



# Grand Canyon: So What's the Attraction?

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**Grade Level** 7  
**Duration** 1 class period

## 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.

- Use a comma to separate coordinate adjectives.
- 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)

## 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.

## Materials

Copies of student handouts:

- In a Nutshell
- White Water Day
- Bird's Eye View Will Give You a Thrill
- The Grand Canyon

## Grand Canyon: So...What's the Attraction?

- More Than a Film Grand Canyon IMAX Theater
- Camping at the Grand Canyon
- The Name Doesn't Say It All
- Classic Tourist Trap
- Hiking the Grand Canyon
- Simplified 6 Traits Writing Rubric
- So What's the Attraction Proofreading Activity and Answer Key
- So What's the Attraction Multiple Choice Quiz and Answer Key
- Whiteboard or butcher paper and markers

## Objectives

The student will be able to:

- describe a common image of Arizona.
- Identify causes and effects on this part of Arizona's economy and landscape

## Procedures

1. Ask students to think about what most people think of when they think of Arizona.
2. Distribute and read "In a Nutshell."
3. Discuss briefly and answer any questions.
4. As a class, brainstorm ideas as to why nearly 5 million people visit the Grand Canyon each year. (to hike, to camp, to see, to raft...)
5. Divide the class into groups.
6. Distribute copies of one of the handouts 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 and The Grand Canyon) to read and discuss. Tell students to analyze the group's tourist activity (cause) and determine what service

businesses would be required (effect) to support this activity. Students may write the service businesses required on the back of their handout or they may use butcher paper and markers.

7. Have groups summarize and present this information to the class.

8. After each group presents, take the time to allow for discussion and inclusion of any other businesses the tourist activity might attract.

9. Inform students that they have just analyzed cause-and-effect relationships. The main cause-and-effect relationship is that the Grand Canyon causes tourist activities. These tourist activities then affect the influx of businesses to support these tourist activities.

10. Have students complete the assessment activity, either individually, with a partner, or in their groups.

## Assessment

Students will be assessed on their presentation of information. Their oral presentations can be assessed using the simplified 6 Traits Writing Rubric concentrating on Ideas and Organization, Conventions, and Word Choice. Mastery will be considered 4 or higher on the rubric,

Students will also be assessed through a multiple-choice quiz and a proofreading activity. Mastery will be considered 80% or higher on the quiz material.

## Extensions

"Classic Tourist Trap" activity (in the files that accompany this lesson) may be used as an extension or for a group if needed.