



Maize to Maquiladoras: Movement from Mexico to Arizona

Author
Grade Level
Duration

Carol Warren
4
2 class periods

National Standards

GEOGRAPHY

Essential Element 4: Human Systems

9. The characteristics, distribution, and migration of human population on Earth's surface.

11. The patterns and networks of economic interdependence on Earth's surface.

Essential Element 6: The Uses of Geography

17. How to apply geography to interpret the past.

AZ Standards

ELA

Informational Text

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.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

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.

Writing

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.

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.

Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies.

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. Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural

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Production and Distribution of Writing

3.W.4 and 4.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Research to Build and Present Knowledge

3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources
Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

3.G3.1 Describe the movement of people in and out of Arizona over time. Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns

4.G3.1 Explain how the location and use of resources affects human settlement and movement. Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas

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

4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements. Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

ECONOMICS

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.

3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.

Individuals and institutions are interdependent within market systems.

4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.

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

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the Americas.

Overview

Through the various periods of Arizona history, there has been movement of people, goods, and ideas north from Mexico. Students will trace this movement through history and map its flow on a map of Mexico and the American Southwest

Purpose

The lesson will show how Arizona is and has been historically connected to Mexico through the movement of people, goods, and ideas.

Materials

- Maps
 - Prehistoric Cultures in Arizona
 - Spanish Trails in Arizona
 - Mexican Trails in Arizona
 - Arizona Territorial Period
 - Modern Arizona
- Historical Summaries reading
- Markers or colored pencils
- Notetaking Sheet

Objectives

The student will be able to:

- Explain how goods and ideas moved from Mexico into Arizona.
- Correctly label the products that moved between Arizona and Mexico on a map.
- Summarize the effects of these movements on life in Arizona.

Procedures

1. Introduce the lesson by asking students, “Who has ever traveled to Mexico?” Ask them, “Why did you travel there?” Then explain that travel between Mexico and Arizona has been happening for thousands of years.
2. Distribute Historical Summaries reading, Modern Arizona map, and Notetaking Sheets to each student. Read (as a whole class) the historical summaries discussing the movement of people, goods, and ideas for each historical period in Arizona history.

3. As each section is read, project the map that corresponds. Have students fill in information on their Notetaking Sheet as each time period is read and have them label the movement on the Modern Arizona map by using arrows of different colors for each historical period. Allow time for students to create a map legend that identifies the time periods.
4. Conclude the lesson by having students write a paragraph summarizing the movements through history and how it affected people in Arizona using the information recorded on their Notetaking Sheet.

Assessment

Social Sciences

Assign points for correctly labeling each time period on their maps. Mastery will be considered 100% accuracy in the 5 arrows denoting correct movement direction.

Writing

Summaries will be assessed using the Six Trait Writing Rubric focusing on Ideas and Content. Mastery will be considered a score of 4 or higher.

Reading

Assign points for the statements on the Graphic Organizer. Mastery will be considered accuracy recording at least 2 statements for each time period.

Extensions

Students could investigate maps of the physical environment of the border area to determine reasons for the location of routes into Arizona.

Have students research the movement of goods and products from Arizona into Mexico.

Students can investigate when and the reasons why the historical north-south movement in the Southwest changed to a predominantly east-west movement.

Have students report on the Spanish influence in food, language, art, music, and architecture in Arizona today.

Sources

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