

# Take Me to the River: The Mojave Indians and the Colorado River

**Author**  
**Grade Level**  
**Duration**

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3-5  
2 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

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

#### Element 2: Places and Regions

4. The physical and human characteristics of places

#### Element 5: Environment and Society

14. How human actions modify the physical environment.

#### 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

#### Reading

##### Key Ideas and Details

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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.

4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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

5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### Craft and Structure

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

4.RI.5 Describe the overall structure (e.g., chronology,

## Arizona Social Science Standards

### 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

#### 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. Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.

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

5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.

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

3.G4.1 Describe how Arizona has changed over time. Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22

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comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

### Language

#### Conventions of Standard English

3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

i. Produce simple, compound, and complex sentences.

4.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Arizona Indian Nations, plants, land use, and animals.

5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

### 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.**

5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

## SIOP Elements

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

### Arizona ELP Standards

Stage III

Basic

Reading

**Standard 3: The student will read with fluency and accuracy. The student will demonstrate fluency and accuracy by:**

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B-1: reading aloud passages from familiar or cumulative text (e.g. *The House that Jack Built*) with fluency. (i.e., accuracy, appropriate phrasing, attention to punctuation, and expression).  
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:

B-12: identifying the cause and effect relationship of two related events in a literary selection.

### Writing

**Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks. The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by:**

B-1: recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for report/research purposes.

## Overview

The descendants of the Ahamacave or Mojave Indians have lived along the Colorado River for thousands of years. The natural environment of the Colorado River changed with the completion of Hoover Dam in 1931. Students will read an article from the Heard Museum, then compare and contrast living conditions before and after the dam.

## Purpose

Students will learn how the Mojave Indians live (past and present) along the Colorado River and learn how the building of a dam can impact one's culture and way of life. This lesson contains adaptations for diverse learners (ELLs).

## Key Vocabulary

**silt** – sand carried by flowing water

**mesquite** – a tree that grows in hot, dry places

**dam** – a wall that holds back water

**diet** – the usual food or drink of a person or animal

**deposit** – to leave sand on a surface

**trade** -- buying and selling items

**irrigated** – to supply water with pipes

**diabetes** – a serious disease

## Materials

- The Ahamacave article
- Map of AZ Indian Reservations (b/w and color)  
[http://geoalliance.asu.edu/sites/default/files/map/s/AZ\\_ReservationsBW.pdf](http://geoalliance.asu.edu/sites/default/files/map/s/AZ_ReservationsBW.pdf)  
[http://geoalliance.asu.edu/sites/default/files/map/s/AZ\\_Reservations.pdf](http://geoalliance.asu.edu/sites/default/files/map/s/AZ_Reservations.pdf)
- Important Dams in Arizona map  
<http://geoalliance.asu.edu/sites/default/files/map/s/AZ-DAMS.PDF>

- Images that show the Colorado River ending at the Sea of Cortes (optional)
- Blue marker, colored pencil, or crayon
- Picture of Hoover Dam
- The Ahamacave Assessment and Answer Key
- Vocabulary Practice
- Highlighters

## Objectives

The student will be able to:

- describe Arizona river environments and the effect building a dam has on people.
- describe the impact of dietary changes on people.
- write complete sentences.
- distinguish cause and effect.
- distinguish fact and opinion.

## Procedures

### SESSION ONE

1. Write the lesson objectives on the board. Ask a student to read the objectives. Have a word bank with the key vocabulary words posted in the room.
2. Ask if anyone knows what a dam is and what a dam does. Mention that there are many in Arizona, but perhaps the most famous one is Hoover Dam.
3. Project a picture of Hoover Dam. (**Preparation: Linking background, Scaffolding: Comprehensible input**)
4. Project the Important Dams in Arizona map. <http://geoalliance.asu.edu/sites/default/files/map/s/AZ-DAMS.PDF> Have students locate the Colorado River on the map.
5. Distribute a paper copy to students [http://geoalliance.asu.edu/sites/default/files/map/s/AZ\\_ReservationsBW.pdf](http://geoalliance.asu.edu/sites/default/files/map/s/AZ_ReservationsBW.pdf) and project the

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Arizona Indian Reservations map.

[http://geoalliance.asu.edu/sites/default/files/maps/AZ\\_Reservations.pdf](http://geoalliance.asu.edu/sites/default/files/maps/AZ_Reservations.pdf)

Have students color the Colorado River from Arizona's northern border to beyond Yuma. Mention that the river continues (barely) into Mexico and the Sea of Cortes. **(Application: Promotes engagement, Scaffolding: Comprehensible input)**

6. Ask students how a dam might change people living along that river. (responses might include-- less water, maybe less wildlife, prevents flooding, cannot take boats over dams, change in foods available, etc.)
7. Project the Vocabulary Cards. Choral read the words with the group. Then have students turn to a partner and describe how the picture fits the definition of the vocabulary word. **(Integration of Reading and Speaking, Application: Promotes engagement, Grouping: Whole Group and Partners)**
8. Distribute The Ahmacave article to each student. Project the article as well. Read the article aloud, emphasizing important details by using a highlighter and noting the picture clues. Have students highlight their copies as well. **(Grouping: Whole Group, Scaffolding: Comprehensible Input, Application: Promotes engagement)**
9. Have students work in groups to complete the before and after section. If time, discuss their answers with the whole class. **(Grouping: Small groups, Whole class)**

## SESSION TWO

1. Project the Vocabulary Cards from Session One and have students again share with a partner how the image fits the definition given. **(Integration of Reading and Speaking, Application: Promotes engagement, Grouping: Partners)**
2. Distribute the Vocabulary Practice worksheet. Model how to do the first word then have students work in pairs to complete the words. **(Scaffolding: Modeling, Grouping: Partners)**
3. Distribute The Ahmacave Assessment. Explain the directions and allow students time to complete. **(Assessment: Written)**

## Assessment

### ELA and Geography

Highlighting and t-chart on the The Ahmacave article can be graded for completeness. Mastery will be seen as at least 90% was completed correctly.

The Ahmacave\_Assessment can be graded. Items 1-5 assess geography knowledge. Sentences 1-5 can be graded for being complete sentences. Items 6-8 assess reading standards in an objective test format. Eighty percent or higher will be considered mastery.

The Vocabulary Practice sheet can be graded for correct definitions and appropriate images. Mastery will be considered 80% or higher.

## Extensions

The Heard Museum provides traveling suitcases to schools on various Native Americans of Arizona. For a more in-depth unit on the Ahmacave or Mojave, complete with artifacts and information on present day Ahmacave, a suitcase may be checked out.

## Sources

Information for Educators:

Hoover Dam

<https://www.usbr.gov/lc/hooverdam/educate/index.html>

Project Wet <http://cals.arizona.edu/arizonawet/>

The Heard Museum

<https://heard.org/education/>