



## This Place is Just like the Other

Students will learn about the Southwest region while reinforcing their writing skills.

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<b>Grade Level</b>	4-5
<b>Duration</b>	2 class periods

### National Geography Standards

#### ELEMENT TWO: PLACES AND REGIONS

4. The physical and human characteristics of places.

### Arizona Geography Strand

#### Grade 4 Strand 4 Geography Concept 2 Places and Regions

PO 1 Describe how regions, such as the Southwest, have distinct physical and cultural characteristics  
PO 4 Describe how regions and places have distinct characteristics (e.g., Grand Canyon, Colorado River, Casa Grande Ruin, Canyon de Chelly, Yucatan Peninsula).

#### Grade 5 Strand 4 Geography Concept 2 Places and Regions

PO 1 Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors:  
b. West, Midwest, Northeast, Southeast, and Southwest

### Other Arizona Standards

#### ELA Common Core Standards

##### Reading Informational Text 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.

**5.RI.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

##### Craft and Structure

**4.RI.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

**5.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

##### Range of Reading and Level of Text Complexity

**4.RI.10** By the end of year, read and comprehend informational 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.

**5.RI.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

##### 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.

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

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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 and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- 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.

**Production and Distribution of Writing**

**4.W.4 and 5.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Research to Build and Present Knowledge**

**4.W.9 and 5.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Vocabulary Acquisition**

**4.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**5.L.6** Acquire and use accurately grade-

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appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### Overview

The Southwest region of the U.S. is made up of the states of Texas, Oklahoma, New Mexico, and Arizona. There are many landforms, climates, and cultures in this region that are unique to this area. The geographic features of the Southwest include desert, plains, plateaus, and mountains. The Grand Canyon, the Great Plains, and the Painted Desert are found in this region. The economy depends on its natural resources to draw visitors, but the region also has to draw on the natural resources for other purposes. For example, the region relies heavily on water, often a scarce resource, to survive. The Southwest also has a strong identity with its heritage of Spanish, Mexican, and Native American cultures.

### Purpose

Students will understand that Arizona is part of a larger region of the Southwest. All the states in the region have similar geographical features, climate, flora and fauna, and cultural influences, which include a significant Spanish-speaking population.

### Materials

- Preferred: National Geographic Reading Expeditions *The Southwest* by Elspeth Leacock At least 1 book for every 2 students. Library books could be used as a substitute.
- Large colored topographic map of the U.S. (preferred). If not available, use student atlases.
- Vocabulary worksheet of Southwestern terms as defined in the National Geographic series
- Answer key to Vocabulary Worksheet

### Objectives

The student will be able to:

- compare and contrast characteristics of Arizona and the larger Southwest region in which it is located.
- identify regional geographic vocabulary.

### Procedures

1. Read aloud from the National Geographic series on *The Southwest*. (If a class owns student copies, then use them. If this series is unavailable then a textbook or a library book on the subject will work). Discuss unfamiliar words.
2. Set up a compare/contrast diagram on the board. Students should discuss the areas of commonality between the states in the Southwest. Then discuss how Arizona differs from the other states.
3. Students write a comparison paragraph or a contrast paragraph. This paragraph should contain the most significant details of comparison and contrast as outlined on the board.

### Assessment

Writing: Student paragraphs should have a minimum of three comparisons or three contrasts. The comparisons in the paragraph are to be based on the comparison/contrast diagram that the class developed and on class discussion of the reading. The paragraph will be graded using the 6 Trait Writing Rubric for Ideas and Content. A score of 4 or higher will be considered mastery.

Reading and Geography: Twelve correct vocabulary responses to the fifteen words will fulfill an 80% mastery score on the Vocabulary Worksheet.

### Extensions

Research the meaning behind the symbols of the state flags of the Southwest. Write an imaginative dialogue about each flag's creation.

Use the landforms of the Southwest as a stimulus to create a new flag for each state.

Make a supplementary vocabulary sheet of southwestern words.

Have students look at place names throughout the Southwest region and see if they can recognize names that are influenced by the

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Spanish language. Are there words that we use in the Southwest are common to the region? Make a list.

Read the book *Gila Monsters Meet You at the Airport* by Marjorie Weinman Sharmat. Talk about beliefs that are held about the Southwest by people who don't live here.

## Sources

National Geographic Reading Expedition series..  
Travels Across America : *The Southwest*  
Order # JK41205