

SHOWCASING GRADE 3 ARIZONA STUDIES (PREHISTORIC TO PRESENT DAY)

Lesson Plans You Can Use Right Now!



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1

TOADS: AN INTRODUCTION TO MAP READING By Gale Ekiss

Procedures:

1. Introduce the idea of an acronym.
2. Explain that TOADS are elements of a good map.
3. Teach TOADS.
4. Practice TOADS.



Name _____

Explanation of TOADS Acronym

T = Title: What is the title (name) of the map?

O = Orientation: Helps you find north, south, east, and west on the map? Does the map have a compass rose?

A = Author: Who made the map?

D = Date: What is the date of the map? When was it made?

S = Scale: Does the map have a scale marked? What is it? Remember, scale is how you can measure how far one place is from another.

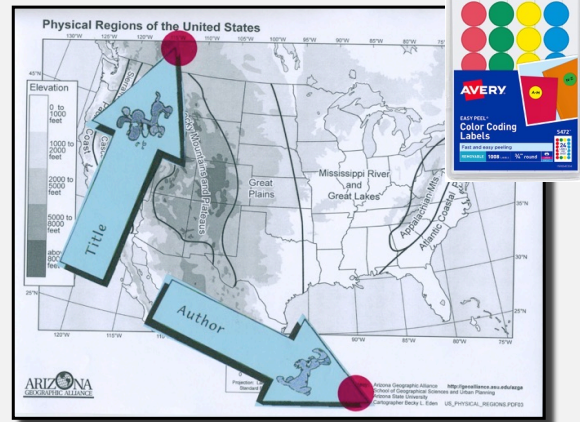
2

DOGSTAILS: AN INTRODUCTION TO MAP READING

By Gale Ekiss

Practice TOADS:


- ✓ Divide students into pairs.
- ✓ Each pair receives a map, set of TOADS labels, and 5 removable, sticky dots.
- ✓ Partners work together to affix labels on the map with sticky dots.
- ✓ Groups trade maps and keep practicing.
- ✓ Assess when ready.



3

DOGSTAILS: AN INTRODUCTION TO MAP READING

By Gale Ekiss

- ❖ Date
- ❖ Orientation (compass rose)
- ❖ Grid (B-3) or Lat/Long
- ❖ Symbols ()
- ❖ Title
- ❖ Author
- ❖ Index (alphabetical listing with grid information to help locate places)
- ❖ Legend (map key)
- ❖ Scale (measurement device)



4

DOGSTAILS: AN INTRODUCTION TO MAP READING By Gale Ekiss

Products completed during this lesson will require students to:

- Evaluate the quality of maps.
- Create maps of good quality.

Demonstration of Gale explaining the DOGSTAILS lesson:

<https://www.youtube.com/watch?v=gnbqi6HjyK4>



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DOGSTAILS: AN INTRODUCTION TO MAP READING By Gale Ekiss

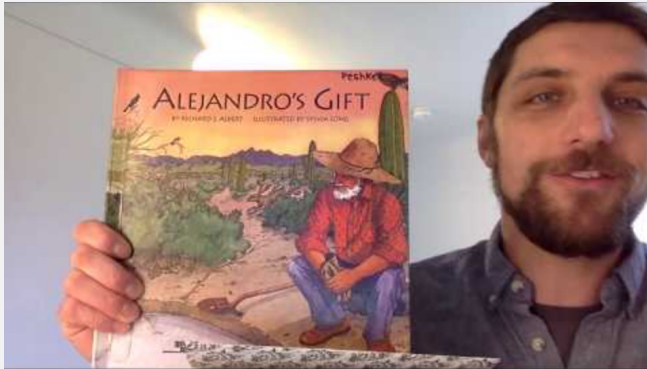
In the Chat Box, write whether you would use this lesson in your classroom.

- Yes
- No



6

THE GIFT OF WATER: MODIFYING OUR ENVIRONMENT By Barbara Post

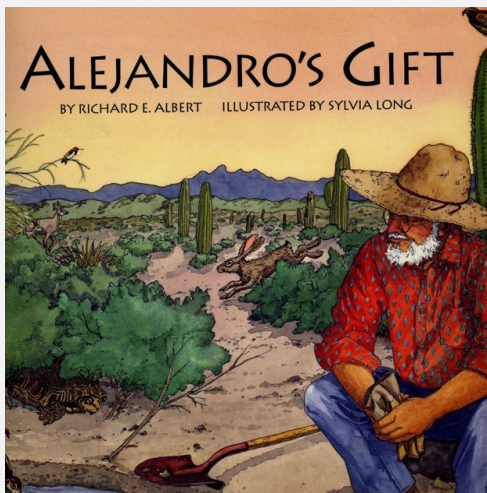


Procedures:

1. Introduce vocabulary: *natural resources, adaptation, modification, and physical environment.* (16 slides in PPT)
2. Read the book.
<https://www.youtube.com/watch?v=AMIU4ITMQLw>
3. Discuss the book using the Teacher Question and Answer sheet.

7

THE GIFT OF WATER: MODIFYING OUR ENVIRONMENT By Barbara Post



Procedures:

4. Brainstorm facts about the desert and water sources based on the book.
5. Review the 5 Ws.
 - ✓Who
 - ✓What
 - ✓Where
 - ✓When
 - ✓Why
 - ✓How???

8

THE GIFT OF WATER: MODIFYING OUR ENVIRONMENT By Barbara Post

The Gift of Water Teacher Question/Answer Sheet

1. What was the role of water in the story?
If brought guests to Alejandro's home, so Alejandro was not so lonely.
2. What is the importance of water?
Water would quench the thirst of people and animals.
3. Why was water important in the story?
The water brought friends to Alejandro which helped him realize how he could use water to help others.
4. What is the author's point of view about water? About modifying the environment?
Alejandro helped animals but also protected the environment.
5. What changes did Alejandro make to the environment?
He made a waterhole.
6. Were the changes good or bad?
Answers will vary.
7. What gift did Alejandro get?
Alejandro made friends and received companionship.
8. How did Alejandro's waterhole make a difference?
Answers will vary.
9. Do you think the animals were using the waterhole? Why or why not?
Answers will vary.
10. Since Alejandro didn't see the animals at waterhole 1, how did he know if the animals were using it or not?
Answers will vary.
11. Why did Alejandro think it would take longer for the larger animals to find the waterhole?
They were afraid to come near his house and the road because Alejandro was there.
12. What was the mystery Alejandro solved?
Why the animals would not come to waterhole 1.
13. Since Alejandro did not go near the waterhole, how did he know the animals were there?
He heard the twitter of birds, rustling of mesquite, soft hoofbeats, and sounds of the animals.



Graphic Organizer for Newspaper Story Name _____

Who: (Who is the story about?)

What: (What is the story about?)

When: (When did this story happen?)

Where: (Where did this story take place?)

Why: (Why is this story important and/ why did the person do what he did?)



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THE GIFT OF WATER: MODIFYING OUR ENVIRONMENT By Barbara Post



Procedures:

6. Have students write 3 sentences that are facts related to the desert, water in the desert, or inhabitants of the desert.
7. Have students write a story for the school newspaper reporting what Alejandro did to adapt to the desert and to modify the environment.

10

ENVIRONMENT:

Soil, climate, and living things that influence the the ability of a plant or animal to survive



<https://e-csr.net/definitions/ecosystem-definition-example/>

11

WORDS FROM ALEJANDRO'S GIFT

Cherish: To keep or care for with affection.



<http://english.taipei.gov.tw/web/upload/112313820972800.jpg>

12

MODIFICATION:

- A change that alters the environment



Photo by Gale Ekiss

13

AN AERIAL VIEW OF HOOVER DAM

What natural resource do you see in this photo?

What modifications were made to the physical environment?



geochange.er.usgs.gov

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THE GIFT OF WATER: MODIFYING OUR ENVIRONMENT By Barbara Post

Enhanced Mural Idea



Base mural with background painting prior to student contributions.



Student contributions of pictures, artwork, labeling and plants.

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THE GIFT OF WATER: MODIFYING OUR ENVIRONMENT By Barbara Post

Products completed during this lesson will require students to:

- Refer to details in a story.
- Write informational text with a demonstration of good conventions of standard English.
- Use new vocabulary.
- Describe how humans modify the physical environment.

Model for student assessment

Natural Resource



www.mass.gov

Modification



earthobservatory.nasa.gov

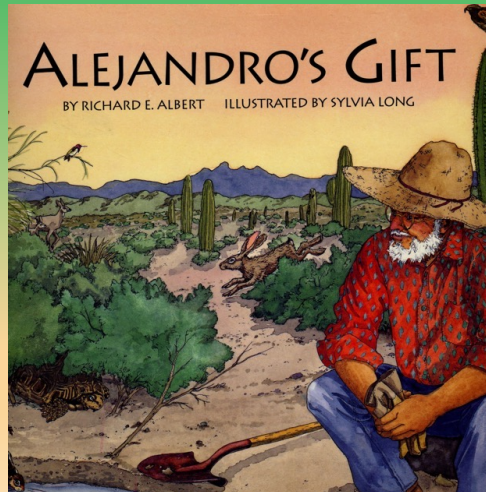
Slide 17 PPT: Students draw/write about one natural resource found in their community and then draw/write on how this resource is used or modified.

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THE GIFT OF WATER: MODIFYING OUR ENVIRONMENT By Barbara Post

In the Chat Box, write whether you would use this lesson in your classroom.

- Yes
- No

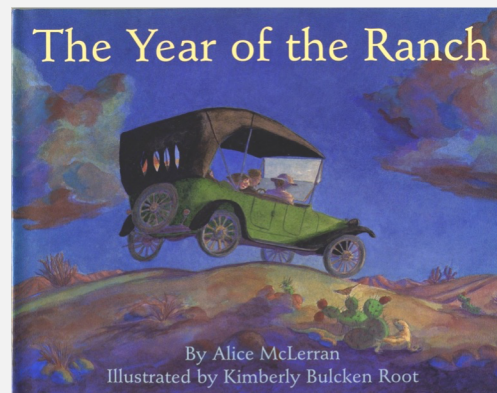
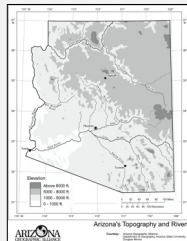


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SO THAT THE DESERT CAN BLOSSOM LIKE A ROSE: AGRICULTURE IN THE DESERT BY Carol Carney Warren

Procedures:

1. Locate Yuma and the Gila and Colorado Rivers on a map.
2. Read the book. (Amazon \$3.00)
3. Use the Teacher Guided Question sheet to focus students on key information.



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THE YEAR OF THE RANCH



1919

19

THE YEAR OF THE RANCH



20

THE YEAR OF THE RANCH



21

THE YEAR OF THE RANCH



22

THE YEAR OF THE RANCH



Now



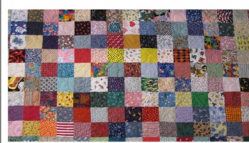
Alfalfa, grass seed, cotton, dates, lemons, wheat
Melons, lettuce, broccoli, cauliflower, sugar squash,
Etc.

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SO THAT THE DESERT CAN BLOSSOM LIKE A ROSE: AGRICULTURE IN THE DESERT BY Carol Carney Warren



irrigation-to supply with water by artificial means.



patchwork-something made up of various parts.

Products completed during this lesson will require students to:

- Practice map skills.
- Acquire new vocabulary. (homestead, migrate, irrigation, patchwork, shack)
- Identify character traits.
- Storyboard the events of the story.

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ELL ADAPTATION FOR SO THAT THE DESERT....

Show video of migrating Canada
geese.

https://www.youtube.com/watch?v=o-Yg_Nv4kvU



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ELL ADAPTATION FOR SO THAT THE DESERT....

Show photos of migration.

<http://www.historyplace.com/unitedstates/lange/index.html>



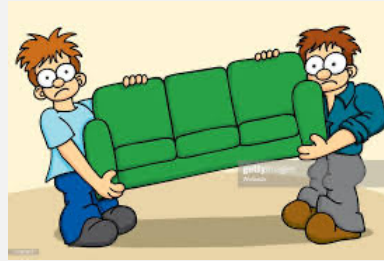
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ELL ADAPTATION FOR SO THAT THE DESERT CAN BLOSSOM....

Migration Paragraph Frame
My name is _____. My family migrated to <u>Payson</u>
because <u>in Mexico it was a very hard experience</u>
<u>because we didn't have that much money.</u>
When we first moved here I felt <u>unsafe and couldn't understand</u>
<u>anything anyone said I felt different</u>
Where we used to live, in <u>Mexico</u> , it was <u>a really hard</u>
<u>life. We didn't have money for a lot of stuff</u>
One thing I like better about where we live now is <u>that I've made</u>
<u>a lot of friends and we have money.</u>
But I really liked <u>Mexico because my family lived there</u>
about our old home. I feel really <u>happy</u> that we moved here because
<u>we have enough money and were all happy.</u>

Products completed during this lesson will require students to:

- Apply the idea of migration to a move they have made.

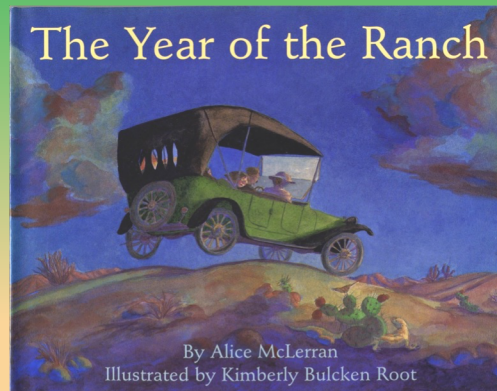


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SO THAT THE DESERT CAN BLOSSOM LIKE A ROSE: AGRICULTURE IN THE DESERT BY Carol Carney Warren

In the Chat Box, write whether you would use this lesson in your classroom.

- Yes
- No



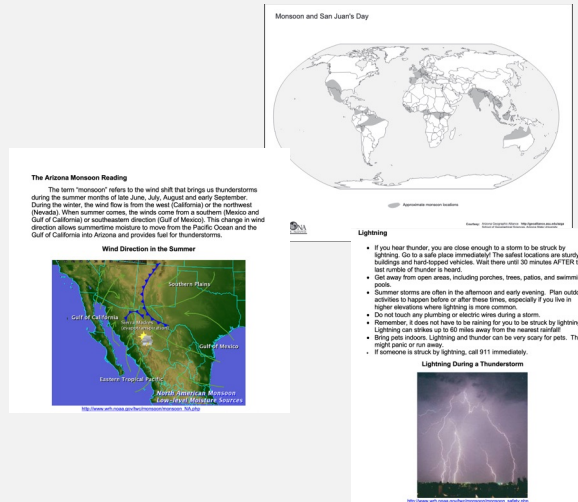
28

MONSOON DAYS BY Gale Olp Ekiss

Procedures:

1. Label the continents where monsoon occurs.
2. Ask students for a definition of monsoon.
3. Read together about the monsoon and discuss the images in the reading.
4. Refine the definition of monsoon.
5. Have students read again the reading and color code words or phrases.

blue = winds brown = flash floods
red = lightning purple = dust storms



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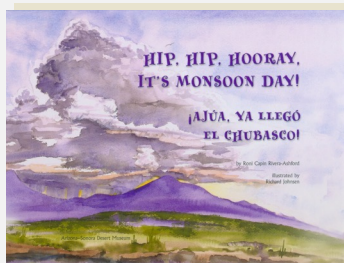
MONSOON DAYS BY Gale Olp Ekiss

Procedures:

6. Read the book.

Interview with author:

<https://www.youtube.com/watch?v=7GDlomJTtDE>



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Hip, Hip, Hooray, Its a Monsoon Day!

31

31



Hip, Hip, Hooray, Its a Monsoon Day!

32

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Hip, Hip, Hooray, Its a Monsoon Day!

33

33



Hip, Hip, Hooray, Its a Monsoon Day!

34

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MONSOON DAYS BY Gale Olp Ekiss

Procedures:

6. Complete a comprehension worksheet.
7. Color code the answers to the question.

blue = winds brown = flash floods
red = lightning purple = dust storms

Name _____

Hip, Hip, Hooray, It's a Monsoon Day!

Answer the following questions in complete sentences.

1. What date is San Juan's Day?
2. Using the charts in the Arizona Monsoon Reading is a monsoon storm more likely to happen during June or July? Why?
3. According to the book, what is the temperature on San Juan's Day before the storm?
What is the temperature during and after the storm?
4. In the story, the children go out and play in the wind. Why is this not a good idea?
5. Why did Tata tell the children not to play in the arroyos during the Monsoon season?
6. How did Papa protect the children from lightning?
7. How did Mama protect the house from lightning?
8. Why did Papa tell the children not to hide under a tree during a lightning storm?
9. What is one animal in the book that is affected by the storm?
10. What does this animal do either before or after the storm?
11. Think about the languages used in the book. What Arizona culture is the story based on?
12. Write three words that you learned in the story and what they mean.

Word	Meaning

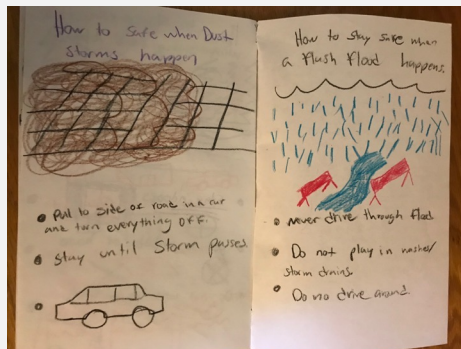
13. Draw a picture of the damage that water can do during a flash flood.
14. Draw a picture of the damage that wind can do during a monsoon storm.

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MONSOON DAYS BY Gale Olp Ekiss

Product completed during this lesson will require students to:

- Create a Monsoon Safety booklet.



Scoring Guide for Monsoon Booklet

The title page will have the title and student's name in the center of the page. (3 pts) _____

Arizona Monsoon
by
Your Name

Do not write on the first inside page.

Page 1 should have the class definition for monsoon. (2 pts) _____

Page 2 should have the title: **How to Stay Safe When Lightning is Near** at the top of the page with a good illustration below it. (5 pts) _____

Page 3 should have the title: **How to Stay Safe When Strong Winds blow** at the top of the page with a good illustration below it. (5 pts) _____

Page 4 should have the title: **How to Stay Safe When Dust Storms Happen** at the top of the page with a good illustration below it. (5 pts) _____

Page 5 should have the title: **How to Stay Safe When Flash Floods Happen** at the top of the page with a good illustration below it. (5 pts) _____

Titles are neatly done and spelled correctly. (5 pts) _____

Illustrations clearly show what to do and are colorful. (5 pts) _____

Total points _____ (35 pts)

36

MONSOON DAYS BY Gale Olp Ekiss

In the Chat Box, write whether you would use this lesson in your classroom.

- Yes
- No

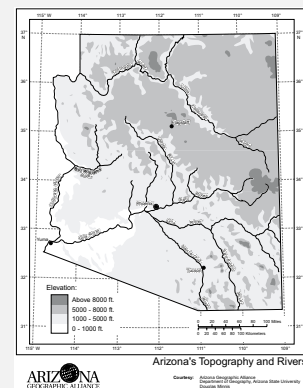
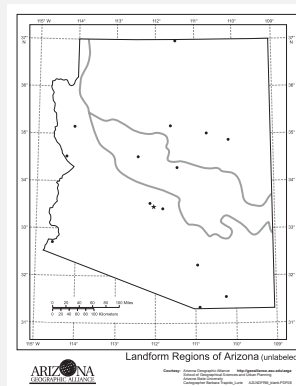


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DAMS THAT TAMED ARIZONA'S RIVERS By Lauren Tennyson

Procedures:

1. Discuss the definition of a desert: a land that receives less than 10 inches of rainfall per year (can be hot or cold).
2. Label and color the 3 regions of AZ: Mountain, Plateau, Desert.
3. Color rivers blue.



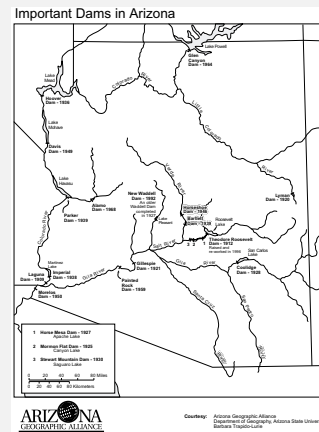
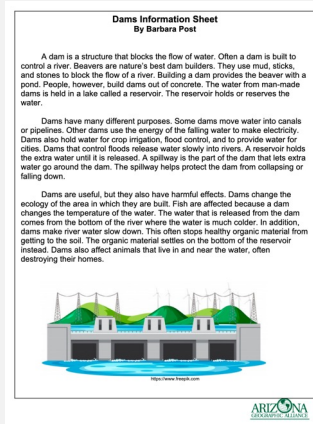
38

DAMS THAT TAMED ARIZONA'S RIVERS

By Lauren Tennyson

Procedures:

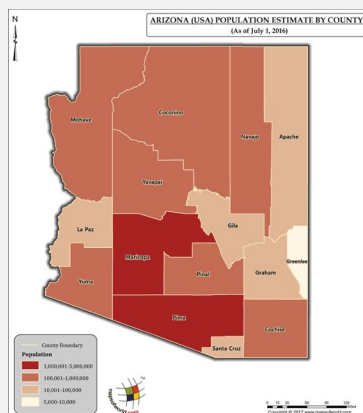
4. Discuss the definition of a flood and why flooding is not good.
5. Read Dam Information Sheet.
6. Discuss Important Dams in AZ map.



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DAMS THAT TAMED ARIZONA'S RIVERS

By Lauren Tennyson



Products completed during this lesson will require students to:

- Use multiple maps to gain information.
- Compare where people live in AZ to where rivers are found.
- Reflect upon how our environment impacts our lives.

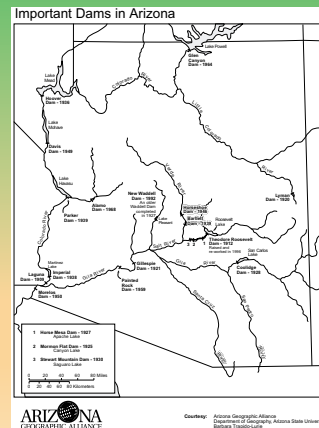
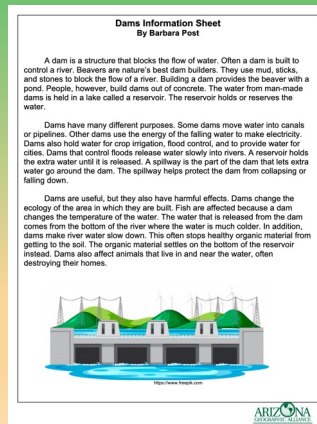
40

DAMS THAT TAMED ARIZONA'S RIVERS

By Lauren Tennyson

In the Chat Box, write whether you would use this lesson in your classroom.

- Yes
- No



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LEVELS OF GOVERNMENT: IDENTIFYING THE DIFFERENT LEVELS OF OUR GOVERNMENT

BY Heather Moll

Procedures:

SESSION ONE

1. Begin the lesson by asking students if they know who is in charge of the following: • police (usually the city) • fire department (usually the city) • freeways (usually the state or national government) • U.S. Army (national) • schools (usually the city)
2. Have a discussion with the class about what they think are the different levels. Then write the terms: city government, state government, and national government on the board.
3. Distribute the U.S. map. Have students find their state and write in its name. Then have them find their city and write in its name. Then have them circle the last level of government in the title (United States). Explain that today they are going to learn about these three levels of government and their duties.

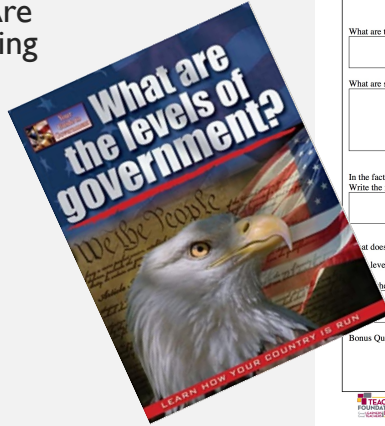


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LEVELS OF GOVERNMENT: IDENTIFYING THE DIFFERENT LEVELS OF OUR GOVERNMENT BY Heather Moll

SESSION ONE

4. Distribute and project the What Are The Levels Of Government? Reading Guide.
5. Introduce the book What Are the Levels of Government? People, Power, and Process by Baron Bedesky.
6. Have the students turn in the reading guide and U.S. map as assessments for the day.
7. End class by having students share with a neighbor two things they learned today.



Name: _____

What Are the Levels of Government?
Reading Guide

What are the three levels of government identified on page 4?

--	--	--

What are some of the duties for each of these levels of government?

--	--	--

In the fact box on page 7, it shows how many governments we have in each level. Write the number for each level of government in the correct box below.

--	--	--

What does the word district mean? _____

What level of government manages school districts? _____

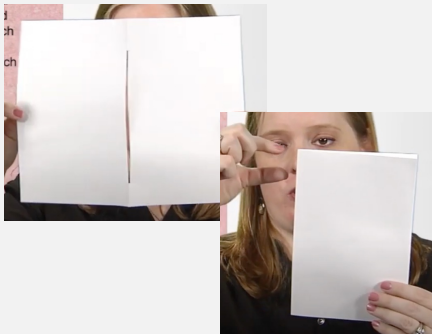
Who is the leader for each level of government? _____

Bonus Question: Are there any other levels of government that you can identify? _____

TEACHING
TODAY'S STUDENTS
ARIZONA
GEOGRAPHIC ALLIANCE

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LEVELS OF GOVERNMENT: IDENTIFYING THE DIFFERENT LEVELS OF OUR GOVERNMENT BY Heather Moll



SESSION TWO

Note: Teacher (or classroom volunteer) will need to create the burrito books ahead of time or allow extra time for students to create the booklets.

9. Begin day two by passing back their reading guide from the day before, review what they learned.
10. Distribute burrito books already assembled and explain what is required on each page or distribute burrito book directions and 2 sheets of 8 1/2" x 11" blank paper to each student. As a class create the burrito books, once completed explain to the students what is required on each page.
11. Share the Scoring Guide for Burrito Book and a model of a completed book.
12. Hand back yesterday's United States map for students to use as a reference when drawing page 8 of the book.
13. Have students turn in their burrito books when finished.

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LEVELS OF GOVERNMENT: IDENTIFYING THE DIFFERENT LEVELS OF OUR GOVERNMENT BY Heather Moll

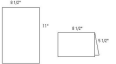
Burrito Book Directions for Levels of Government Book

Materials for each student:


- 2 sheets of 8 1/2" x 11" paper
- pair of scissors
- ruler

Directions:


- Put papers together vertically.
- Fold the sheets of paper in half, top to bottom



- Separate the outside paper from the other folded sheet and put the crease at the top. Measure 1" from the left and 1" from the right side along the crease and mark with a pencil.






- Place scissors at 1" mark and cut off the very edge of the fold, stopping at the other 1" mark (important: only remove a sliver of paper). Set this paper aside.



- On the other sheet of paper again measure and mark 1" from the right and left sides along the crease.


- Place scissors on edge of paper on the crease and cut from the edge of the paper to the 1" mark on both sides.



TEACHING FOUNDATIONS  

7. Unfold this paper and roll it up horizontally (the cuts will be in the center of the roll).

8. Insert this roll halfway into the slit in the first sheet. Unroll the papers so that the cuts fit together. Fold the paper. This should make a book with 8 pages.



YouTube video: https://www.youtube.com/watch?v=7y0tq_KC21800

Scoring Guide for Burrito Book



Page 1 is the Title page (5 pts)
At the top of the paper, write your name and date.
Write **The Three Levels of Government** in the middle.
Draw a picture showing something you have learned about government below the title.

Pages 2 and 3 is about Local Government (10 pts)
Page 2: At the top of the page write **Local Government**. Then write the name of your city below Local Government.
Page 3: Write 2 sentences telling what your city government does. Write 1 sentence telling what the leader of your city government is called.

Pages 4 and 5 is about State Government (10 pts)
Page 4: At the top of the page write **State Government**. Then write the name of your state below State Government.
Page 5: Write 2 sentences telling what your state government does. Write 1 sentence telling what the leader of your state government is called.



Pages 6 and 7 is about Federal Government (10 pts)
Page 6: At the top of the page write **Federal Government**. Then write the name of your country below Federal Government.
Page 7: Write 2 sentences telling what your federal government does. Write 1 sentence telling what the leader of your federal government is called.

Page 8 is the map of the USA (5 pts)
Page 8 Use your large map and draw a small map of your country. Label the map with the name of your country, state, and city.

TEACHING FOUNDATIONS  

Name _____ **Scoring Guide for Burrito Book**

Requirements	My Score
Page 1 is the Title page (5 pts) At the top of the paper, write your name and date. Write The Three Levels of Government in the middle. Draw a picture showing something you have learned about government below the title.	
Pages 2 and 3 is about Local Government (10 pts) Page 2: At the top of the page write Local Government . Then write the name of your city below Local Government. Page 3: Write 2 sentences telling what your city government does. Write 1 sentence telling what the leader of your city government is called.	
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Page 8 is the map of the United States (5 pts) Page 8 Use your large map and draw a small map of your country. Label the map with the name of your country, state, and city.	
Total Score	

TEACHING FOUNDATIONS  

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LEVELS OF GOVERNMENT: IDENTIFYING THE DIFFERENT LEVELS OF OUR GOVERNMENT BY Heather Moll



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Products will require students to:

- Locate and Label a US Maps
- Complete a Burrito Book summarizing what they read in the book.
- Answer questions on a reading guide.

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LEVELS OF GOVERNMENT: IDENTIFYING THE DIFFERENT LEVELS OF OUR GOVERNMENT BY Heather Moll

In the Chat Box, write whether you would use this lesson in your classroom.

- Yes
- No



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ARIZONA: WAY OUT WEST AND WITTY BY Gale Olp Ekiss

Lesson Note: This lesson is designed for 10 sessions. However you can pick and choose which parts you would like to do. Stretch it out over 10 weeks, 10 months, whatever works for your classroom.

Overview: Students living in Arizona should know some of the distinct characteristics of this place and be able to express to others the uniqueness of our state in terms of human and physical characteristics.

Purpose: In this lesson, students will read the book *Arizona: Way Out West and Witty*, select a community and create an Arizona Atlas highlighting human and physical features of that community.

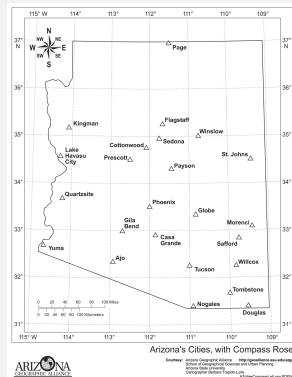


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ARIZONA: WAY OUT WEST AND WITTY BY Gale Olp Ekiss

SESSION TWO to SESSION SEVEN



3. Continue reading the book and completing the Student Note Taking Worksheet(s).
4. At the end of Session Seven, have the students draw out of a "hat" one of the 25 cities listed on the Arizona Cities, with Latitude and Longitude Map as well as you can.
 - Also add Sierra Vista, Glendale, Tempe, Florence, Cornville, Show Low, Tuba City, Chinle, Williams, Snowflake, Dewey, Bagdad, Surprise, Carefree, Apache Junction, Miami, Green Valley, Cave Creek, Wickenburg, Bisbee, Chandler, Holbrook, and Jerome that are mentioned in the book.
 - Each child will focus on their selected community for Session Eight through Ten.

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SESSION EIGHT to TEN

5. Share the Scoring Guide for the Arizona Atlas and explain what each page should include. Then share the template (either paper, electronic, or power point version). And finally explain the Note Taking Worksheet for Internet Research.
6. If students are not done by SESSION TEN, homework may be required. If students finish early, they can create the cover, table of contents, and decide the order of the communities (alphabetical, north to south, largest communities to smallest). **Then assemble the pages into your Arizona Atlas**

Human Features of

Physical Features of

_____, Arizona

by _____

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Note Taking Worksheet for Internet Research Name _____ Human Feature Information

Name of Website _____

1. _____

2. _____

3. _____

Another source of information _____

Name of Book _____ Page _____
or Internet Website Name _____



Atlas Scoring Guide Name _____

Your Atlas pages should include:

A Title page:

- _____ Your title page should have the name of your community (2 points)
- _____ Your title page should have your name on it (1 points)
- _____ Your title page should correctly show the location of your community on the map. (2 points)

A Physical Features page:

- _____ Your page should include the name of your community (2 points)
- _____ 3 physical features of your community are accurately explained (6 points)
- _____ At least one picture that shows one of the physical features (2 points)

A Human Features page:

- _____ Your page should include the name of your community (2 points)
- _____ 3 human features of your community are accurately explained (6 points)
- _____ At least one picture that shows one of the human features (2 points)

An Interesting Fact, Landmark, or Activity to Play page: (Choose 1 of these)

_____ Write a paragraph about an interesting fact that you learned about your community that you did not include on another page. (5 points)

Or

_____ Look at the Landmarks in Arizona map and write a paragraph about the landmark that is the closest to your community. (5 points)

Or

_____ Create an activity for others to learn about your community. (5 points)

_____ Title your page **Interesting Fact, Landmark, or Activity to Do**

Good Grammar and Research Skills

- _____ Each word is spelled correctly. (5 points)
- _____ I used at least 2 sources of information. (5 points)
- _____ I described my community in good sentences and paragraphs. (5 points)
- _____ The pages are neatly done. (5 points)
- _____ I have turned in my completed Note Taking Sheet for Internet Research

Total _____ (50 points)



Note Taking Worksheet for Internet Research Name _____ Physical Feature Information

Name of Website _____

1. _____

2. _____

3. _____

Another source of information _____

Name of Book _____ Page _____
or Internet Website Name _____



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Products will require students to:

1. describe communities in Arizona in terms of physical and human features.
2. gather and summarize research from various sources including the internet.
3. use correct conventions when writing.
4. identify human from physical features.

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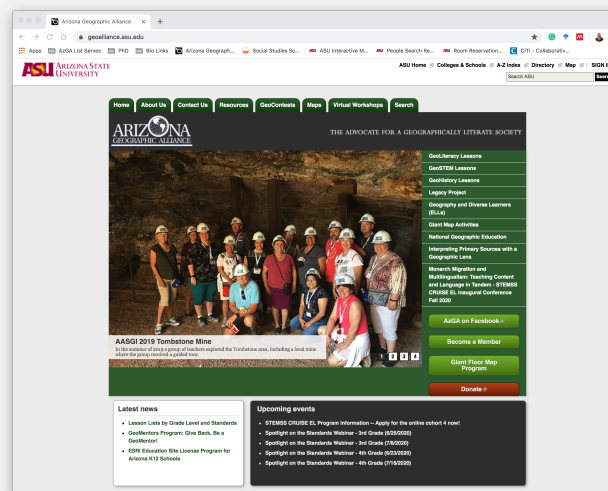
In the Chat Box, write whether you would use this lesson in your classroom.

- Yes
- No



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AzGA's Website [HTTPS://GEOALLIANCE.ASU.EDU/](https://geoalliance.asu.edu/)



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Standards Based Lesson Lists

<https://geoalliance.asu.edu/lessonlists>

Arizona Based Lessons for 3 rd Grade	1
<p>The use of geographic representations and tools helps individuals understand their world.</p> <p>3.01.1 Use and control maps and graphs to represent changes in Arizona over time.</p> <p>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 topography, the Sonoran Desert, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious culture.</p>	
<ol style="list-style-type: none"> 1. Measuring the Mountains 2. How Far Is It? Measuring Distances Around the State 3. Back to the Future: Using an AZ Map to Create a Bicycle Tour Route 4. Mountain Ranges 5. Two States and a Car 6. Arizona Lake: A Road Trip 7. Map Your State: Regions of Arizona 8. From My Country: Mapmaking the Counties of AZ 9. Arizona Regions: Salt Drought Maps 10. Traveling Around Arizona: Reading Arizona Maps 11. 1040's: An Introduction to Map Reading 12. There is a Map in My Life (Use AZ map adaptations) 13. Biomes of Arizona: A Book 14. Reading Arizona Maps 15. Geographic: A Study of Adaptations 16. Know Your State: Regions of Arizona 17. Let's Travel: Travel Brochures of Arizona Landmarks 18. What is it Like? Mapping My Neighborhood 19. Where is a Desert? Not a Desert? Locating Landscapes of Arizona 20. Mountain: A Study of Adaptations 21. Looking: A Study of Adaptations 22. Making a Salt Drought Map of Arizona 23. How Far is It? Measuring Distances Around the State 24. My Own Country 25. Where Should We Camp? Lake Mead 	
<p>Human-environment interactions are essential aspects of human life in all societies.</p> <p>3.02.1 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 people including, prehistoric, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.</p>	
<ol style="list-style-type: none"> 1. Our Call to Life 2. Stick, Stone, Snow and Stuff: How Early People Used the Environment to Meet Basic Needs 3. The Tales of Two Goats: Comparing the Geography of Scotland and Arizona 4. Goat with the Flow: Aqueducts and Canals 5. Home in the Desert: Lesson for This House is Made of Mud 6. Reliving the Desert: Plants Used by the Hopi 7. So That the Desert Can Blossom Like a Rose: Agriculture in the Desert 8. Mountain Days 9. Hearing a Story of Cooperation: The Goat in the Rug 10. The Rain Forest is - Examining Drought Impacts Yesterday and Today 11. What Am I? Human or Physical Feature 	
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Arizona Based Lessons for 3 rd Grade	2
<p>Where is a Desert? Not a Desert? The Living Landscapes of Arizona</p> <p>Where's My Watershed?</p> <p>A River Through Time: Focus on the Gila River</p> <p>Indigenous Communities: Talking Skills and Making Trade-offs</p> <p>Take Me to the River: The Mojave Indians and the Colorado River</p> <p>The Desert's Theme: Adapting to Our Environment</p> <p>What's Inside the Water?</p> <p>The Brother: Exploring Measurement and the Latest Navajo But in the World</p> <p>Sticks, Stones, Snow and Stuff: How Early People Used the Environment to Meet Basic Needs</p> <p>Canals: A Study of Adaptations</p> <p>From My Country: Mapmaking the Counties of AZ</p> <p>Arizona Regions: Salt Drought Maps</p> <p>Traveling Around Arizona: Reading Arizona Maps</p> <p>1040's: An Introduction to Map Reading</p> <p>There is a Map in My Life (Use AZ map adaptations)</p> <p>Biomes of Arizona: A Book</p> <p>Reading Arizona Maps</p> <p>Geographic: A Study of Adaptations</p> <p>Know Your State: Regions of Arizona</p> <p>Let's Travel: Travel Brochures of Arizona Landmarks</p> <p>What is it Like? Mapping My Neighborhood</p> <p>Where is a Desert? Not a Desert? Locating Landscapes of Arizona</p> <p>Mountain: A Study of Adaptations</p> <p>Looking: A Study of Adaptations</p> <p>Making a Salt Drought Map of Arizona</p> <p>How Far is It? Measuring Distances Around the State</p> <p>My Own Country</p> <p>Where Should We Camp? Lake Mead</p>	
<p>Expanding human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</p> <p>3.03.1 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.</p>	
<ol style="list-style-type: none"> 1. Down the Colorado: John Wesley Powell, the One-Armed Explorer 2. Reading the County School News 3. The Unbreakable Code: Navajo Code Talkers 4. A Town is Born 5. Back to the Future: Using an AZ Map to Create a Bicycle Tour Route 6. Desert Views - First Impressions: Travelers on the Gila Trail 7. The Desert: Where People Have Lived the Environment 8. Journey Through Time: Arizona, From Territory to Statehood 9. The Gift of Water: Modifying Our Environment 10. Make to Measure: Movement from Mexico to Arizona 11. Traveling Life: Understanding the Life and Times of the Spanish 12. The Desert: A Study of Adaptations 13. Where is it? Ever Come to Rain? 14. Where's My Watershed? 15. Tuna "Push and Pull" 16. Down the Colorado: John Wesley Powell, the One-Armed Explorer 17. Reading the County School News 	
<p>Global interconnections and spatial patterns are a necessary part of geographical reasoning.</p> <p>3.04.1 Describe how Arizona has changed over time. Key concepts include but are not limited to Pecos Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.</p>	
<ol style="list-style-type: none"> 1. Goat with the Flow: Aqueducts and Canals 2. Reading the County School News 3. Arizona: Way Out West and Why 4. From My Country: Mapmaking the Counties of AZ 5. It's Where?? A Look at the Location of Our First Arizona Territorial Capital and Why It Was Located There 6. Let's Travel: Travel Brochures of Arizona 	
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