The Human Face of Flagstaff
Students learn about the human features of Flagstaff and develop a brochure.

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENT ONE:</strong> THE WORLD IN SPATIAL TERMS</td>
<td>Grade 4 Strand 4 Geography Concept 1 The World in Spatial Terms</td>
<td>ELA Common Core Standards Reading Informational Text Integration of Knowledge and Ideas</td>
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<tr>
<td>2. How to use mental maps to organize information about people, places, and environments in a spatial context.</td>
<td>PO 7 Locate physical and human features in Arizona using maps, illustrations, or images:</td>
<td>4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<td><strong>ELEMENT TWO:</strong> PLACES AND REGIONS</td>
<td>a. physical (e.g., Grand Canyon, Mogollon Rim, Colorado River, Gila River, Salt River).</td>
<td>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<td>4. The physical and human characteristics of places.</td>
<td>b. human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam).</td>
<td><strong>Range of Reading</strong></td>
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<td></td>
<td><strong>Concept 4 Human Systems</strong></td>
<td><strong>AZ.RI.10</strong> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<td>PO 1 Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.</td>
<td><strong>AZ.4.RI.10</strong> By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<td>PO 5 Describe the major economic activities and land use patterns (e.g., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied.</td>
<td><strong>AZ.5.RI.10</strong> By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</td>
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<td><strong>Grade 5 Strand 4 Geography Concept 4 Human Systems</strong></td>
<td><strong>Writing Text Types and Purposes</strong></td>
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<td>PO 4 Explain the effects of</td>
<td><strong>4.W.1</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
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<tr>
<td></td>
<td><strong>Author</strong></td>
<td>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</td>
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<tr>
<td></td>
<td>Patricia Hutchinson</td>
<td>b. Provide reasons that are supported by facts and details.</td>
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<td>Grade Level</td>
<td><strong>Duration</strong></td>
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<td></td>
<td>4–5</td>
<td>3 class periods</td>
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</tbody>
</table>
human migration on places (e.g., economic, cultural, environmental, political).

and details.
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
d. Provide a concluding statement or section related to the opinion presented.

5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
b. Provide logically ordered reasons that are supported by facts and details.
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
d. Provide a concluding statement or section related to the opinion presented.

Research to Build and Present Knowledge
4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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.
5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Language
Conventions of Standard English
AZ.4.L.1 Write and organize one or more paragraphs about a topic.
AZ.5.L.1
• Construct one or more paragraphs that contain:
  • a topic sentence,
  • supporting details,
  • relevant information, and concluding sentences.
4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed.
The Human Face of Flagstaff

Overview
This lesson describes the human features of Flagstaff, and how humans have interacted with the natural environment to make Flagstaff the unique place that it is.

Purpose
The students will be able to look at a map, fact sheets, and brochures to develop a mental map of what economic activities add to the human face of Flagstaff. Students will then create their own brochures to advertise the area.

Materials
- State highway map of Arizona
- Flagstaff Chamber of Commerce Fact Sheet or tourist brochure
- Computer and Internet access
- Colored pencils, markers and white paper
- Landform Regions of Arizona map

Objectives
The student will be able to:
- identify how natural features of Flagstaff have interacted with human features to create a distinctively unique community.

5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use punctuation to separate items in a series.
  b. Use a comma to separate an introductory element from the rest of the sentence.
  c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
  d. Use underlining, quotation marks, or italics to indicate titles of works.
  e. Spell grade-appropriate words correctly, consulting references as needed.

- create a brochure describing the natural and human features of Flagstaff.

Procedures

Pre-requisite knowledge: How to create a brochure.

1. Have students look at a tourist/travel map of Arizona.

2. Discuss the map legend and the use of symbols to show information.

3. Locate national parks, monuments, ruins, state parks, and other tourist attractions in the Flagstaff area.

4. Read through the sample Flagstaff Chamber of Commerce tourist information/brochure and guide to upcoming events.

5. Identify the types of events that help give Flagstaff a sense of place. Examine the following elements: the natural environment, the academic community, the cultural community, the ethnic elements, the historic elements, the scientific community, and the community at large.

6. Students should design a tri-fold brochure using three of the elements listed above to advertise Flagstaff. Encourage the use of color and images to make the brochure interesting. Encourage students to use internet resources to add to the information provided.

Writing prompt for brochure:
"The city of Flagstaff has experienced a shortage of tourists because of the lack of
The Human Face of Flagstaff

snow. You are a desktop publisher and the Chamber of Commerce has just hired you to produce a brochure that will be mailed out to households around the state advertising the attractions which can be visited year round."

7. Share the assessment checklist with the students before they begin. Make sure the students edit their work before creating final product. Make sure students list the sources for their information.

Assessment

Determine that all elements of community activity (see Procedure #5) are in each brochure.

Assign points for each element.

The Six-Trait Writing rubric can be used to assess Ideas and Content, Word Choice, and Conventions.

Extensions

Have students do own community and compare their community to Flagstaff.

Sources

Flagstaff Visitors Bureau 1 E. Route 66 Flagstaff, AZ 86001-5754 (800) 842-7293