



## Maize to Maquiladoras: Movement from Mexico to Arizona

Students trace the movement of goods, ideas, and people north from Mexico while reinforcing summarizing skills.

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| <b>Grade Level</b> | 4               |
| <b>Duration</b>    | 2 class periods |

### National Geography Standards

#### ELEMENT FOUR: 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 SIX: THE USES OF GEOGRAPHY

17. How to apply geography to interpret the past.

### Arizona Geography Strand

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

PO 2 Describe how Mexico and Arizona are connected by the movement of people, goods, and ideas

### Other Arizona Standards

#### Grade 4 Strand 1 American History Concept 1 Research Skills for History

PO 1. Use the following to interpret historical data:

b. graphs, tables, charts, and maps

#### Concept 2 Early Civilizations

PO 2. Describe the cultures and contributions of the Mogollon, Anasazi (Ancestral Pueblos), and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).

#### Concept 3 Exploration and Colonization

PO 2. Describe the impact of Spanish colonization on the Southwest:

- a. establishment of missions and presidios
- b. lifestyle changes of native people
- c. contributions of Father Kino

#### Concept 5 Westward Expansion

PO 1. Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.

PO 3. Describe events that led to Arizona becoming a possession of the United States:

- a. Mexican – American War
- b. Mexican Cession (Treaty of Guadalupe-Hidalgo)
- c. Gadsden Purchase

#### Concept 9 Postwar United States

PO 1. Describe changes (e.g., population growth, economic growth, cultural diversity, civil rights) that took place in Arizona during the postwar era.

### ELA Common Core Standards Informational Text

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### Key Ideas and Details

**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, based on specific information in the text.

### Craft and Structure

**4.RI.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

### Range of Reading and Level of Text Complexity

**AZ.4.RI.10** By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Writing

#### Text Types and Purposes

**4.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

#### Research to Build and Present Knowledge

**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.

#### Knowledge of Language

**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

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- conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

## 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.

## Materials

- Transparencies of the following maps:
  - Prehistoric Cultures in Arizona
  - Spanish Trails in Arizona
  - Mexican Trails in Arizona
  - Arizona Territorial Period
  - Modern Arizona maps
- Historical summaries
- Student copies of U.S.-Mexico Border States map
- Markers or colored pencils
- Student Notetaking Sheet

## Objectives

The student will be able to:

- Understand that goods and ideas moved from Mexico into Arizona.
- Correctly label, on a map of Arizona and Mexico, the products that moved.
- Summarize the effects of the movement on life in Arizona.

## Procedures

*Prior learning - how to write a summary*

1. Read the historical summaries discussing the movement of people, goods, and ideas for each historical period in Arizona history. Show the class the map that corresponds with each time period as the summary is read. Students fill in information on their graphic organizer as each summary is read.

2. Students will label the movement on a map of Arizona and Mexico by using arrows of different colors for each historical period. Students will need to construct a map legend identifying the time period and items moved. They will use information recorded on their graphic organizer to make their maps.

3. Students will write a paragraph summarizing the movement through history and how it affected people in Arizona. They will use information recorded on their graphic organizer to write their summary.

## Assessment

Geography will be assessed in their paragraphs using Ideas on the Six Trait Writing Rubric. Assigning points for correctly labeling the items that moved during each time period will assess maps.

Writing will be assessed using Ideas, Organization and Conventions using the Six Trait Writing Rubric. Mastery will be considered 4 or higher.

Reading will be assessed by assigning points for the cause and effect statements on the Graphic Organizer

## Extensions

Students could investigate the physical systems 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 influence in food, language, art, music, and architecture in Arizona today.

## Sources

Arreola, D. D. & Curtis, J. R. (1993). *The Mexican Border Cities*. Tucson: University of Arizona Press.

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