Learn Through Experience

SOUTHWEST

A simulation of the Spanish/Mexican influence upon American history

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Introduction to Phase 1: Land

If the students are to understand the events that follow they must have some knowledge of the geography of the lands in which these events occurred. This, then, is the purpose of Phase 1: Land.

Divide the class into teams to research the various areas of the Southwestern United States and Mexico. They then work as a team to develop a class presentation, present their findings to the class, prepare Enrichment Projects, participate in Optional Activities, and take tests over the material.

Before the simulation begins

Start this phase with an excellent bulletin board that shows your commitment to the unit.

1. Make bulletin board display.

2. Assemble resource materials.

3. If using Optional Activities assemble needed materials. See Optional Activities recommended for this phase on page 2:3.

4. Duplicate the following:
   - BACKGROUND ESSAY: LAND (class set)
   - TEAM INFORMATION: ARIZONA (one per student in Arizona team)
   - TEAM INFORMATION: CALIFORNIA (one per student in California team)
   - TEAM INFORMATION: MEXICO (one per student in Mexico team)
   - TEAM INFORMATION: NEW MEXICO (one per student in New Mexico team)
   - TEAM INFORMATION: TEXAS (one per student in Texas team)
   - COMPARISON CHART: GEOGRAPHICAL FEATURES (class set)
   - GLOSSARY: LAND (class set)
   - PRE/POST TEST: LAND (two class sets)
   - ENRICHMENT PROJECTS: LAND (class set)

Directions for sequencing activities

Getting started

Alter these directions as needed.

1. Administer the PRE/POST TEST: LAND. Collect and grade the test.

2. Distribute materials, except the team handouts.

3. Read and discuss the Background Essay, reviewing the map of the Southwest.

4. Look over the Comparison Chart.

5. Examine the Glossary. Tell students they are responsible for knowing the definitions.

6. Review Enrichment Projects. Explain to students that they may do one or more of them. If they wish to complete a project that is not listed, have them present it to you for approval.

TEACHING TIP

This phase is an excellent time to teach the earth sciences.

7. Divide the students into five teams: Mexico, Texas, New Mexico, Arizona, and California. Give each team their separate Team Information sheets. Go over the directions, making sure students understand that each member is to take an active part.

8. Have each team choose a leader, divide the responsibilities, and decide how the team will present the material.

Basic assignments

1. Teams prepare their Team Information sheets. Tell them one responsibility is to locate their area as it is today and to pencil it in on the map of the Southwest in the Background Essay. Emphasize their main responsibility is to teach the class about the geography of their area.

2. Teams make presentations. All students fill out the relevant spaces on their Geographical Features Comparison Charts.

3. When the presentations are finished, conduct a discussion of the likenesses and differences among the areas using the chart for reference.

Correct any misinformation or add any information not given.

Enrichment projects

1. Students choose any of the Enrichment Projects. They may work as a team with a friend. Allow as much time as necessary for them to do their projects.

2. Allow time for students to demonstrate or explain their Enrichment Project.

Optional activities recommended for this phase

TEACHING TIP

Note: *Instructions for these activities are given in the OPTIONAL ACTIVITIES section.*

- Poetry—diamonte and haiku patterns are described
- Montage/Collage—arrange a colorful scene
- Dioramas—a scene from a national park in the Southwest
- Relief Map—make geography come alive
- Word Games—create a search using words from the glossary

Evaluation

1. When presentations are complete, administer the Pre/Post Test again or use a test of your own making.

2. Students close the phase by assembling all their materials into their individual folders and turn them in to you. You may wish to save them for open house, conferences, etc.

3. Evaluate what students have learned during this phase.

Answers to PRE/POST TEST: LAND

Part 1—True/False: 1. T, 2. F, 3. F, 4. T, 5. F, 6. T, 7. F, 8. F, 9. T, 10. T, 11. F, 12. F, 13. F, 14. T, 15. T, 16. F, 17. T, 18. F, 19. T, 20. F. **Part 2—Events in order:** Continental Drift occurred; Age of Dinosaurs ended; Age of Mammals began; last Ice Age; Native Americans arrived in the Southwest.

Teams

Mexico
California
Arizona
New Mexico
Texas

Background Essay: LAND - 1

Life begins on earth

Age of earth Our earth is old. Very old! Some scientists believe it is four or five billion years old. During the first three and one-half billion years, the earth erupted, spewing burning hot lava high into the air. Lightning flashed and thunder roared.

Only one continent, or big land mass, existed then. Slowly, very slowly, over millions of years that single land mass divided into the seven continents we have today. This process is called the continental drift. Do not worry; people or plants or animals were not threatened. The earth was simply rearranging itself.

Water covered the lands for millions of years. Then the water level lowered and the lands became exposed. Mountains rose and over the centuries wore down or crumbled as the forces of nature such as erosion and weathering worked on them. More mountains rose. Minerals such as oil, coal, gold, and diamonds formed in the earth. Man found these minerals useful many millions of years later.

Life begins The first living things were small plants that formed in the waters of the oceans. The first animals—invertebrates, or animals without backbones—lived in the ocean waters and fed on these small plants. Next, the vertebrates—animals with backbones—arrived. After millions of years, amphibians who could live on the land and in the water appeared. These amphibians left the oceans and came up onto the land.

Many of these amphibians changed into reptiles who became large and powerful, and developed into dinosaurs. All of this happened 200,000,000 years ago. These huge land animals ruled the earth for about 140,000,000 years. First came the plant-eaters like the Brachiosaurus, followed by the meat-eating dinosaurs such as the Allosaurus. Then, for reasons that even the scientists do not agree on, these huge and powerful beasts disappeared from the earth and the age of the dinosaurs ended. Still there were no people.

Age of mammals New types of animals appeared. The Age of Mammals began. The largest of these mammals were the mastodons and mammoths. There were also the small ancestors of many of our modern mammals, such as the tiny horse no bigger than a collie dog.

The earth turned very cold. We do not know why for certain. The ocean waters that had evaporated and fallen as rain now became snow.

Man begins habitation

This snow fell on already frozen land. It piled up higher and higher and became glaciers. These glaciers moved slowly from the North Pole and covered much of Europe and North America.

Man arrives Man, meanwhile, appeared on the earth, but still did not live in the Western Hemisphere. Scientists believe that the early peoples who did come to the Americas crossed over on a land bridge, called the Bering Strait. It existed between Asia and North America at the time of the last Ice Age. As more and more of the waters of the ocean became part of the huge snow masses, the water level of the ocean fell and the land bridge appeared. It was a wide strip of land, covered with tall grasses. The mammoth grazed in these fine meadows. Early man followed the mammoth. These people did not come all at once, but arrived in small groups over a long time. Slowly the mammoths moved southward, and early man followed. They spread out into all the different areas of the Americas—both north and south.

Eventually these first Americans arrived in the Southwest. Lakes and tall grasses abounded then. We know this because scientists have found the remains of the mastodon here. These giant animals would have needed vast fields of grasses on which to graze.

Habitation occurs Changes, however, were still occurring. The lakes began to dry up; the land became more arid—more as it is today. Even the mastodons disappeared. The first people who fol-lowed them to the Southwest remained and built homes. They are the ancestors of the Native People living in the Southwest today.

How do we know this? No people were living to write down this fascinating story. The skill of writing would not develop for thousands of years. We know about these changes in the world because scientists, called geologists, have learned how to read the stories left in the rocks, such as those in the Grand Canyon in northern Arizona. We also know because other scientists, called anthropologists, have studied the remains of animals and people and were able to determine their ages. They discovered mammoth bones in northern New Mexico that had man-made spearheads in them. Those spears were fashioned by early people the scientists named the Folsom man and the Clovis man.

What an exciting story! As you grow older you will learn more about it. You might even become a scientist and help the world make new discoveries.

Background Essay: LAND - 3

The land The area of this simulation—the Southwest—includes parts of the present-day states of California, Arizona, New Mexico, and Texas, plus northern Mexico.

From 'Southwest'. Product code INT824.
Interact. (800) 359-0961. http://www.teachinteract.com/

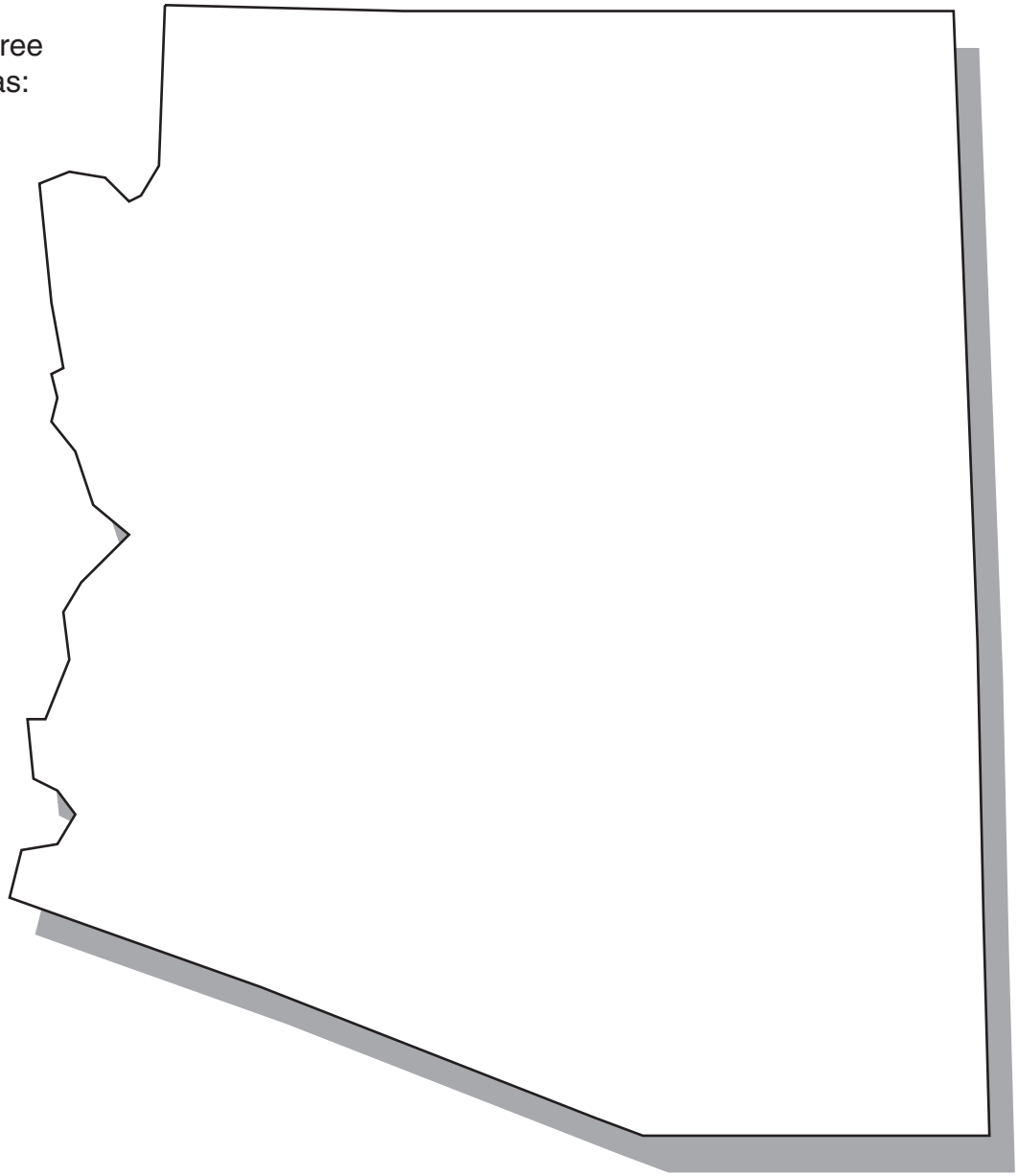
Team Information: ARIZONA

Arizona is a varied land of colorful valleys; hot, dry deserts; and cool, green mountains. It is the home of the beautiful Grand Canyon of the Colorado River. Within the state boundaries are the Petrified Forest and the Painted Desert.

Located north of Mexico, Arizona borders California to the west, New Mexico to the east, and Utah to the north. Arizona shares its northeastern corner with Utah, Colorado, and New Mexico. Known as the Four Corners area, it is the only place in the United States where four state boundaries meet.

Arizona has three main land areas:

- Plateau
- Mountain
- Desert



Directions: Your team members are to find out as much as possible about the land areas, waters (rivers and lakes), plants, animals, minerals, and climate of Arizona. Then you are to report what you have learned to your classmates so they, too, will know about the geography of Arizona and be able to complete their Comparison Charts.

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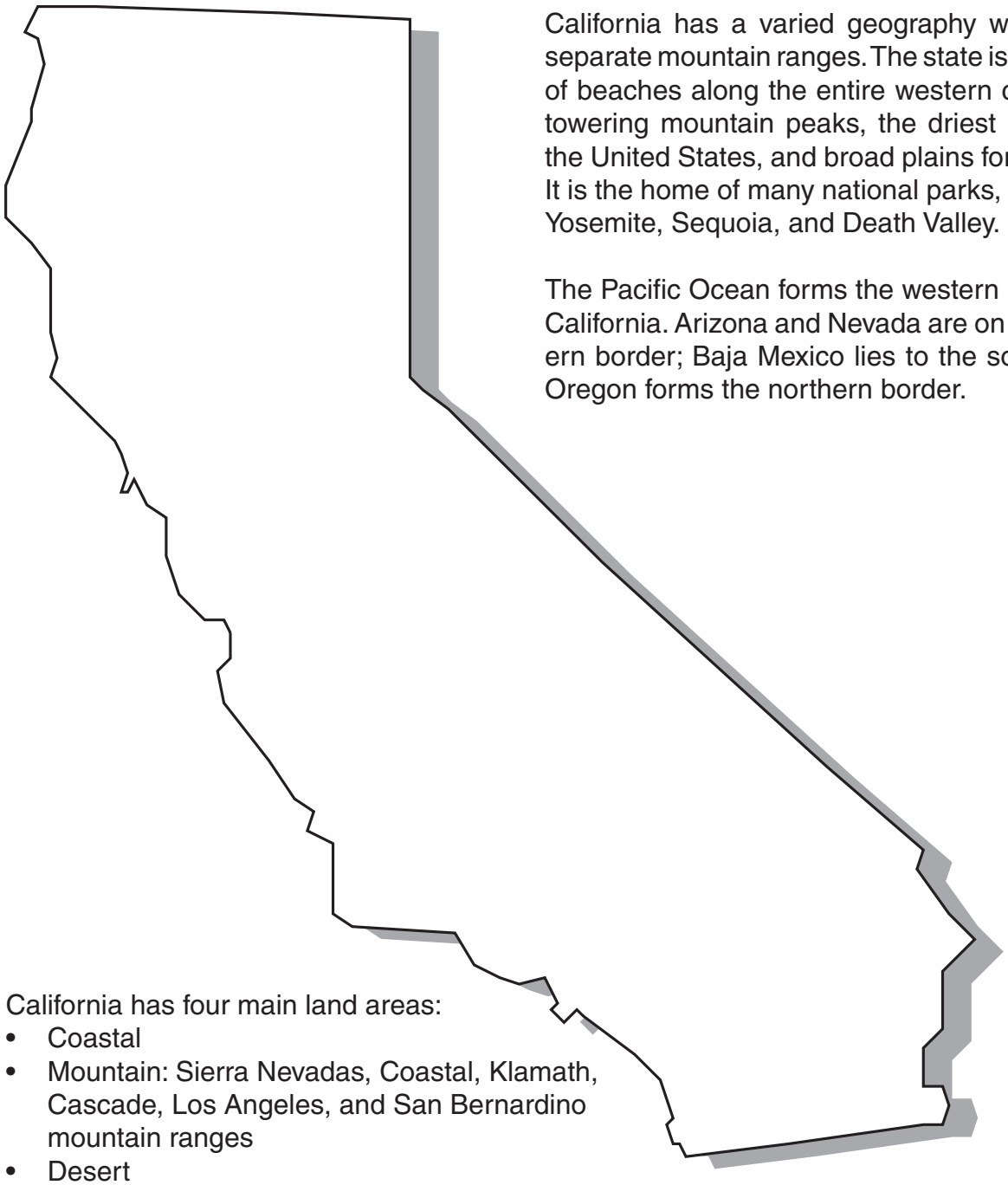
Team Information: CALIFORNIA



California has a varied geography with many separate mountain ranges. The state is made up of beaches along the entire western coastline, towering mountain peaks, the driest desert in the United States, and broad plains for farming. It is the home of many national parks, including Yosemite, Sequoia, and Death Valley.

The Pacific Ocean forms the western border of California. Arizona and Nevada are on the eastern border; Baja Mexico lies to the south, and Oregon forms the northern border.

California has four main land areas:

- Coastal
- Mountain: Sierra Nevadas, Coastal, Klamath, Cascade, Los Angeles, and San Bernardino mountain ranges
- Desert
- Central Valley

Directions: Your team members are to find out as much as possible about the land areas, waters (rivers and lakes), plants, animals, minerals, and climate of California. Then you are to report what you have learned to your classmates so they, too, will know about the geography of California and be able to complete their Comparison Charts.

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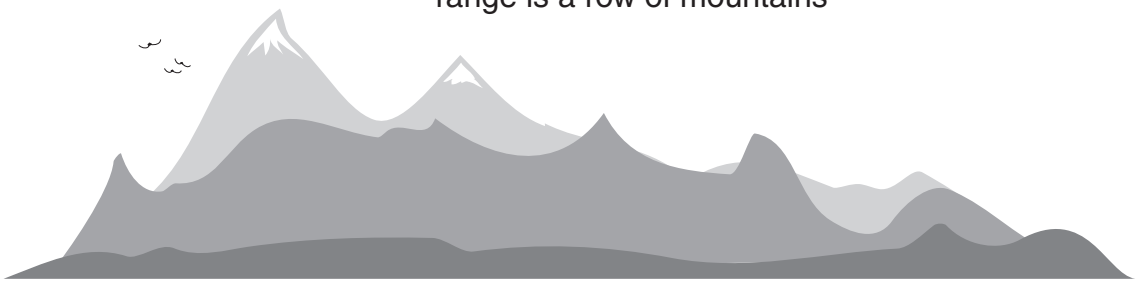
Glossary: LAND

- **border** the manmade or naturally occurring line that separates two areas; another word might be boundary
- **canyon** deep, narrow valley with steep sides
- **climate** the type of weather that occurs in an area; weather is the day-to-day condition, such as sunny, snowy, rainy
- **continent** one of seven large land masses of the earth: Africa, Antarctica, Asia, Australia, Europe, North America, South America
- **desert** a hot, dry land where very little rain falls
- **drought** a long period of time when no rain falls
- **elevation** distance above sea level; another word might be altitude
- **geography** the study of earth's land and water and its plants, animals, and people; a geologist studies geography
- **globe** ball-shaped object that has all of the earth's land masses and bodies of water drawn on it
- **human resources** anyone who has abilities and talents that make that person valuable to the community
- **land form** the land's shapes, such as mountains, valleys, and hills
- **latitude** imaginary lines parallel to the equator as shown on a map or globe; used in navigation
- **longitude** imaginary lines running from pole to pole as shown on a map or globe; used in navigation
- **mineral** a substance, such as gold or copper, that is found in nature, often underground
- **mountain** a land mass that is higher than a hill; a mountain range is a row of mountains



- **natural resource** useful materials found in nature, such as water, lumber, and minerals
- **peninsula** a small piece of land that sticks out from a larger piece of land and has water on three sides
- **plateau** an area of flat land that is higher than the land around it
- **precipitation** water, usually rain or snow, that falls from the sky
- **region** an area of land that is different from other areas due to its physical features, climate, people, or industries

Pre/Post Test: LAND

Name _____

Part 1: Please answer these questions with **T** (true) or **F** (false).

___ 1. Scientists learned how old the land was by studying rocks and land forms, such as those found in the Grand Canyon.
___ 2. The world has always had five continents.
___ 3. Continental Drift has to do with the sands on beaches.
___ 4. The earth is billions of years old.
___ 5. The mountains and seas have always been as we see them today.
___ 6. Minerals are things like oil, coal, and gold.
___ 7. The first living things were dinosaurs.
___ 8. Invertebrates have backbones.
___ 9. Amphibians can live both in the water and on the land.
___10. Dinosaurs were on the earth for nearly 140 million years.
___11. Man lived at the same time as the dinosaurs.
___12. Scientists know for certain that dinosaurs died out because a meteor hit the earth.
___13. Dinosaurs were mammals.
___14. The first horses were no bigger than large dogs.
___15. Deep glaciers made of snow covered the earth during the Ice Ages.
___16. The first people to come into the Western Hemisphere were Columbus and his crew.
___17. Early man followed the mammoths across the Bering Strait.
___18. The Bering Strait is located in the Southwest.
___19. The lands of the Southwest use to have many lakes, trees, and grasses.
___20. Scientists know all that there is to know about geography.

Part 2: Number these events in the order that they happened.

___ Last Ice Age
___ Age of the Mammals began
___ Native Americans arrived in the Southwest
___ Age of the Dinosaurs ended
___ Continental Drift occurred

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