# What Brings Us Together? The Southwest Region

Students will increase their knowledge of the Southwest.

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**Grade Level** 4  
**Duration** 1 class period

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<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Arizona Math Standard</th>
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<tr>
<td>ELEMENT TWO: PLACES AND REGIONS</td>
<td>Concept 2 Places and Regions</td>
<td>STRAND 3 Patterns, Algebra and Functions</td>
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<td>4. The physical and human characteristics of places.</td>
<td>PO 1 Describe how the Southwest has distinct physical and cultural characteristics.</td>
<td>CONCEPT 3 Algebraic Representations</td>
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<td>PO 2 Create and solve one-step equations that can be solved using addition, subtraction, multiplication, and division of whole numbers.</td>
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## Overview
Students will demonstrate their knowledge of what makes a region by playing a game.

## Purpose
The Southwest has distinct characteristics. As the student studies Arizona in the fourth grade, he/she should begin to understand that Arizona is part of a region called the Southwest.

## Materials
- NGS Reading Expedition Book in the series Travels Across America: Southwest or another source of information about the Southwest  
- Paper, pencil  
- United States map  
- Southwest Region Questions and Answers  
- Regions of the United States map (Extension Activity)  
- Score sheet  
- Signs saying True, False, and Double (cut up prior to the lesson)

## Objectives
The student will be able to:

1. Locate the geographic Southwest regions of the United States (AZ, NM, TX, OK) on an outline map of the U.S. (Extension Activity)

2. Express their knowledge of the major natural and human features in a Southwest by answering questions about the Southwest region.

## Procedures
**Prerequisite Skills:** This lesson is based on each student reading the NGS Reading Expedition book entitled Southwest from the series Travels Across America.

1. Arrange students into small groups.

2. Give each group a score sheet, pencil, and a set of signs.

3. Using the Southwest Region Questions ask the students questions about the Southwest.
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4. Allow the students to consult within their groups and determine the answers of map questions or true or false questions. If the group feels very certain about the answer they can double their score. The group can double only 4 times in their question/answer time. A variation would be to have the teams decide if they want to double their score BEFORE the question is read.

5. A variation on this would be to have each student answer the questions individually as the teacher asks the 30 questions and then label a map of the U.S. for the Southwestern states.

**Assessment**
Score sheets can be graded for the accuracy of addition and subtraction. Students can also be assessed with the same questions as a quiz to determine geography knowledge. Mastery is considered 80% or higher.

**Extensions**
Students could create their own questions and try to stump the other teams in rotation.

These questions could be used as a guided reading while reading the Southwest book by NGS or as a research project using many library books and/or the Internet.

Have students identify the Southwest region (AZ, NM, OK, TX) on the U.S. map. This will be required in the Grade 5 geography strand.

**Sources**