



So That the Desert Can Blossom Like a Rose: Agriculture in the Desert

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Grade Level 3
Duration 3 class periods

ELL Adaptation by Wayne Gorry

National Standards

GEOGRAPHY

Element 4: Human Systems

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

12. The processes, patterns, and functions of human settlement.

Element 5; Environment and Society

14. How human actions modify the physical environment.

AZ Standards

ELA

Reading

Key Ideas and Details

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Range of Reading and Level of Text Complexity

3.RI.10 B By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

Writing

Language

Conventions of Standard English

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

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.

Arizona Social Science Standards

GEOGRAPHY

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

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time. Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River. Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital. Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures.

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

3.G2.1 Explain how people modify and adapt to the Arizona environment. Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.

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

3.G3.1 Describe the movement of people in and out of Arizona over time. Key concepts include but are not limited to factors contributing to settlement, economic

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development, growth of major cities, major economic activities, and land use patterns

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.

Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations Influential individuals and groups in the history and development of Arizona

SIOP Elements

| | | |
|--|---|---|
| Preparation Adapting content Linking to background Linking to past learning Strategies used | Scaffolding Modeling Guided practice Independent practice Comprehensible input | Grouping Option Whole class Small groups Partners Independent |
| Integrating Processes Reading Writing Speaking Listening | Application Hands on Meaningful Linked to objectives Promotes engagement | Assessment Individual Group Written Oral |

Arizona English Language Proficiency Standards

Grade 3

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions by using evidence from a text.

B-2: determine the central topic or message.

B-3: identify key details that support the main idea or message.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 4 By the end of each language proficiency level, an English learner can construct grade appropriate oral and written claims and support them with reasoning and evidence.

B-1 express an opinion on a topic or text.

B-2: supply a reason that supports the opinion and is based on some textual evidence.

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B-3: use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs.

Overview

By reading the story, *The Year of the Ranch*, students will understand that some families moved to the desert around Yuma, Arizona to farm the land. They will learn that these farmers modified their environment by using the waters of the Colorado and Gila Rivers to irrigate their crops.

Purpose

Students will learn about one reason for historical migration into Arizona by summarizing the story of a family's year on a ranch.

Key Vocabulary

migrate - to move from one country or place to another
homestead - a tract of land acquired from U.S. government
irrigation - to supply with water by artificial means
patchwork - something made up of various parts
Gila River – a river that flows across Arizona
Colorado River- is 1450 miles long, flowing from northern Colorado to the Gulf of California
shack - a small, crudely built house
kerosene lantern – a lamp that uses a wick and kerosene like a candle

Materials

- *The Year of the Ranch* by Alice McLerran. Viking, Penguin Groups, New York, 1996. ISBN 0-670-85131-0
- Video file of migrating Canadian Geese. http://www.coloradomagazineonline.com/Nature/Canadian_Geese/Canadian_Geese.htm
- Migrant Farm Workers Photos <http://www.historyplace.com/unitedstates/lange/index.html>
- Migration Paragraph Frame
- Arizona Topography map <https://geoalliance.asu.edu/sites/default/files/maps/AZTOPO.PDF>
- Teacher Guided Questions
- Character Traits Recording Sheet and Answer Key
- The Year of the Ranch Student Assessment and Answer Key

Objectives

The student will be able to:

- Identify a reason for migration to Yuma, Arizona.
- Explain how farmers around Yuma modified a natural resource to water their crops.
- Locate the city of Yuma and the Colorado and Gila Rivers on a map of Arizona.
- Summarize information from a story read to them.

Procedures

SESSION ONE

Prior to this session, the teacher should complete the Migration Paragraph Frame about a time when he/she moved/migrated.

1. Introduce the term migrate to the students. The simple definition: *to move from one country, place or locality to another*, can be the basis for a discussion of several examples of migration. Begin with an illustration or the video of migrating geese. (**Scaffolding: Comprehensible Input**) Ask why geese migrate. (Reasons include access to more food, having water that is not frozen as it is in places they migrate from, to be more comfortable.) Another example is Migrant Farm Workers. Show a photo. Ask why farm workers migrate from place to place. (Harvest time requires additional workers, so farm workers go from farm to farm at various harvest times to gain employment. This type of worker makes up a significant part of the farm labor market in the southwest.) (**Preparation: Linking to Past Learning**)
2. Ask students to share their experiences with migrating (or moving). How did they feel about moving? Why did they move? Are they happy they moved, or do they wish they had not moved? (**Integrating Processes: Speaking and Listening**)
3. Provide students with the Migration Paragraph Frame. Project the paragraph frame with your story of personal migration to provide students with a model and motivate them to share their own. (**Scaffolding: Modeling**) Ask students to tell their story of moving (migrating) by filling in the blanks with the appropriate feeling words or

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reasons. **(Preparation: Linking to Background, Scaffolding: Independent Practice, Grouping Option: Independent)**

SESSION TWO

1. Review the meaning of the word--migrate. **(Preparation: Linking to past learning)** Introduce the remaining vocabulary. Write each word on the board and tell the students the definition. Some excellent background information about the Homestead Act can be found at the site listed in Sources. **(Preparation: Linking to background)**
2. Provide a copy of Arizona Topography map to each student. Have them trace over each of the rivers on the map with blue colored pencil and circle their names. **(Scaffolding: Guided Practice & Comprehensible Input, Application: Promotes Engagement)**
3. Before reading the book, ask the students to listen for the reason or reasons the family in the book was migrating. **(Integrating Processes: Listening, Application: Promotes Engagement)**
4. Read and project *The Year of the Ranch* aloud to the students.
5. Use the Teacher Guided Questions from the original lesson to guide a discussion of the book. Focus on the reasons for migration.
6. Have the students find the place where the Gila River joins the Colorado River. Identify this location for as Yuma, Arizona. Have the students circle the name, Yuma. **(Preparation: Links to past learning, Scaffolding: Guided Practice)**
7. Assign partners to work together on the assessment of this portion of the lesson. **(Grouping Option: Partners)** Provide each team a new copy of the Migration Paragraph Frame. Have the partners choose a character from the book and write the paragraph from the perspective of that character. What they write in their paragraph should agree with the actions and feelings of the character in the story. **(Integrating Processes: Listening & Writing, Application: Linked to Objectives, Assessment: Group/Written)**

SESSION THREE

1. Review that the different characters in the book have different feelings about the move they are making Tell the students that today they are going to focus on how one character feels about migrating. That character is Mama. Provide each student with a copy of the Character Traits

Recording Sheet. As the story is reread, the students should be looking for each portion of the story that is written on the recording sheet. Have students raise their hand when they hear each passage on the sheet. **(Integrating Processes: Reading & Listening, Application: Promotes Engagement, Grouping Option: Whole Group)**

2. After each passage is read, have students identify the Mama's feeling with a simple drawing or identify a character trait by writing a sentence about how Mama feels and why in the box to the right of the passage. **(Scaffolding: Independent Practice, Integrating Processes: Writing, Application: Linked to objectives, Grouping Option: Independent)** Collect these papers to use in evaluating student understanding of Mama's character traits.
3. After reading the story and identifying Mama's traits discuss how the author effectively showed us, the readers, the many different feelings and traits that Mama has as a character in the story.
4. For the assessment of this portion of the lesson provide each student with a blank sheet of paper. Have the students fold the paper into three panels (like a letter). Have the students place the paper in front of them with a landscape orientation and label the three columns: Beginning, Middle, End. In each section have them draw a cartoon or picture of how Mama felt in that part of the story. More advanced students can write a caption sentence or two at the bottom of each drawing describing how Mama is feeling or what character trait she is displaying in that part of the story. **(Integrating Processes: Reading, Listening & Writing, Application: Linked to Objectives, Assessment: Individual/Written)**

Assessment

ELA

Reading can be assessed using Items 2, 3, and 4 on the student assessment. Writing can be assessed by the questions needing sentences for answers. Mastery will be considered a score of 75% or higher.

Geography

Geography can be assessed using Items 1 and 5 on the student assessment. Mastery will be considered a score of 100%.

Extensions

Students can identify other locations in Arizona that were settled for reasons of agriculture.

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Include identifying the source of water for the agriculture. Is it irrigated from a river?

Students research if agriculture is still an important industry in Yuma today and identify the types of crops that are raised there.

Papa was busy trying to get Arizona to set aside money for education and colleges. The author's note mentions Arizona Western College is now near where the ranch was located. Students can research the history of Arizona Western College at <http://www.azwestern.edu/>

Sources

The Year of the Ranch by Alice McLerran. Viking, Penguin Groups, New York, 1996. ISBN 0-670-85131-0

Homestead Act information:

https://www.nps.gov/home/learn/historyculture/about_homesteadactlaw.htm