



# Maize to Maquiladoras: Movement from Mexico to Arizona

**Author**  
**Grade Level**  
**Duration**

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3-4  
2 class periods

## National Standards

### GEOGRAPHY

#### Element 4: Human Systems

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

11. The patterns and networks of economic interdependence on Earth's surface.

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past.

## AZ Standards

### ELA

#### Informational Text

#### Key Ideas and Details

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

3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why,

## 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

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.

Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies

#### 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.

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

## Maize to Maquiladoras: Movement from Mexico to Arizona

based on specific information in the text.

### **Writing Production and Distribution of Writing**

**3.W.4 and 4.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### **Research to Build and Present Knowledge**

**3.W.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

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

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

### **Global interconnections and spatial patterns are a necessary part of geographical reasoning.**

3.G4.1 Describe how Arizona has changed over time. Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.

4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements. Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

### **ECONOMICS**

#### **By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.**

3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.

3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.

#### **Individuals and institutions are interdependent within market systems.**

4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.

### **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.

4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

## Maize to Maquiladoras: Movement from Mexico to Arizona

SIOP Elements		
<b>Preparation</b> Adapting content <b>Linking to background</b> Linking to past learning Strategies used	<b>Scaffolding</b> <b>Modeling</b> <b>Guided practice</b> Independent practice <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 <b>Listening</b>	<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

#### 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.

##### Listening, Speaking, Reading, and Writing

Standard 9 By the end of each language proficiency level, an English learner can create clear and coherent grade-appropriate speech and text.

B-1: apply understanding of how text types are organized when writing and speaking in increasingly complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).

B-2: apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.

#### Grade 4

##### 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: determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.

B-2: recount a text including specific details and information.

B-3 identify and describe similarities and differences within a text

B-4 utilize visual information to understand the text

##### Listening, Speaking, Reading, and Writing

Standard 9 By the end of each language proficiency level, an English learner can create clear and coherent grade-appropriate speech and text.

B-1: apply understanding of how text types are organized in increasingly complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).

B-2: apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.

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## Overview

Through the various periods of Arizona history, there has been movement of people, goods, and ideas north from Mexico. Students will trace this movement through history and map its flow on a map of Mexico and the American Southwest

## Purpose

The lesson will show how Arizona is and has been historically connected to Mexico through the movement of people, goods, and ideas. This lesson contains adaptations for diverse learners (ELLs).

## Key Vocabulary

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

## Materials

- Prehistoric Cultures in Arizona map  
<https://geoalliance.asu.edu/sites/default/files/maps/AZ-MX1.pdf>
- Spanish Trails in Arizona map  
<https://geoalliance.asu.edu/sites/default/files/maps/AZ-MX2.pdf>
- Mexican Trails in Arizona map  
<https://geoalliance.asu.edu/sites/default/files/maps/AZ-MX3.pdf>
- Arizona Territorial Period map  
<https://geoalliance.asu.edu/sites/default/files/maps/AZ-MX4.pdf>
- Modern Arizona map  
<https://geoalliance.asu.edu/sites/default/files/maps/AZ-MX5.pdf>
  - Historical Summaries
  - Markers or colored pencils
  - Notetaking Sheet
  - Graphic Organizer
  - Time Eras Worksheet
  - Vocabulary Cards

## Objectives

The student will be able to:

- Explain how goods and ideas moved from Mexico into Arizona.
- Correctly label the products that moved between Arizona and Mexico on a map.
- Summarize the effects of these movements on life in Arizona.

## 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 and explain the Vocabulary Cards. Post the cards on the Word Wall.
5. 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, Writing, Listening; Application: Hands on, Scaffolding: Modeling, Grouping Option: Whole class)**
6. Distribute the Notetaking Sheet and various maps. Project and explain the map that corresponds with each time period. Project the Notetaking Sheet. Have students combine information from the maps and the summaries to fill in the projected Notetaking Sheet. Students should complete their own notetaking sheet. **(Scaffolding Guided Practice)**
7. Repeat this procedure for each historical era, applying key vocabulary. **(Scaffolding: Comprehensible input)**

### SESSION TWO

8. Distribute the Graphic Organizer. Using their highlighted summaries and Notetaking Sheets, have students either draw pictures or write facts about the

## Maize to Maquiladoras: Movement from Mexico to Arizona

movement of people, goods or ideas between Mexico and Arizona during each historical era on their graphic organizer. They should use arrows to show the movement from Mexico to U.S. or from U.S. to Mexico.

9. Distribute the Time Eras Worksheet. Instruct students to have 4 different facts for each era. This can be done in partners or small groups. **(Grouping: Partners, Small groups)**

9. Conclude the lesson by having students write a paragraph summarizing the movements of goods between Mexico to U.S. using the information recorded on their Notetaking Sheet, Time Eras Worksheet, and Graphic Organizer. **(Assessment: Written and Individual)**

### Assessment

#### Social Sciences

The Graphic Organizer can be graded. Mastery will be considered 80% accuracy in the arrows picturing correct movement of goods in the right direction.

Notetaking Sheet can be graded for completeness and accuracy. Master will be a considered a score of 80% or higher.

#### ELA and Social Sciences

Summaries will be assessed using the Six Trait Writing Rubric focusing on Ideas and Content. Mastery will be considered a score of 4 or higher.

Assign points for the statements on the Time Eras Worksheet. Mastery will be considered accuracy in recording at least 3 statements for each time period.

### Extensions

Students could investigate maps of the physical environment of the border area to determine reasons for the location of routes into Arizona.

Have students research the movement of goods and products from Arizona into Mexico.

Students can investigate when and the reasons why the historical north-south movement in the Southwest changed to a predominantly east-west movement.

Have students report on the Spanish/Mexican influence in food, language, art, music, and architecture in Arizona today.

### Sources

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