

# Arizona

## Alliance Created State Giant Traveling Map Lesson

**Title: Look and Learn: Photographic Study of Arizona with the Giant Floor Map**

**Recommended Grades: Grade 3 to 6**

**Time Needed: 60-120 minutes**

### Objectives:

Students will:

- Identify physical features found in photographs in order to answer questions about Arizona's past and present
- Use the Giant Arizona Floor Map to locate various human and physical features using a grid.

### Materials:

- 3 PowerPoints of photographs of Arizona human and physical features
  - Plateau Region
  - Mountain Region
  - Desert Region
- Sortable Places List
  - Can be sorted alphabetically
  - Can be sorted by regions
  - Can be sorted to for research purposes
- Copies of the Landforms Regions of the Arizona map (labeled and unlabeled)
  - [http://geoalliance.asu.edu/sites/default/files/maps/AZLNDFRM\\_blank.pdf](http://geoalliance.asu.edu/sites/default/files/maps/AZLNDFRM_blank.pdf)
  - <http://geoalliance.asu.edu/sites/default/files/maps/AZLNDFRM.pdf>
- Colored pencils
- For use with Giant Arizona Floor Map (17 foot by 21 foot)
  - Large versions of the photographs printed from the PowerPoint
- For use with the table top version of the Arizona Landscape Map
  - Small post-it notes or small versions of the photographs from the PowerPoint
  - Table Top Version of Giant Arizona Floor Map  
<http://geoalliance.asu.edu/sites/default/files/maps/Az-Landscape-Tile-4x4%20.pdf>
  - 8.5 by 11 inch color copy of the Giant Arizona Floor Map  
[http://geoalliance.asu.edu/sites/default/files/maps/AZLandscape\\_color.pdf](http://geoalliance.asu.edu/sites/default/files/maps/AZLandscape_color.pdf)

### Preparation:

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- Print copies of the Landforms Regions of the Arizona map (unlabeled)
- If using **table-top versions** of the Arizona Landscape Map
  - Print 5-6 copies of table top version of the Arizona Landscape Map and assemble.
  - Print small versions of photographs from the PowerPoint
  - Print copy of the Sortable Places List
- If using the **Giant Arizona Floor Map**
  - Print large versions of the photographs from the PowerPoint
  - Print copy of the Sortable Places List

### Rules:

- Shoes are not allowed on the map. Please have students remove shoes before walking on the map. Students must wear socks. No bare feet.
- No writing utensils on the map. Keep all writing utensils and other sharp objects 12 inches from the edge of the map.

### Directions:

1. Project the Landforms Regions of Arizona map that is labeled.  
<http://geoalliance.asu.edu/sites/default/files/maps/AZLNDFRM.pdf>
2. Distribute the unlabeled copies of the same map and have students fill in the 3 regions. Allow younger students to color the three regions and practice saying the names of the regions.
3. Now to build context about these regions, show the 3 PowerPoints to learn about the three geographic regions in Arizona.
4. Explain the differences in the landscape and the human characteristics of the three regions using the slides. Students can use the landforms map as a graphic organizer to list the cities or landmarks mentioned in the slide show in the appropriate area of the map.
5. Next, transition the students to a table-top sized version of the Arizona giant floor map. Divide the students into as many groups as you have table-top maps. Ask students to identify the symbols and legend on the table-top version of the giant map.
6. Referring back to the PowerPoint slides, let the students locate the locations of the photographs by writing the 1) place name and grid coordinate on post-it notes and placing the post-it notes on the small version of the giant map or 2) placing small versions of the photographs (with grid coordinates) on the table-top map in their correct locations.
3. Lead a class discussion about the locations and what common traits of their geographic region do they observe. (desert: cactus, adobe, irrigation, etc) (mountains: snow, trees, lumber or stone building materials, etc.) (plateau: grazing, few trees, emptiness, etc.)

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4. Create a chart for each region with 1) physical features such as forests, deserts, monsoon storms, etc., and 2) human elements such as settlements, businesses, houses, etc.
5. Assign each group a region on which they will do an oral report. Allow the groups to collaborate (example: all desert region groups work together).
6. Finally, students will use the table-top map as a visual during their presentation. Students can use any of the materials developed (post-it notes, photographs, charts) to develop a summary of their findings about their region.
7. When ready, representatives from the 3 groups can present their geographic regional information to the other groups.

**Modifications:** Use the giant floor map beginning with #6 and place the copies of the photographs on the giant floor map. Then follow the same directions only using the giant floor map.

**Extensions:** Teachers can allow students to research a specific place from the PowerPoint to learn more about the history of their specific location and human structures. Students may even research historical events that happened at the location.

### STANDARDS

#### Grade 3

#### Arizona 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

#### Reading

**3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

#### Writing

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

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

**3.SL.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### ELP Stage

#### Basic

#### Writing

**Standard 1: B-4:** writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.

#### Listening and Speaking

**Standard 2: B-5:** asking and responding to academic questions (who, what, where, when, why, how) using complete sentences (e.g., making comparisons and describing events, etc.) with instructional support.

### National Geography Standard

**Standard 1:** How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

### Vocabulary:

- **geographic regions or landform regions:** have distinct physical features, animals, and plants. Arizona has three geographic regions called the plateau, mountain, and desert regions.
- **political maps** show manmade features on Earth. Political maps can show countries and their borders, roads, railroads, cities, capital cities, national parks, etc.
- **human features** include the ways humans have interacted with the environment. Some examples are bridges, farming techniques, parks, and buildings.

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- **physical features** include our natural environment such as forests, deserts, climate, soil, water, animal life, and terrain.

### References:

Montezuma's Castle and Well

<https://www.nationalgeographic.org/news/montezuma-castle-and-well/>

<https://www.nationalgeographic.org/media/montezuma-castle/>

Monument Valley

<https://www.nationalgeographic.org/media/cinematic-symbol-west/>

Grand Canyon

<https://www.nationalgeographic.org/thisday/jan11/grand-canyon-becomes-national-monument/>

London Bridge

<https://www.nationalgeographic.org/thisday/oct10/london-bridge-opens-arizona/>

Vermillion Cliffs and Monument Valley (buttes)

<https://www.nationalgeographic.org/encyclopedia/butte/>