

Urban, Suburban, and Rural: Monsoon Effects

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Grade Level 2
Duration 2-3 class periods

National Standards

GEOGRAPHY
Element 2: Places and Regions
 4. The physical and human characteristics of places
 5. People create regions to interpret Earth's complexity
 6. How culture and experience influence people's perceptions of places and regions
Element 5: Environment and Society
 14. How human actions modify the physical environment
 15. How physical systems affect human systems
Element 6: The Uses of Geography
 17. How to apply geography to interpret the past
 18. How to apply geography to interpret the present and plan for the future

AZ Standards

ELA
Writing
Production and Distribution of Writing
 2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

SCIENCE
Weather and Land/Water Systems
 2.E1U3.7 Construct an argument from evidence regarding positive and negative changes in water and land systems that impact humans and the environment.
 2.E1U2.6 Analyze patterns in weather conditions of various regions of the world and design, test, and refine solutions to protect humans from severe weather conditions.

Arizona Social Science Standards

GEOGRAPHY
Human-environment interactions are essential aspects of human life in all societies.
 2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.
 2.G1.2 Describe how human activities affect the communities and the environment of places or regions.

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona English Language Proficiency Standards
 Grade2
 Basic
 Listening and Reading

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Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-4: produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames.

Standard 4 By the end of each language proficiency level, an English learner can construct grade appropriate oral and written claims and support them with reasoning and evidence.

B-1 express an opinion on a topic or text.

Overview

The United States is composed of urban, suburban, and rural landscapes. Students may not actually experience living in the various landscapes due to distance, financial, or personal reasons. However, a weather-related issue, like the Arizona monsoon, may affect all of these landscapes.

Purpose

In this lesson, students will look at the characteristics of urban, suburban, and rural areas and use this information to examine a weather-related problem: Arizona's monsoon season. How does this season affect our different landscapes? What are solutions to some of the weather-related problems that occur during the monsoon season?

Key Vocabulary

urban area: a city with many people and buildings

suburban area: a town or other area where people live in houses near a larger city

rural area: an open area of land that has few homes or other buildings and not very many people.

thunderstorm: a storm with lightning and thunder

monsoon: a certain time of the year when Arizona experiences severe weather conditions (wind, dust, floods)

Materials

- Urban, Rural, and Suburban Landscape Pictures
- Projection device, computer, and internet
- Youtube video Urban vs Suburban (11:40 min)
<https://www.youtube.com/watch?v=YRxNQpmj1-8>
- Describing Where People Live worksheet

- Positive and Negative worksheet
- What to Expect for Arizona's Monsoon (2:38 min)
https://www.youtube.com/watch?v=9D_eBZiQDfQ
- Monsoon Causes Flooding in Burn Scars (2.32 min)
https://www.youtube.com/watch?v=C1_K9K7PcPI
- Effects of the Monsoon Project
- Art Supplies: Markers/crayons/colored pencils, poster board, construction paper, ect.

Objectives

The student will be able to:

1. Describe different landscapes.
2. Identify a weather-related effect of the Arizona monsoon.
3. Find a solution for a weather-related problem depending on a specific living area.

Procedures

SESSION ONE

Prior to this session: Print In color and post the pictures for urban, suburban, and rural landscapes in three different areas of the classroom.

1. Begin the lesson by telling students that today we are going to learn more about the United States and our own community.
2. Point out the posted pictures of rural, suburban, and urban areas. Have students move to area of the classroom with the images of where they would like to live. Assure them that there is no right or wrong answer. This is just their opinion. **(Application: Promotes engagement)**

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- Record the number of students who picked each landscape. Perhaps ask a few students who chose that landscape, "Why would you like to live there?" (**Integrating Processes: Speaking, Listening**)
- Show the YouTube video Urban, Suburban, and Rural Communities (11.40 min)
<https://www.youtube.com/watch?v=YRxNQPmj1-8>
- After the video, distribute the Describing Where People Live worksheet to partners. Have students talk to their partner about what they noticed in each area. They should work together to complete the worksheet.
(Scaffolding: Comprehensible input, Linked to objectives)
- End the session by having students think about what is good and bad about living in each of these landscapes. Have students complete the Positive and Negative worksheet.

SESSION TWO (and THREE)

Teacher Information: Arizona experiences (in some years) a "Monsoon" season when rain is expected to fall. This season is considered June to September and depends on water vapor coming from the south (Gulf of California and/or Gulf of Mexico area). If you do not live in Arizona, perhaps your location also has a rainy season. If not, use your judgement on how to pose the situation to make it realistic for your students.

- Ask students, "Imagine we are in monsoon season. Where would you rather be in a rural area or urban area?" Give time for students to think and share their opinion with a partner.
- Have students describe a monsoon storm. Record their descriptions on the white board. Possible answers could include very hard rain, lasts for about an hour, dust storm, soft rain, lightning, thunder, trees fall over, electricity goes out, warnings on our cell phones, people don't drive or drive differently, streets flood, etc.
(Preparation: Linking to background, Scaffolding: Comprehensible input)
- Show YouTube video on What to Expect for Arizona's Monsoon (2:38 min)
https://www.youtube.com/watch?v=9D_eBZiQDfQ to show urban and suburban effects of the monsoon (dust and rain).
- Show YouTube video Monsoon Causes Flooding in Burn Scars (2.32 min)
https://www.youtube.com/watch?v=C1_K9K7PcPI to show rural effects of the monsoon.
- After the video, students will pair up and talk to their partner of how monsoon storms can create problems. Students will complete the

sentence frame: "One problem monsoon storms cause is _____."

- Explain the Effects of the Monsoon Project directions and how it will be scored. Give time for groups to work on their projects.
(Integrating Processes: Listening, Speaking, Writing)

Assessment

ELA, Science, and Geography

The Describing Where People Live worksheet can be graded for completeness. Mastery will be considered at least two good descriptions for each category.

The Positive and Negative worksheet can be graded for completeness. Mastery will be considered at least one good positive and one good negative for each category.

The Effects of the Monsoon Project can be graded using the scoring guide provided. Mastery will be a score of 24 points or higher.

Extensions

Have each group share their monsoon effect and its possible solution. Have classmates consider the problem and offer additional solutions or elaborate on the solution given.

Sources

Youtube video Urban vs Suburban-
<https://www.youtube.com/watch?v=YRxNQPmj1-8>
Youtube Video-Thunderstorms
<https://www.youtube.com/watch?v=zUNEFefft8>
National Geographic information on Urban and rural:
<https://www.nationalgeographic.org/encyclopedia/rural-area/> and
https://www.nationalgeographic.org/encyclopedia/urban-area/?utm_source=BiblioRCM_Row
YouTube video Understanding the monsoon season in the southwest U.S. (1.09 min)
<https://www.youtube.com/watch?v=47Vr1114Ink>
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<https://freestocks.org/>