



# Maize to Maquiladoras: Movement from Mexico to Arizona

**Author** Carol Warren  
**Grade Level** 4  
**Duration** 2 class periods

**ELL Adaptation by** Carol Warren

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

## Arizona English Language Proficiency Standards

**Stage III**

**Basic**

**Reading**

**Comprehending Text**

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:**

B-7: identifying the main idea and two-to-three details from text.

**Writing**

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:**

B-3: taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (e.g., *teacher modeling, visuals, word banks, etc.*).

B-5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.

## Overview

The Overview and Purpose are the same for this lesson as adapted for ELLs as the lesson for English proficient students.

## Key Vocabulary

**Spanish** – relating to Spain and its culture  
**border** - a line that separates two countries

## Maize to Maquiladoras: Movement from Mexico to Arizona

**international** - having to do with more than two countries

**prehistoric** - time before history was written

**architecture** - design and construction of a building

**religion** - a person's beliefs that have to do with faith

**maize** - a yellow corn

### Additional Materials Needed for ELLs

- Graphic Organizer
- Time Eras Worksheet
- Highlighters
- Wall map of North America

### Procedures

#### SESSION ONE

1. Show students a map of North America pointing out the location of the United States and Mexico. Trace the boundary between the two countries.
2. Point out the location of Arizona and how it shares a border/boundary with Mexico. Locate the students' hometown on the map and point out its distance and proximity to the Mexican border.

**(Preparation: Linking to background)**

3. Explain that throughout history people, goods, and ideas have moved across this border. Have students brainstorm any items they think may have come from Mexico. **(Preparation: Linking to background)** Share that in this lesson, they will learn about the many things that have moved from Mexico to Arizona.

4. Project the Historical Summaries and distribute copies to the students. Read aloud the summaries and discuss the movement of people, goods, and ideas for each historical period in Arizona history. Have the students identify and highlight items that moved on their copy of the summary as you highlight the projected copy of the summaries.

**(Integrating Processes: Reading; Application:**

**Hands on, Scaffolding: Modeling)** Project and explain the map that corresponds with each time period. Have students draw an arrow from Mexico to the time period studied on the Graphic Organizer as each era is described.

5. Repeat this procedure for each historical era, explaining any vocabulary as needed. **(Scaffolding: Comprehensible input)**

#### SESSION TWO

6. Hand out the Graphic Organizer. Using their highlighted summaries, have students either draw pictures or write facts about the movement of people, goods or ideas between Mexico and Arizona during each historical era on their graphic organizer. They must have 4 different facts for each era. This can be done in partners or small groups. **(Grouping: Partners, small groups)**

### Assessment

#### Social Sciences and ELA

There should be a drawing with words or a simple sentence in English that describes each era. Mastery will be considered 75% or 3 of the 4 drawings or written descriptions are accurate.