



Mapping Roxaboxen

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Grade Level	3
Duration	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 4: Human Systems

12. The processes, patterns, and functions of human settlement

AZ Standards

ELA

Reading Literature

Key Ideas and Details

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Writing

Text Types and Purposes

3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

d. Provide a sense of closure.

Production and Distribution of Writing

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

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

SLOP Elements

Preparation

Adapting content

Linking to background

Linking to past learning
Strategies used

Scaffolding

Modeling

Guided practice

Independent practice

Comprehensible input

Grouping Option

Whole class

Small groups

Partners

Independent

Mapping Roxaboxen

Integrating Processes	Application	Assessment
Reading Writing Speaking Listening	Hands on Meaningful Linked to objectives Promotes engagement	Individual Group Written Oral

Arizona English Language Proficiency Standards

Grade 3

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-3: identify key details that support the main idea or message.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

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-2: compose written narratives using appropriate conventions that include details to develop a topic.

Overview

Roxaboxen is an imaginary town built by children in early 20th century Yuma, Arizona. After reading about Roxaboxen, students can recall information by drawing a map of the imaginary town and writing about make-believe play of their own.

Purpose

The lesson gives students the opportunity to recall story events while practicing mapping skills. Students will also identify human features of Yuma, Arizona, and compare the play of children in the past with theirs today. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

rocks - small stones

human features - objects and places built by humans (streets, houses, stores, schools, airports, etc.)

shops - places to buy things (stores)

gallop – to run fast

jewels - stones that are very valuable

cemetery – a place for burying the dead

Materials

- *Roxaboxen* by Alice McLerran, Puffin Books-Penguin Group, New York, 1991. ISBN 0-14-054475-5
- x12 x 18 white construction paper
- Rulers
- Colored pencils or crayons
- Map of Arizona Cities
- A map of Yuma, Arizona
- Scoring guide for Roxaboxen map

Diverse Learner Adaptations

- Roxaboxen Map (template)
- Vocabulary Cards
- Vocabulary Worksheet

Objectives

The student will be able to:

- Make a map based on the events of the story as they occurred.
- Locate Yuma on a map of Arizona.
- Identify human features on a city map of Yuma, or any Arizona city if Yuma map is not available.
- Compare the imaginary play of the children in the story with children today.

Procedures

Mapping Roxaboxen

1. Introduce the lesson by asking students, "What is their favorite way to play with other kids?" Discuss how some of these student responses would be only possible in today's environment. Then explain that they are going to learn how some children many years ago played. Read and project the book, *Roxaboxen*, to the students
2. Have students orally recount the events in the story as they happened, explaining how Roxaboxen began to grow as buildings were added.
3. Tell students they will draw a map of Roxaboxen as you reread parts of the book.
4. Hand out paper and rulers. Have students lay their paper lengthwise and measure 3 inches from the top edge and both side edges. They will fold these 3 edges back. As these edges are unfolded, it will give students space to add features to their map as Roxaboxen grows.
5. Instruct students to unfold the space on the left in which to make their map legend and compass rose. The map title should be written above the legend.
6. As a whole class activity, list all the human features from Roxaboxen that will be included in their map.
7. Instruct students to list these features in their legends, choosing the symbols they wish to use for each item.
8. Have students draw their maps as you reread portions of the story, starting in the unfolded area of the paper. Remind them that Roxaboxen grows, so their map will also grow as they add places. Use the following information:
Page 2 – River Rhode across the bottom
Page 7 – Main Street and houses for the first 8 children
Page 9 – Town Hall
Page 11 – other streets, house of jewels (unfold top edge as needed)
Page 14 – a bakery and 2 ice cream shops
Page 15 – a jail
Pages 19 - 20 – 2 forts at opposite ends of Roxaboxen (unfold the 2 sides for the forts)
Page 21 – a cemetery
Page 24 – 3 new houses and 2 new shops on Main Street
9. Read the author's note on the last page, which explains that Roxaboxen was located on a hill on the southeast corner of Second Avenue and Eighth Street in Yuma, Arizona.
10. Use Google Earth, a paper map, or an electronic mapping program such as Google Maps or MapQuest to project the southeast corner of Second Avenue and Eighth Street in Yuma, Arizona. What is there now?
11. Have students identify other human features found on the map of Yuma. Compare this list with the human features the children in the story had in

their town. What common features did the children leave out of their town?

12. Discuss how the children in the story played in their make-believe town. Then ask students to write a 1 to 2 paragraph personal narrative. The narrative will explain to a friend a make-believe game they have played or a special place where they have played with their friends.

Procedures for Diverse Learners

SESSION ONE

1. Introduce the lesson by asking students, "What is their favorite way to play with other kids?" Discuss how some of these student responses would be only possible in today's environment. Then explain that they are going to learn how some children many years ago played. Distribute the Vocabulary Worksheet. Read and project the book, *Roxaboxen*, to the students. **(Preparation: Linking to background; Integrated Processes: Listening)** As vocabulary words come up in the story, display the appropriate Vocabulary Card and post on the Word Wall. Have students fill in the Vocabulary Worksheet **(Scaffolding: Comprehensible input, Integrated Processes: Writing)**
2. Review the events in the story by retelling the story using the pictures. **(Scaffolding: Modeling)**
3. Show students the pictures on pages 8 and 10 of the book that show the children's play town with houses and streets made of rocks. Point out how they used the rocks to make the houses and streets. **(Scaffolding: Modeling)**
4. Share with students the information in the author's note about Yuma, Arizona. Show students a street map of Yuma and point out how streets and other important buildings are included. Point out the map legend and the symbols it contains. Show several important human features in Yuma such as schools, parks, airports, etc.
5. Tell students that they will draw a map of Roxaboxen showing the human features the children made in their town. As a class, review what those features were (streets, houses, shops, etc.) **(Grouping: Whole class)**
6. Distribute the Roxaboxen Map template. Model how to draw several human features on the template. Have students draw a map of streets, houses, and other buildings on Roxaboxen Map worksheet. Additions can be made to the legend as appropriate for their skill level. They may use the pictures on pages 8 or 10 as a guide. **(Application: Hands on; Grouping: Independent, Scaffolding: Guided practice)**

SESSION TWO

Mapping Roxaboxen

7. Have students review the story events orally as pictures are shown. **(Integrating Processes: Speaking)** Remind students how the children played in their town made of rocks. Ask students to share ways they play with their siblings, cousins, or friends **(Preparation: Linking to background)**. Have students draw a picture, dictate, or write a simple paragraph as appropriate for their skill level, about playing with their friends or siblings. **(Assessment: Written, Individual)**

Assessment

Geography

Geography can be evaluated by using the Map of Roxaboxen Scoring Guide. Mastery will be considered 9 points or higher out of the 12 points possible.

ELA

The map can be used to evaluate reading by using items in the legend to determine whether students correctly recalled events in the story.

Evaluate the personal narrative by using the 6-trait Writing Rubric for Voice, Word Choice and Ideas. Mastery will be considered 4 or higher in each category.

Diverse Learners

Geography

Geography can be evaluated by matching the symbols on the legend with student map. Mastery will be if 2 of the 3 items matched correctly. (Location of symbols on students' maps will vary because it is a make-believe town.)

ELA

Evaluate the student drawing and/or writing. Mastery will be if the student has drawn, dictated, or written about playing with a friend or sibling in sufficient detail so that the meaning is clear.

Extensions

Discuss and compare other ways life today is different from life in the past. For a good example, see *School Today and Long Ago* and *Now and Then*, in the National Geographic "Windows on Literacy" Series.

Visit the author's website, <http://alicemclerran.us/> for more information about and photos of Roxaboxen. Students may be saddened to learn of Alice McLerran's illness which could lead to a discussion about how our lives can change.

Sources

McLerran, A. (1991). *Roxaboxen*. New York: Puffin Books, Penguin Group. ISBN 0-14-05447