When is a Desert Not a Desert? The Varying Landscapes of Arizona

Students learn about the varying landscapes in Arizona and Arizona is not just a desert.

<table>
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<tr>
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<tr>
<td>Grade Level</td>
<td>4</td>
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<tr>
<td>Duration</td>
<td>Two class periods</td>
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### 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.

**PLACES AND REGIONS ELEMENT TWO: PLACES AND REGIONS**
4. The physical and human characteristics of places.

### Arizona Geography Strand

**CONCEPT 1**
World in Spatial Terms
GRADE 4
PO 4 Construct charts and graphs to display geographic information.

**CONCEPT 2**
Places and Regions
GRADE 4
PO 3 Compare the landform regions of Arizona according to their physical features, plants, and animals.

### Other Arizona Standards

**ELA Common Core Standards**
Informational Reading
**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.

**Range of Reading and Level of Text Complexity**
4.RI.10 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.

**Writing**
Research to Build and Present Knowledge
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.

**Language**
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.
Overview
The students will review and analyze charts describing the different biomes of Arizona. They will complete a mapping activity and a Venn diagram comparing the regions of Arizona. The students will then determine the likelihood of events happening.

Purpose
In this lesson students will gain a better understanding of the varying landscapes of Arizona and the locations of these landscapes. The students will compare the three regions according to plant life using a Venn diagram. The students will also determine the likelihood of an event happening.

Materials
- When Is A Desert Not A Desert? reading (one copy per student or pair of students)
- When Is A Desert Not A Desert? charts (one copy per student or pair of students)
- Landform Regions of Arizona map (one per student or group of students)
- Arizona Biomes map (one per student or group of students)
- Arizona Biomes and Elevation map (one per student or group of students)
- Colored pencils
- Activity Sheet (one per student)
- Assessment Sheet (one per student)
- Rubric for the Venn diagram
- Rubric for the mapping activity

Objectives
The students will:
1. Compare the three regions of Arizona by their plant life.
2. Analyze the charts of the different biomes and answer questions about them.
3. Decide the likelihood of certain events happening.
4. Label a map with the deserts and forests found in Arizona and make comparisons about the area they cover.
5. Create a map key that labels certain plant life in the different regions.

Procedures
1. Distribute reading and chart packets. Read as a class or individually.
2. Read the charts on the different plants that are found in each biome and discuss the information. Ask questions that will encourage the students to compare the different regions and plants that each region has in common and plants that are different and why.
3. When students have finished reading, give each student or group of students a copy of the Landform Regions of Arizona map, the Arizona Biomes map, and the Activity Sheet. Have them label the specified deserts and forest, color the biomes, and locate where certain plants are found. A map key is required. The teacher should model the first part of each activity on an overhead.
4. Distribute the Assessment Sheet and have the students work individually to answer the questions.

Assessment
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The mapping activity and Assessment Sheet will reflect knowledge of geography. The Venn diagram will measure reading and writing skills.

Rubrics for grading the mapping activity and the Venn diagram are included. A score of 3 or higher will be considered mastery. Mastery will be considered 80% or higher on the Assessment Sheet.

Sources
