Arizona's tourist industry.

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENT FIVE:</strong> ENVIRONMENT AND SOCIETY</td>
<td>Grades 6 and 7</td>
<td>ELA Common Core Standards</td>
</tr>
<tr>
<td>16. The changes that occur in the meaning, use, distribution, and importance of resources.</td>
<td>Strand 4 Geography</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Concept 1 The World in Spatial Terms</td>
<td>Key Ideas and Details</td>
</tr>
<tr>
<td></td>
<td>PO 4 Locate physical and human features in the United States and in regions of the world on a map (e.g., continents, significant waterways, mountain ranges, cities, countries).</td>
<td>6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.</td>
</tr>
<tr>
<td></td>
<td>Concept 4 Human Systems</td>
<td>Craft and Structure</td>
</tr>
<tr>
<td></td>
<td>PO 4 Identify factors (e.g., river/coastal civilizations, trade that influence the location, distribution, and interrelationships of economic activities over time in different regions.</td>
<td>6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
</tr>
<tr>
<td>Grade 6</td>
<td><strong>Concept 2 Places and Regions</strong></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>PO 1 Identify regions studied (i.e., Greece, Rome) using a variety of criteria (e.g., climate, landforms, culture, vegetation).</td>
<td><strong>Conventions of Standard English</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Concept 5 Environment and Society</strong></td>
<td>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>PO 1 Describe ways that human dependence on natural resources influences economic development, settlement, trade and migration.</td>
<td>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</td>
</tr>
<tr>
<td>Grade 7</td>
<td><strong>Strand 5 Economics</strong></td>
<td>b. Spell correctly.</td>
</tr>
<tr>
<td></td>
<td><strong>Concept 2 Microeconomics</strong></td>
<td>7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>PO 2 Describe how investment in human capital such as health (e.g. immunizations), education</td>
<td>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Spell correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Use an ellipsis to indicate an omission.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Spell correctly.</td>
</tr>
</tbody>
</table>

Author: Kathy Tyler Stelten
Grade Level: 6-8
Duration: 1 class period
Grand Canyon: So...What's the Attraction?

Concept 2 Places and Regions
PO 1 Describe the human and physical characteristics of places and regions.

Grade 8
Concept 2 Places and Regions
PO 4 Identify how the role of the media, images, and advertising influence the perception of a place.

(e.g., college), training of people (e.g., on the job experience), leads to economic growth.

Grade 8
Strand 5 Economics
Concept 2 Microeconomics
PO 6 Analyze how investment in physical capital (e.g., factories, medical advancements, new technologies) leads to economic growth.

Overview

Many people hold the Grand Canyon as their primary image of Arizona. As one of the seven natural wonders of the world, the Grand Canyon attracts many people to the region. This image impacts the tourist industry, as well as other industries in Arizona.

Purpose

In this lesson, students will explore and analyze the influences and effects of a regional image, specifically why Arizona attracts tourists and tourist businesses.

Materials

Copies of student handouts:
- In a Nutshell
- White Water Day
- Bird’s Eye View Will Give You a Thrill
- The Grand Canyon
- More Than a Film Grand Canyon IMAX Theater
- Camping at the Grand Canyon
- The Name Doesn’t Say It All
- Classic Tourist Trap
- Hiking the Grand Canyon
- Simplified 6 Traits Writing Rubric
- So What’s the Attraction Proofreading Activity and Answer Key
- So What’s the Attraction Multiple Choice Quiz and Answer Key
- Whiteboard or butcher paper and markers

Objectives

The student will be able to:
- describe a common image of Arizona.
- identify activities that draw tourists to the Grand Canyon.
- list services necessary for the tourists.

Procedures

1. Ask students to think about what most people think of when they think of Arizona.
2. Distribute and read "In a Nutshell."
3. Discuss briefly and answer any questions.
4. As a class, brainstorm ideas as to why nearly 5 million people visit the Grand Canyon each year. (to hike, to camp, to see, to raft...)
5. Divide the class into groups.
6. Each group will receive copies of one of the handouts: White Water Day, Bird’s Eye View, Camping at Grand Canyon, The Name Doesn’t Say It All, Hiking the Grand Canyon, The Grand Canyon More Than a Film and The Grand Canyon to read and discuss. Students should analyze the given tourist activity (cause) and determine what service businesses would be required (effect) to support this activity. Students may write the service businesses required on the back of their handout or they may use butcher paper and markers.
7. The group will then summarize and present this information to the class.
8. After each group presents, take the time to allow for discussion and inclusion of any other businesses the tourist activity might attract.
9. Inform students that they have just analyzed cause-and-effect relationships. The main cause-and-effect relationship is that the Grand Canyon causes tourist activities. These tourist activities
Grand Canyon: So...What's the Attraction?

then affect the influx of businesses to support these tourist activities.

10. Have students complete the assessment activity, either individually, with a partner, or in their groups.

Assessment

Students will be assessed on their presentation of information. Their oral presentations can be assessed using the simplified 6 Traits Writing Rubric concentrating on Ideas and Organization, Conventions, and Word Choice. Mastery will be considered 4 or higher on the rubric.

Students will also be assessed through a multiple-choice quiz and a proofreading activity. Mastery will be considered 80% or higher on the quiz material.

Extensions

"Classic Tourist Trap" activity (in the files that accompany this lesson) may be used as an extension or for a group if needed.