Map Your State: Regions of Arizona

Students learn about Arizona's three regions with the use of a map and a story.

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Grade Level: 4
Duration: 2 class periods

National Geography Standards

ELEMENT ONE: THE WORLD IN SPATIAL TERMS
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

ELEMENT FIVE: ENVIRONMENT AND SOCIETY
14. How human actions modify the physical environment.

Arizona Geography Strand

Grade 4
Strand 4 Geography
Concept 1 The World in Spatial Terms
PO 7 Locate physical and human features in Arizona using maps, illustrations, or images.
  a. physical – Grand Canyon, Mogollon Rim, Colorado River
  b. human – Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam

Concept 2 Places and Regions
PO 2 Locate the landform regions of Arizona (plateau, mountain, desert) on a map.
PO 3 Compare the landform regions of Arizona according to their physical features, plants, and animals.

Other Arizona Standards

ELA Common Core Standards
Reading
Informational Text
Key Ideas and Details
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
Text Types and Purposes
4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  c. Use a variety of transitional words and phrases to manage the sequence of events.
  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  e. Provide a conclusion that follows from the narrated experiences or events.

Productions and Distribution of Writing
4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
AZ.4.W.4 Produce clear and coherent functional
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Overview

Arizona's three regions (desert, plateau, and mountain) are home to a variety of plants and animals. In order to learn about Arizona, it is important that students become acquainted with the three regions.

Purpose

The purpose of this lesson is for students to gain an understanding of the different regions of Arizona in order to write a story that takes place in one of the regions. Students will also use map skills to identify the three regions and some of the places within them.

Materials

- Arizona region information sheet
- Landform Regions of Arizona map
- Arizona Counties Map
- Paper and pencil
- Region story rubric

Objectives

The student will be able to:

- Identify the different regions of Arizona.
- Analyze information about the regions and use the information to create a story.

Procedures

1. Read and review the region fact sheet until students have a basic knowledge of the three regions of Arizona.

2. Distribute the blank Arizona Counties map. Students are to divide it into the three regions. (Students may use the map with the regions already marked if you like.)

3. Students are to draw pictures on their blank maps of different flora and fauna found in the regions.

4. Tell students to imagine that they are an animal or a plant that lives in one of the regions. They are to write a story about their region from the viewpoint of the animal or plant that they chose. The story should be set in one specific region and should have details about that region. It should also be illustrated.

Assessment

The students will be assessed using the rubric that accompanies this lesson. Writing will be measured by voice and spelling (criteria 2 and 3). Reading and geography will be measured by inclusion of correct information (criteria 1). Mastery will be considered a score of 3 or higher on the rubric.

Extensions

Students could present their stories and illustrations to the class.

writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.

Language

Conventions of Standard English

4L.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.
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Students could take their stories and illustrations to lower grades and teach younger children about Arizona.

Students could have an art gallery with their pictures and stories.

Sources