

## Feet Graphic Organizer Template

Directions: Pick one place that you have been to before and write it at the top of the page and then write down on the feet one or more details that describe what kind of place this is, and then decorate the feet by drawing pictures of special landmarks or images to represent your memories of this place.



Sample Feet Graphic Organizer

# Mexico City



Maya Pyramid



Highest Populated city in North America

The largest Spanish speaking city in the world

Maya Pyramid Image:

[https://r.search.yahoo.com/\\_ylt=Awr4\\_2hsCS5IjKHI5SizbkF;\\_ylu=c2VjA2ZwLWF0dHJpYgRzbGsDcnVybA--/RV=2/RE=1697544684/RO=11/RU=http%3a%2f%2falcado.deviantart.com%2fart%2fmaya-pyramid-209432688/RK=2/RS=wHGtrmY.OX\\_IVSe5ITy.hqrEQrQ-](https://r.search.yahoo.com/_ylt=Awr4_2hsCS5IjKHI5SizbkF;_ylu=c2VjA2ZwLWF0dHJpYgRzbGsDcnVybA--/RV=2/RE=1697544684/RO=11/RU=http%3a%2f%2falcado.deviantart.com%2fart%2fmaya-pyramid-209432688/RK=2/RS=wHGtrmY.OX_IVSe5ITy.hqrEQrQ-)

Mexico City Map

[https://r.search.yahoo.com/\\_ylt=Awr99RhsCy5Ib8oH\\_jeizbkF;\\_ylu=c2VjA2ZwLWF0dHJpYgRzbGsDcnVybA--/RV=2/RE=1697545196/RO=11/RU=http%3a%2f%2fwikitravel.org%2fen%2fMexico\\_City/RK=2/RS=xfjhFqNnouZ5LuNTtJpLp0lwsb0](https://r.search.yahoo.com/_ylt=Awr99RhsCy5Ib8oH_jeizbkF;_ylu=c2VjA2ZwLWF0dHJpYgRzbGsDcnVybA--/RV=2/RE=1697545196/RO=11/RU=http%3a%2f%2fwikitravel.org%2fen%2fMexico_City/RK=2/RS=xfjhFqNnouZ5LuNTtJpLp0lwsb0) :

# K W L Chart

Name \_\_\_\_\_

K - What I Know	W - What I Want to Know	L - What I Learned

## **Inquiry Question #1 Handout**

### **Inquiry Question #1**

**What are some of the cultural practices of the Early Arizonans still used today?**

**Or: What cultural practices of the Early Arizonans have changed today?"**

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# 5 W Graphic Organizer

Name \_\_\_\_\_

<p style="text-align: center;">WHO</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">WHAT</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">WHEN</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">WHERE</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">WHY</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">QUESTIONS you have about where they are now.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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## 5 W Graphic Organizer -

(Sample Responses - Answers will vary depending on sources used)

WHO	WHAT Cultural Practices?
----- ---- 1st settlers to be documented as residents in Arizona - Indigenous Peoples - Specific Tribes - ----- ----- ----- -----	----- ---- farming ---- religious practice ----- ---- clothing ----- ----- -----
WHEN	WHERE
----- ---- dates - When documented?    When discovered? ----- ----- ----- -----	----- ---- Where in Arizona are they located? ----- ----- ----- -----

WHY	QUESTIONS you have about where they are now.
----- Why the cultural practice has been changed today	----- (Students choice of questions they want to ask)
-----	-----
-----	-----
-----	-----

## Resources for Student Research (Teacher Resource)

The following lists provide some suggested books/links/resources to support student research for each designated group/station:

**Groups 1 & 2 (1st station):** (Two separate baskets filled with informative books: books containing information about the history of the Indigenous People in Arizona and/or First Arizonans.)

*Arizona: A History* by Thomas E. Sheridan

[https://www.amazon.com/Arizona-History-Thomas-Sheridan/dp/0816515158/ref=asc\\_df\\_0816515158/?tag=hyprod-20&linkCode=df0&hvadid=459526726066&hvpos=&hvnetw=g&hvrnd=3158397178194263945&hvpon=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9030020&hvtargid=pla-942974824054&psc=1](https://www.amazon.com/Arizona-History-Thomas-Sheridan/dp/0816515158/ref=asc_df_0816515158/?tag=hyprod-20&linkCode=df0&hvadid=459526726066&hvpos=&hvnetw=g&hvrnd=3158397178194263945&hvpon=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9030020&hvtargid=pla-942974824054&psc=1)

*What's Great About Arizona?* by Rebecca E. Hirsch

[https://www.amazon.com/Whats-Great-about-Arizona-States/dp/1467760862/ref=asc\\_df\\_1467760862/?tag=hyprod-20&linkCode=df0&hvadid=312678886999&hvpos=&hvnetw=g&hvrnd=3158397178194263945&hvpon=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9030020&hvtargid=pla-573298539093&psc=1](https://www.amazon.com/Whats-Great-about-Arizona-States/dp/1467760862/ref=asc_df_1467760862/?tag=hyprod-20&linkCode=df0&hvadid=312678886999&hvpos=&hvnetw=g&hvrnd=3158397178194263945&hvpon=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9030020&hvtargid=pla-573298539093&psc=1)

*Arizona: A True Book. My United States* by Josh Gregory

[https://www.amazon.com/Arizona-True-Book-United-Relaunch/dp/0531250733/ref=asc\\_df\\_0531250733/?tag=hyprod-20&linkCode=df0&hvadid=265892495433&hvpos=&hvnetw=g&hvrnd=3158397178194263945&hvpon=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9030020&hvtargid=pla-680350704401&psc=1](https://www.amazon.com/Arizona-True-Book-United-Relaunch/dp/0531250733/ref=asc_df_0531250733/?tag=hyprod-20&linkCode=df0&hvadid=265892495433&hvpos=&hvnetw=g&hvrnd=3158397178194263945&hvpon=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9030020&hvtargid=pla-680350704401&psc=1)

<https://www.amazon.com/First-Inhabitants-Arizona-Southwest-Cummings/dp/1258243768>

**Groups 3 & 4 (2nd station):** (Two separate group stations with computer laptops setup along with accessible links (can use on Google Classroom ) using the First Peoples of Arizona Research Links in the material's list of this lesson.)

Arizona Early History: First Early Inhabitants of Arizona & Early History of Native Americans in Arizona

: <https://www.ereferencedesk.com/resources/state-early-history/arizona.html>

Arizona's Indigenous Communities Shape the State's Past and the Present:

<https://www.abc15.com/news/state/arizonas-indigenous-communities-shape-the-states-past-and-present>

**Groups 5 & 6 (3rd station):** Two separate baskets filled with: a thesaurus, a dictionary, and/or online resources using computers/tablets and links below. Also copies of the Frayer Models Graphic Organizer (see below)- one per student, to use in identifying and recording the definitions/meanings of each of the vocabulary words.

Lesson Vocabulary words include the following + any student selected words taken from their research:

- **Early Arizonans** - the first known citizens of Arizona, pre and post statehood
- **Indigenous**- produced, growing, or living naturally in a particular region or environment
- **Interaction** - the action or influence of people, groups, or things on one another
- **modification** - partial change
- **Inhabit** - to live or dwell in
  
- **Link to online 3rd Grade Thesaurus:** [104 Synonyms & Antonyms for HAPPY | Thesaurus.com](https://www.thesaurus.com/104-synonyms-antonyms-for-happy)
- **Link to online 3rd Grade Dictionary:**  
[https://www.dictionary.com/?adobe\\_mc=MCORGID%3DAA9D3B6A630E2C2A0A495C40%2540AdobeOrg%7CTS%3D1689025755](https://www.dictionary.com/?adobe_mc=MCORGID%3DAA9D3B6A630E2C2A0A495C40%2540AdobeOrg%7CTS%3D1689025755)
- **Links to Vocabulary Sources :** [Early Arizonans](#) [Indigenous](#); [Indigenous](#) ; [Interaction](#) ; [Modification](#) ; [Inhabit](#)



## Frayer Model Graphic Organizer

Name \_\_\_\_\_

Date \_\_\_\_\_

**My Vocabulary Log**

**Vocabulary Word:** \_\_\_\_\_

Definition	Synonym/Antonym

**Used in a Sentence**

**Illustration**

**Discussion Checklist (EXPLAIN - Formative Assessment)**

<b>Student's Name</b>	<b>&amp; Response</b>	<b>Student's Name</b>	<b>&amp; Response</b>	<b>Student's Name</b>	<b>&amp; Response</b>

<b>Student's Name</b>	<b>&amp; Response</b>	<b>Student's Name</b>	<b>&amp; Response</b>	<b>Student's Name</b>	<b>&amp; Response</b>


Name \_\_\_\_\_

**T Chart - Arizonans Then and Now**

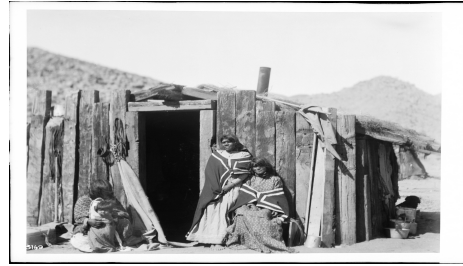
**Arizona Then**

**Arizona Now**

**Lesson #1 Vocabulary Cards**

**early Arizonans:**

the first known citizens of Arizona-  
pre and post statehood



[https://commons.wikimedia.org/wiki/File:Walapai\\_Indian\\_women\\_and\\_child\\_in\\_front\\_of\\_dwelling\\_Hackbury\\_Arizona\\_ca.1900\\_\(CHS-3169\).jpg](https://commons.wikimedia.org/wiki/File:Walapai_Indian_women_and_child_in_front_of_dwelling_Hackbury_Arizona_ca.1900_(CHS-3169).jpg)

**indigenous:**

produced, growing, or living  
naturally in a particular region or  
environment



<https://commons.wikimedia.org/w/index.php?search=indigenous+plant&title=Special:MediaSearch&go=Go&type=image>

**interaction:**

the action or  
influence of people, groups, or  
things on one another



[https://commons.wikimedia.org/wiki/File:Buon\\_Natale\\_2022\\_interactions\\_1.jpg](https://commons.wikimedia.org/wiki/File:Buon_Natale_2022_interactions_1.jpg)

**inhabit:**



[https://commons.wikimedia.org/wiki/File:Bird\\_on\\_tree\\_canopy.jpg](https://commons.wikimedia.org/wiki/File:Bird_on_tree_canopy.jpg)

to live or dwell in

**modification:**



[https://commons.wikimedia.org/wiki/File:Laufabrau%C3%B0\\_before\\_and\\_after\\_frying.jpg](https://commons.wikimedia.org/wiki/File:Laufabrau%C3%B0_before_and_after_frying.jpg)

partial change

Name \_\_\_\_\_

## Vocabulary Quiz

Directions: Match the vocabulary word to its definition.

### Vocabulary Word Definition

\_\_\_\_\_ 1. early Arizonans

\_\_\_\_\_ 2. indigenous

\_\_\_\_\_ 3. interaction

\_\_\_\_\_ 4. modification

\_\_\_\_\_ 5. inhabit

A. partial change

B. to live or dwell in

C. the first known citizens of Arizona, pre and post statehood

D. the action or influence of people, groups, or things on one another

E. produced, growing, or living naturally in a particular region or environment



Vocabulary Quiz - Answer Key

\_\_C\_\_ 1. early Arizonans

\_\_E\_\_ 2. indigenous

\_\_D\_\_ 3. interaction

\_\_A\_\_ 4. modification

\_\_B\_\_ 5. Inhabit

## Final Product Rubric: History Lesson-Early Arizonans 1 of 2

Levels of Accomplishment	Criteria	Points
Exceeds expectations	<p>+ <b>Students participated</b> in the group work by contributing to one of the following: <i>1. clay model, 2. a written paragraph, or 3. poster illustration</i> and contains all of the following:</p> <p>+ <b>Complete:</b> all required work is complete</p> <p>+ <b>Neat:</b> legible writing and neatly/or is prepared</p> <p>+ <b>Accurate:</b> knowledge is evident</p> <p>+ <b>Punctual:</b> presentation and product is complete on time</p>	<b>6</b>
Meets expectations	<p>+ <b>Students participated</b> in the group work by contributing to one of the following: <i>1. clay model, 2. a written paragraph, or 3. poster illustration</i> and is lacking one of the following:</p> <p>+ <b>Complete:</b> all required work is complete</p> <p>+ <b>Neat:</b> legible writing and neatly/or is prepared</p> <p>+ <b>Accurate:</b> knowledge is evident</p> <p>+ <b>Punctual:</b> presentation and product is complete on time</p>	<b>4-5</b>
Approaches expectations	<p>+ <b>Students participated</b> in the group work by contributing to one of the following: <i>1. clay model, 2. a written paragraph, or 3. poster illustration</i> and is lacking one or two of the following:</p> <p>+ <b>Complete:</b> all required work is complete</p> <p>+ <b>Neat:</b> legible writing and neatly/or is prepared</p> <p>+ <b>Accurate:</b> knowledge is evident</p> <p>+ <b>Punctual:</b> presentation and product is complete on time</p>	<b>2-3</b>
Fails to meet expectations	<p>+ <b>Students participated</b> in the group work by contributing to one of the following: <i>1. clay model, 2. a written paragraph, or 3. poster illustration</i> and is lacking all of the following:</p> <p>+ <b>Complete:</b> all required work is complete</p> <p>+ <b>Neat:</b> legible writing and neatly/or is prepared</p> <p>+ <b>Accurate:</b> knowledge is evident</p> <p>+ <b>Punctual:</b> presentation and product is complete on time</p>	<b>0-1</b>