

# Arizona: Way Out West and Witty

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<b>Grade Level</b>	3-4
<b>Duration</b>	10 class periods

## National Standards

### GEOGRAPHY

#### Element One: The World in Spatial Terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

#### Element Two: Places and Regions

4. The physical and human characteristics of places.

#### Element Three: Physical Systems

7. The physical processes that shape the patterns of Earth's surface.

8. The characteristics and distribution of ecosystems on Earth's surface.

#### Element Five: Environment and Society

14. How human actions modify the physical environment.

15. How physical systems affect human systems.

16. The changes that occur in the meaning, use, distribution, and importance of resources.

## AZ Standards

### ELA

#### Reading

##### Informational Text

##### Integration of Knowledge and Ideas

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).

4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### 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.7 Conduct short research projects that build knowledge about a topic.

4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

##### Conventions of Standard English

3.L.2 and 4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Arizona Social Science Standards

### GEOGRAPHY

#### 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.

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

#### 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.

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

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

3.G4.1 Describe how Arizona has changed over time.

### 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.

#### Cycles of conflict and cooperation have shaped relations among people, places, and environments.

3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history.

## Overview

“Arizona is a place that lives by its myths and legends. Our rivers are drier, and our temperatures are higher; our canyons are grander, and our deserts are sandier; our cactus is stickier, and our skunks are ickier; our burros are lazier, and our tales are crazier. We are truly a land of anomalies and tamales.” writes Marshall Trimble in the introduction to the book, Arizona: Way Out West and Witty. 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.

## Materials

- Landmarks in Arizona Map (color and black/white versions)
- Landmarks in Arizona Map (poster-sized) can be found at <http://alliance.la.asu.edu/maps/maps.htm> Under category of **Maps for Students in Grades 1-4**
- Arizona Cities, with Latitude and Longitude Map
- Paper and Art Supplies
- Student Note Taking Worksheet
- Computer Lab with Internet Access
- Arizona: Way Out West and Witty by Conrad Storad
- Cover page, Human Features page, and Physical Features page for Arizona Atlas (can be printed for students to complete in pencil or pen or can be used as electronic version to be completed on a computer and printed or can be turned into power point template)
- Note Taking Worksheet for Internet Research—Physical Feature Information and Human Feature Information
- Atlas Scoring Guide
- 3-ringed notebook or large brads to bind the pages of the Arizona Atlas
- Student Assessment

## Objectives

The student will be able 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.

## Procedures

*Prerequisite Knowledge: If you choose to do the electronic or power point version, students will need to know how to word process or create a power point. All students will need to know how to research a topic by using an Internet search engine and take notes.*

*This lesson can be done without using the Arizona Way Out West and Witty book. Library resources or additional internet resources can be used.*

### 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. For example, pages 6-7 would be physical feature of ringtail or ringtail cat. If you don't want to duplicate lots of worksheets, you can have the students generalize categories. For pages 6-7, it would be animals.

### 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 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

*Prior to this session, it would be good to create a model of finished pages so students can picture what is expected.*

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. Be sure to highlight the fact that you want to see both the book and the Internet used even if students cannot find specific information about their community in the book, they can talk about plants or animals that live in that environment. Go to computer lab and begin researching.

Hint: Share with the students that they should enter the **community's name, Arizona, and tourism** into the search engine to find information. This will usually bring them to the Visitor Bureau's website. Some suggested websites are under Sources in this lesson plan.

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**.

### Assessment

Use the Atlas Scoring Guide to score the Atlas pages. Mastery of the ELA standards and social science content would be 80% or higher on the scoring guide.

Mastery in geography can also be determined by 80% or higher on the Student Assessment.

### Extensions

Speaking and Listening standards can be assessed if the students orally present their Atlas pages to the class.

One of your more capable students might bookmark websites that looked easy to use for your less capable students prior to the computer lab time.

Add additional maps and materials to the Atlas as they are created or found. This is a good reason to use a 3-ringed notebook as the binder.

### Sources

Maps can be found at <http://geoalliance.asu.edu>

There are many additional maps at this site that can be colored and added to the **Arizona Atlas** such as Landform Regions of Arizona, the Elementary Arizona Road Map, and Arizona's Indian Reservations map.

Exley, Linda and Conrad Stord. *Arizona Way Out West and Witty*. Chandler, Arizona: Five Star Publications, 2012.

Some suggested websites to use

<http://www.gokingman.com/>

<http://www.visittucson.org/>

<http://www.visityuma.com/>

<http://www.visitedona.com/>

<http://www.visit-prescott.com/>

<http://www.holbrook-az.worldweb.com/>

<http://www.visitsierravista.com/>

<http://arizona.hometownlocator.com/>

<http://www.discoverbisbee.com/>

<http://touristinformationdirectory.com/Chamber%20of%20Commerce%20AZ/Arizona.htm>

<http://www.outwickenburgway.com/>

<http://www.paysonrimcountry.com/>

<http://www.go-arizona.com/Show-Low/Attractions/>

<http://www.golakehavasus.com/>

<http://www.flagstaffarizona.org/>

<https://quartzsitetourism.com/>