# Grand Canyon: So What's the Attraction?

**Author**  
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**Grade Level**  
7

**Duration**  
1 class period

**ELL Adaptation by**  
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## National Standards

**GEOGRAPHY**

Element 5: Environment and Society

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

## AZ Standards

**ELA**

**Reading**

**Key Ideas and Details**

7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**Range of Reading and Level of Text Complexity**

By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

**Writing**

**Conventions of Standard English**

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

- a. Use a comma to separate coordinate adjectives.
- b. Spell correctly.

## Arizona Social Science Standards

**GEOGRAPHY**

Human-environment interactions are essential aspects of human life in all societies.

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

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

7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.

7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)

## SIOP Elements

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Arizona ELP Standards
Grade 6-8
Basic
Listening and Reading
Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
B-1: determine the central idea or theme and explain how they are supported by using some text evidence.
B-2: recount specific details and information in a variety of texts.

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-1: deliver short oral presentations that include some details to develop a topic.
B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Listening, Speaking, Reading, and Writing
Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
B-5: contribute relevant information and evidence to collaborative oral and written discussions.
Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.
B-2: paraphrase observations/information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

Overview
Many people hold the Grand Canyon as their primary image of Arizona. As one of the seven natural wonders of the world, the Grand Canyon attracts many people to the region. This image impacts the tourist industry, as well as other industries in Arizona.

Purpose
In this lesson, students will explore and analyze the influences and effects of a regional image, specifically why Arizona attracts tourists and tourist businesses. This lesson contains strategies to use with diverse learners (ELLs).

Key Vocabulary
- **canyon** - a steep-sided landform created by water
- **cavern** - large cave
- **helicopter** - aircraft that is lifted and propelled by rotating blades
- **skeleton** - bones of person or animal
- **raft** - an inflatable flat-bottomed boat
- **rapids** - part of a riverbed where the water moves very fast, usually over rocks or around boulders

Materials
- Arizona Relief map
  - [https://geoalliance.asu.edu/sites/default/files/maps/ArizonaRelief.gif](https://geoalliance.asu.edu/sites/default/files/maps/ArizonaRelief.gif)
- Readings
  - In a Nutshell
  - White Water Day
  - Bird’s Eye View Will Give You a Thrill
  - The Grand Canyon
  - More Than a Film Grand Canyon IMAX Theater
  - Camping at the Grand Canyon
  - The Name Doesn’t Say It All
  - Grand Canyon Caverns (near Grand Canyon)
  - Hiking the Grand Canyon
- Vocabulary Cards
- Proofreading Activity and Answer Key
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- Assessment and Answer Key

Objectives
The student will be able to:

- Describe a common image of Arizona.
- Identify causes and effects on the Grand Canyon in terms of the landscape and the economy.

Procedures

Prior to the Lesson: Determine which readings will be given to each group. Some readings are longer or more difficult than others and should be given to groups who can handle the material. (Preparation: Adapting Content)

1. Begin the class by asking students, “What do you think of when I say Arizona?” (Preparation: Linking to Past Learning) Discuss their responses. Then ask, “What do most people think of when they think of Arizona?” Discuss their responses. If no one brings up the Grand Canyon, add it to the responses. (Grouping Options: Whole Class)

2. Project a relief map of Arizona [link to map] and locate the Grand Canyon.

3. Distribute (or project, read, and discuss "In a Nutshell" as a whole class. Have students contribute ideas as to why nearly 5 million people visit the Grand Canyon each year (to hike, to camp, to see, to raft, etc.). (Grouping Options: Whole Class; Application: Promotes engagement)

4. Project and explain the Vocabulary Cards. Post the cards on the Word Wall. Explain that students who are unfamiliar with these words can use the word wall in the next assignment. (Scaffolding: Comprehensible input)

5. Divide the class into 8 groups incorporating diverse learners with other learners. Distribute multiple copies of one of the readings to each group (White Water Day, Bird’s Eye View, Camping at Grand Canyon, The Name Doesn’t Say It All, Hiking the Grand Canyon, The Grand Canyon More Than a Film, Grand Canyon Caverns --near the Grand Canyon, and The Grand Canyon). (Grouping Options: Small Groups; Integrated Processes: Reading)

6. Instruct groups to analyze the given tourist activity (cause) and determine what service businesses would be required (effect) to support this activity. Students will write or draw visuals on the back of their handout. (Integrating Processes: Writing)

7. Have each group share their cause (tourist activity) and its effects (services required to support the tourist activity). (Application: Promotes engagement; Integrating Processes: Speaking; Application: Liked to objectives; Assessment: Oral, Group)

8. Have students complete the assessment activity as a group. (Assessment: Written, Group)

Assessment

ELA and Geography
The oral presentations can be assessed using the simplified 6 Traits Writing Rubric concentrating on Ideas and Content and Organization. Mastery will be considered 4 or higher on the rubric.

The Assessment can be graded for accuracy. Mastery will be considered a score of 80% or higher.

ELA
The Proofreading Activity can be graded for accuracy. Mastery will be considered a score of 80% or higher.

Extensions
Have students design an advertisement for their tourist activity.