SHOWCASING GRADE 3 ARIZONA STUDIES (PREHISTORIC TO PRESENT DAY)

Lesson Plans You Can Use Right Now!

ARIZONA GEOGRAPHIC ALLIANCE

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TOADS: AN INTRODUCTION TO MAP READING
By Gale Ekiss

Procedures:
1. Introduce the idea of an acronym.
2. Explain that TOADS are elements of a good map.
3. Teach TOADS.
4. Practice TOADS.

Explanation of TOADS Acronym

T = Title: What is the title (name) of the map?
O = Orientation: Helps you find north, south, east, and west on the map? Does the map have a compass rose?
A = Author: Who made the map?
D = Date: What is the date of the map? When was it made?
S = Scale: Does the map have a scale marked? What is it? Remember, scale is how you can measure how far one place is from another.
Practice TOADS:
- Divide students into pairs.
- Each pair receives a map, set of TOADS labels, and 5 removable, sticky dots.
- Partners work together to affix labels on the map with sticky dots.
- Groups trade maps and keep practicing.
- Assess when ready.

Date
Orientation (compass rose)
Grid (B-3) or Lat/Long
Symbols (•)
Title
Author
Index (alphabetical listing with grid information to help locate places)
Legend (map key)
Scale (measurement device)
DOGSTAILS: AN INTRODUCTION TO MAP READING
By Gale Ekiss

Products completed during this lesson will require students to:
➢ Evaluate the quality of maps.
➢ Create maps of good quality.

Demonstration of Gale explaining the DOGSTAILS lesson:
https://www.youtube.com/watch?v=gnbqi6HjyK4

In the Chat Box, write whether you would use this lesson in your classroom.
➢ Yes
➢ No
THE GIFT OF WATER: MODIFYING OUR ENVIRONMENT
By Barbara Post

Procedures:
1. Introduce vocabulary: natural resources, adaptation, modification, and physical environment. (16 slides in PPT)
2. Read the book. https://www.youtube.com/watch?v=AMIU4ITMQLw
3. Discuss the book using the Teacher Question and Answer sheet.

THE GIFT OF WATER: MODIFYING OUR ENVIRONMENT
By Barbara Post

Procedures:
4. Brainstorm facts about the desert and water sources based on the book.
5. Review the 5 Ws.
   ✓ Who
   ✓ What
   ✓ Where
   ✓ When
   ✓ Why
   ✓ How???
Procedures:

6. Have students write 3 sentences that are facts related to the desert, water in the desert, or inhabitants of the desert.

7. Have students write a story for the school newspaper reporting what Alejandro did to adapt to the desert and to modify the environment.
ENVIRONMENT:

Soil, climate, and living things that influence the ability of a plant or animal to survive

https://e-csr.net/definitions/ecosystem-definition-example/

WORDS FROM ALEJANDRO’S GIFT

Cherish: To keep or care for with affection.

http://english.taipei.gov.tw/web/upload/112313820972800.jpg
MODIFICATION:

- A change that alters the environment

Photo by Gale Elson

AN AERIAL VIEW OF HOOVER DAM

What natural resource do you see in this photo?
What modifications were made to the physical environment?
THE GIFT OF WATER: MODIFYING OUR ENVIRONMENT
By Barbara Post

Enhanced Mural Idea

Base mural with background painting prior to student contributions.

Student contributions of pictures, artwork, labeling and plants.

Products completed during this lesson will require students to:

➢ Refer to details in a story.
➢ Write informational text with a demonstration of good conventions of standard English.
➢ Use new vocabulary.
➢ Describe how humans modify the physical environment.

Model for student assessment
Natural Resource  Modification

Slide 17 PPT: Students draw/write about one natural resource found in their community and then draw/write on how this resource is used or modified.
THE GIFT OF WATER: MODIFYING OUR ENVIRONMENT
By Barbara Post

In the Chat Box, write whether you would use this lesson in your classroom.

- Yes
- No

SO THAT THE DESERT CAN BLOSSOM LIKE A ROSE: AGRICULTURE IN THE DESERT
BY Carol Carney Warren

Procedures:
1. Locate Yuma and the Gila and Colorado Rivers on a map.
2. Read the book. (Amazon $3.00)
3. Use the Teacher Guided Question sheet to focus students on key information.
THE YEAR OF THE RANCH

Now

Alfalfa, grass seed, cotton, dates, lemons, wheat
Melons, lettuce, broccoli, cauliflower, sugar squash, etc.

SO THAT THE DESERT CAN BLOSSOM LIKE A ROSE: AGRICULTURE IN THE DESERT
BY Carol Carney Warren

Products completed during this lesson will require students to:

- Practice map skills.
- Acquire new vocabulary. (homestead, migrate, irrigation, patchwork, shack)
- Identify character traits.
- Storyboard the events of the story.
ELL ADAPTATION FOR SO THAT THE DESERT....

Show video of migrating Canada geese.
https://www.youtube.com/watch?v=o-Yg_Nv4kvU

ELL ADAPTATION FOR SO THAT THE DESERT....

Show photos of migration.
ELL ADAPTATION FOR SO THAT THE DESERT CAN BLOSSOM....

Products completed during this lesson will require students to:

- Apply the idea of migration to a move they have made.

SO THAT THE DESERT CAN BLOSSOM LIKE A ROSE: AGRICULTURE IN THE DESERT
BY Carol Carney Warren

In the Chat Box, write whether you would use this lesson in your classroom.

- Yes
- No
Procedures:
1. Label the continents where monsoon occurs.
2. Ask students for a definition of monsoon.
3. Read together about the monsoon and discuss the images in the reading.
4. Refine the definition of monsoon.
5. Have students read again the reading and color code words or phrases.
   - blue = winds
   - brown = flash floods
   - red = lightning
   - purple = dust storms

6. Read the book.

Interview with author:
https://www.youtube.com/watch?v=7GDIomjTtDE
Hip, Hip, Hooray, Its a Monsoon Day!
Hip, Hip, Hooray, Its a Monsoon Day!
MONSOON DAYS
BY Gale Olp Ekiss

Procedures:

6. Complete a comprehension worksheet.

7. Color code the answers to the question.
   - blue = winds
   - brown = flash floods
   - red = lightning
   - purple = dust storms

Product completed during this lesson will require students to:

➢ Create a Monsoon Safety booklet.

Scoring Guide for Monsoon Booklet

The title page will have the title and student’s name in the center of the page. (3 pts)

Arizona Monsoon
by
Your Name

Do not write on the first inside page.

Page 1 should have the class definition for monsoon. (2 pts)

Page 2 should have the title: How to Stay Safe When Lightning is Near at the top of the page with a good illustration below it. (5 pts)

Page 3 should have the title: How to Stay Safe When Winds blow at the top of the page with a good illustration below it. (5 pts)

Page 4 should have the title: How to Stay Safe When Dust Storms Happen at the top of the page with a good illustration below it. (5 pts)

Page 5 should have the title: How to Stay Safe When Flash Floods Happen at the top of the page with a good illustration below it. (5 pts)

Titles are neatly done and spelled correctly. (3 pts)

Illustrations clearly show what to do and are colorful. (5 pts)

Total points _______ (25 pts)
MONSOON DAYS
BY Gale Olp Ekiss

In the Chat Box, write whether you would use this lesson in your classroom.
- Yes
- No

DAMS THAT TAMED ARIZONA’S RIVERS
By Lauren Tennyson

Procedures:
1. Discuss the definition of a desert: a land that receives less than 10 inches of rainfall per year (can be hot or cold).
2. Label and color the 3 regions of AZ: Mountain, Plateau, Desert.
3. Color rivers blue.
DAMS THAT TAMED ARIZONA’S RIVERS
By Lauren Tennyson

Procedures:

4. Discuss the definition of a flood and why flooding is not good.
5. Read Dam Information Sheet.
6. Discuss Important Dams in AZ map.

Products completed during this lesson will require students to:
- Use multiple maps to gain information.
- Compare where people live in AZ to where rivers are found.
- Reflect upon how our environment impacts our lives.
In the Chat Box, write whether you would use this lesson in your classroom.
- Yes
- No

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**LEVELS OF GOVERNMENT: IDENTIFYING THE DIFFERENT LEVELS OF OUR GOVERNMENT**

**BY Heather Moll**

**Procedures:**

**SESSION ONE**

1. Begin the lesson by asking students if they know who is in charge of the following: police (usually the city), fire department (usually the city), freeways (usually the state or national government), U.S. Army (national), schools (usually the city).

2. Have a discussion with the class about what they think are the different levels. Then write the terms: city government, state government, national government on the board.

3. Distribute the U.S. map. Have students find their state and write in its name. Then have them find their city and write in its name. Then have them circle the last level of government in the title (United States). Explain that today they are going to learn about these three levels of government and their duties.
LEVELS OF GOVERNMENT: IDENTIFYING THE DIFFERENT LEVELS OF OUR GOVERNMENT
BY Heather Moll

SESSION ONE

4. Distribute and project the What Are The Levels Of Government? Reading Guide.


6. Have the students turn in the reading guide and U.S. map as assessments for the day.

7. End class by having students share with a neighbor two things they learned today.

SESSION TWO

Note: Teacher (or classroom volunteer) will need to create the burrito books ahead of time or allow extra time for students to create the booklets.

9. Begin day two by passing back their reading guide from the day before, review what they learned.

10. Distribute burrito books already assembled and explain what is required on each page or distribute burrito book directions and 2 sheets of 8 1/2" x 11" blank paper to each student. As a class create the burrito books, once completed explain to the students what is required on each page.


12. Hand back yesterday’s United States map for students to use as a reference when drawing page 8 of the book.

13. Have students turn in their burrito books when finished.
LEVELS OF GOVERNMENT: IDENTIFYING THE DIFFERENT LEVELS OF OUR GOVERNMENT

BY Heather Moll

Products will require students to:

• Locate and Label a US Maps
• Complete a Burrito Book summarizing what they read in the book.
• Answer questions on a reading guide.
In the Chat Box, write whether you would use this lesson in your classroom.

- Yes
- No

LEVELS OF GOVERNMENT: IDENTIFYING THE DIFFERENT LEVELS OF OUR GOVERNMENT
BY Heather Moll

ARIZONA: WAY OUT WEST AND WITTY
BY Gale Olp Ekiss

Lesson Note: This lesson is designed for 10 sessions. However you can pick and choose which parts you would like to do. Stretch it out over 10 weeks, 10 months, whatever works for your classroom.

Overview: Students living in Arizona should know some of the distinct characteristics of this place and be able to express to others the uniqueness of our state in terms of human and physical characteristics.

Purpose: In this lesson, students will read the book Arizona: Way Out West and Witty, select a community and create an Arizona Atlas highlighting human and physical features of that community.
ARIZONA: WAY OUT WEST AND WITTY
BY Gale Olp Ekiss

SESSION ONE

1. Anticipatory Set: Have students look at the 2 maps of Arizona (Landmarks in Arizona Map and Arizona Cities, with Latitude and Longitude Map).
   - Ask a few students to comment on places they have visited that are listed on the map.
   - Review the definitions of a human and physical feature. (Human features are those things created by man—dams, monuments, mines, etc. Physical features are created by nature: rivers, mountains, deserts, etc.)
   - Now have the students look for human features on the Landmarks map and then physical features. For example for Sunrise Ski Resort, the resort is manmade as well as the human enjoying the snow. However, the mountain and the snow are physical features.

2. Now give students the directions to read through (individually, as a group, or as a small group) Arizona: Way Out West and Witty.
   - As they enjoy the book and activities, they should be listing on the Student Note Taking Worksheet examples of human and physical features mentioned in the book.
SESSION TWO to SESSION SEVEN

3. Continue reading the book and completing the Student Note Taking Worksheet(s).

4. At the end of Session Seven, have the students draw out of a “hat” one of the 25 cities listed on the Arizona Cities, with Latitude and Longitude Map as well as you can.
   - Also add Sierra Vista, Glendale, Tempe, Florence, Cornville, Show Low, Tuba City, Chinle, Williams, Snowflake, Dewey, Bagdad, Surprise, Carefree, Apache Junction, Miami, Green Valley, Cave Creek, Wickenburg, Bisbee, Chandler, Holbrook, and Jerome that are mentioned in the book.
   - Each child will focus on their selected community for Session Eight through Ten.

SESSION EIGHT to TEN

5. Share the Scoring Guide for the Arizona Atlas and explain what each page should include. Then share the template (either paper, electronic, or power point version). And finally explain the Note Taking Worksheet for Internet Research.

6. If students are not done by SESSION TEN, homework may be required. If students finish early, they can create the cover, table of contents, and decide the order of the communities (alphabetical, north to south, largest communities to smallest). Then assemble the pages into your Arizona Atlas.
### Note Taking Worksheet for Internet Research

<table>
<thead>
<tr>
<th>Name</th>
<th>Language</th>
<th>Human Feature Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name of Website: ____________________________

1. ____________

2. ____________

3. ____________

**Another source of information**

Name of Book: ____________________________

or Website Name: ____________________________

Page: ____________

### Atlas Scoring Guide

**Name:** ____________________________

**Your Atlas page should include:**

1. A Title page:
   - Title page should have the name of your community (2 points)
   - Title page should have your name as 1st place (2 points)
   - Title page should correctly show the location of your community on the map (2 points)

2. A Physical Feature page:
   - Title page should include the name of your community (2 points)
   - Title page should accurately explain the physical feature (2 points)
   - At least one picture that shows one of the physical features (2 points)

3. A Human Feature page:
   - Title page should include the name of your community (2 points)
   - Title page should accurately explain the human feature (2 points)
   - At least one picture that shows one of the human features (2 points)

**An Interesting Fact, Landmark, or Activity to Puy (page 5)**

- Write a paragraph sharing an interesting fact, landmark, or activity that you found during your research.

**Grand Opinion and Research Skills**

- Each work a complete sentence (1 point)
- Each work a complete sentence (1 point)
- I described my community in good sentences and paragraphs (5 points)
- The paper was neatly done (5 points)
- I have turned in my completed Note Taking Sheet for Internet Research

**Total:** ____________ (out of 10 points)

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### Products will require students to:

1. **describe communities in Arizona in terms of physical and human features.**
2. **gather and summarize research from various sources including the internet.**
3. **use correct conventions when writing.**
4. **identify human from physical features.**
In the Chat Box, write whether you would use this lesson in your classroom.

- Yes
- No

ARIZONA: WAY OUT WEST AND WITTY
BY Gale Olp Ekiss

AzGA’s Website
HTTPS://GEOALLIANCE.ASU.EDU/
Standards Based Lesson Lists
https://geoalliance.asu.edu/lessonlists