Maize to Maquiladoras: Movement from Mexico to Arizona
Students trace the movement of goods, ideas, and people north from Mexico while reinforcing summarizing skills.

Author: Carol Warren (ESL adaptation by Gillian Bongni)
Grade Level: 4-5
Duration: 2 class periods

National Geography Standards
ELEMENT FOUR: HUMAN SYSTEMS
9. The characteristics, distribution, and migration of human population on Earth’s surface.

11. The patterns and networks of economic interdependence on Earth’s surface.

ELEMENT SIX: THE USES OF GEOGRAPHY
17. How to apply geography to interpret the past.

Arizona Geography Standards
ESSENTIALS 3SS-E2 Describe the impact of interactions between people and the natural environment on the development of places and regions in Arizona, including how people have adapted to and modified the environment, with emphasis on:

PO 2 how places are connected by movement of people, goods, and ideas, including the connection of Mexico to Arizona.

Arizona Language Arts Standards
READING STANDARDS: ESSENTIALS
R-E2 Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author’s purpose and perspective to comprehend written selections.

PO 5 Determine cause-and-effect relationships.

WRITING STANDARDS: ESSENTIALS
W-E4 Write an expository essay that contains effective introductory and summary statements and fully develops the ideas with details, facts, examples and descriptions

Overview
Through the various periods of Arizona history, there has been movement of people, goods, and ideas north from Mexico. Students will trace this movement through history and map its flow on a map of Mexico and the American Southwest.

Purpose
The lesson will show how Arizona is and has been historically connected to Mexico through the movement of people, goods, and ideas.
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Materials

- Maps – Arizona and Mexico, Prehistoric through Modern Times
- Visual representation of historical summaries
- Cut out pictures of the products that moved between Mexico and Arizona (use pictures on visual worksheet)
- Student map - U.S.-Mexico Border States
- Markers or colored pencils
- Different colored flash cards to represent the different eras.

Objectives

The student will be able to:

- Understand that goods and ideas moved from Mexico into Arizona.
- Correctly label, on a map of Arizona and Mexico, the products that moved.
- Summarize the effects of the movement on life in Arizona.

Procedures

1. Give each student the visual representation of the historical summaries along with the maps. In order to explain the movement of people, goods and ideas, place a picture on the map of the origin of the product (i.e. corn in Mexico) and then place the same picture in Arizona. Draw arrows from Mexico to Arizona, so that the students understand that corn was originally brought from Mexico to Arizona. Show how the visual representation of the historical summaries demonstrates the movement of products. “Walk” the students through the whole summary to check for understanding. Make sure they recognize the different time periods, and the map that corresponds to that time period.

2. Use the flash cards (different colors for each historical period) to write down important vocabulary on one side, and either a pictorial representation or child’s native language explanation on other side. Staple each series of flashcards together, and write the historical period on the first card, so that the student can quickly revert to that period. Make sure the cards are in chronological order.

3. Hand out the student maps and the same colors for the colored pencils as the colored flash cards so that the students can easily recognize the historical period being represented. (i.e. if you used blue flash cards for Prehistoric Arizona, use a blue crayon to show the movement of goods in that period) Using the historical summary and/or flashcards, model how you want the student to show the movement of each product by drawing a colored arrow along with that product. This can be done using an overhead projector. Continue to check for understanding. Ask a student to show which colored pencil he will use for the Spanish period. (should be same color as flashcard for that period). Allow students to work with a language buddy if possible.

4. Show students what a legend looks like. Point to the colored arrows on the map. Ask, “Is this Mexican Arizona etc? Did they bring corn?” (Show picture of corn) Let the students always revert to their flashcards. Model how you want the students to do their own legend for time period and goods.

3. Ask students to complete one of the following worksheets depending on competence in English.

Assessment

Both of the assessment sheets test whether or not the student has understood the concept of the movement of goods.
Assessment 1 is out of 10 points, and assessment 2 is out of 16 points: 1 point given for each correct answer.

Student maps can be assessed by assigning points for correctly labeling the items that moved during each time period.

Extensions

Ask a student or a parent to come and talk about their reason for coming to Arizona.

Have a field trip to the Phoenix Museum of History.

Play “Arizona Bingo.” Make bingo cards with pictures of the new words and concepts learned. Call out the new words and students have to match picture. (ESL children’s comprehension skills are much better than verbal skills.)
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Have students report on the Spanish influence in food, language, art, music, and architecture in Arizona today.

Sources


Assessment Sheet 1

Circle True or False

1. The **Mexican people** brought **corn** to **Arizona** in 1821. True False
2. The **Apache culture** lived in **Arizona** by 100BC. True False
3. The **Spanish** brought **sheep** to **Arizona** True False
4. Today, many **fruits and vegetables** come from **Nogales** True False
5. The English word for **Maquiladoras** is **factories** True False
6. **Spanish Missionaries** brought their religion to **Arizona** True False
7. The **Apache Indians** found a route to **California** in 1821 True False
8. The **Spanish** wanted to learn **English** True False
9. The **Mexican border** moved **south** in 1848 True False
10. A **railroad** began in **Guaymas** True False
Assessment Sheet 2

Either draw a picture, or write a fact about movement between Mexico and Arizona in the historical periods indicated. There must be 4 different facts.

Prehistoric Arizona
Spanish Arizona
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**Mexican Arizona**

![Diagram](Image)
Arizona as Part of the United States
Modern Arizona