



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

Students learn the reasons for human migration while reinforcing summarizing skills.

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<b>Grade Level</b>	4-5
<b>Duration</b>	1-2 class periods

### National Geography Standards

#### ELEMENT FOUR: 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 FIVE; ENVIRONMENT AND SOCIETY

**14.** How human actions modify the physical environment.

### Arizona Geography Strand

#### Grade 4 Strand 4 Geography 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.

#### Grade 5 Strand 4 Geography Concept 4 Human Systems

PO 2 Explain the effects of human migration on places (e.g., economic, cultural, environmental, political).

### Other Arizona Standards

#### Grade 4 Strand 1 American History Concept 7: Emergence of the Modern United States

PO 1. Describe the economic development of Arizona:

- a. mining
- b. ranching
- c. farming and dams

#### Grade 5 Concept 5: Westward Expansion

PO 4. Describe how manufacturing, textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion.

### ELA Common Core Standards

#### Reading Literature

#### Key Ideas and Details

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

**5.RL.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**4.RL.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**5.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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### Range of Reading and Level of Text Complexity

**4.RL.10 and 5.RL.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band (independently-grade 5) proficiently, with scaffolding as needed at the high end of the range.

### Writing

#### 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.

#### Research to Build and Present Knowledge

**4.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

**5.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g. how characters interact]”).

#### Conventions of Standard English

**4.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

e. Form and use prepositional phrases.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

g. Correctly use frequently confused words (e.g., to, too, two; there, their).

**5.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and

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their function in particular sentences.

b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

c. Use verb tense to convey various times, sequences, states, and conditions.

d. Recognize and correct inappropriate shifts in verb tense.

e. Use correlative conjunctions (e.g., either/or, neither/nor).

**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

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.

### Materials

- *The Year of the Ranch* by Alice McLerran. Viking, Penguin Groups, New York, 1996. ISBN 0-670-85131-0
- Arizona Topography map
- Teacher Guided Questions Sheet
- Student Assessment and answer key – “The Year of the Ranch”

### 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.

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- 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

1. Read the story *The Year of the Ranch* aloud to the students.
2. As you read, ask the questions on the Teacher Guided Questions Sheet to develop the geographic concepts.
3. Show students the location of the Gila River, Colorado River, and Yuma on a map of Arizona.
4. Give students the assessment.

### Assessment

Reading can be assessed using Items 2, 3, and 4 on the student assessment.

Geography can be assessed using Items 1 and 5 on the student assessment.

Writing can be assessed by the questions needing sentences for answers.

Mastery will be considered 80% or higher on the reading and geography assessment questions. Sentences can be graded for fluency and conventions,

### Extensions

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

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. See <http://cals.arizona.edu/crops/counties/yuma/farmnotes/2003/fn1103yumastats.html>

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