



GeoCivics Lesson: *The Culture of the Early Arizonans*

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Teacher(s): Mrs. Elizabeth Fuiava	Unit Title: Indigenous People of AZ Lesson Title: The Culture of the Early Arizonans	Grade Level: 3rd
Notes: This history lesson is 1 of 2 lessons which will allow your students to explore some of the first inhabitants of the Arizona lands while engaging in a brief study about their culture in Arizona.		
Pre-existing Knowledge: Students will need prior knowledge of the prehistoric Indigenous People who pre-occupied their home state dating long before being colonized by the Europeans during the 1500s.		
Overview of Content: The lesson focuses on the state of Arizona, located in the southwestern part of the US, and can be found at: latitude is 34.048927, and the longitude is -111.093735. The land that is present-day Arizona is one of the oldest inhabited areas in the United States. Although statehood was achieved as recently as 1912, Arizona's history began more than 12,000 years ago being occupied by large numbers of Indigenous Peoples. Today, the state has 22 federally-recognized Native American tribes including the Navajo Nation, Hopi Tribe, Tohono O'odham Nation, Tonto Apache Tribe, and Pueblo of Zuni, among others.		
Purpose: In this lesson, students will learn about one of Arizona state's first inhabitants and their cultural practices, and will compare these to cultural practices of today.		
National & State Social Studies Standard(s): National Social Studies Standard(s): <ul style="list-style-type: none">• <u>Theme 3:</u> The relationships between people, places, and environments AZ State Social Studies Standard(s): <ul style="list-style-type: none">• <u>3rd Grade: Arizona Studies:</u> Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.		

- 3.SP1.2 Compare life in specific historical time periods to life today.

National & State Geography Standards:

National Geography Standards:

- Essential Element 6: The Uses of Geography: 17. How to apply geography to interpret the past.

AZ State Geography Standards:

- 3rd Grade- Geography - Global interconnections and spatial patterns are a necessary part of geographical reasoning.
- 3.G4.1 Describe how Arizona has changed over time. Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.

ELA Standards Arizona's English Language Arts Standards: 3rd Grade

Reading Standards for Informational Text: Key Ideas and Details

- 3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.3.6
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

ISTE Teacher and/or Student Standard:

- **Teacher:** Learner: 2.1c: Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.
- **Student:** 1.7 Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Language Functions:

- **Comparing & Contrasting:** Students use language to describe similarities and differences in objects or ideas.
- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information, inquire.
- **Summarizing & Informing:** Students use language to identify, report, or describe information.

Culturally Responsive Lesson Strategies:

- **Voice:** Students work together cooperatively and share their learning experiences,
- **Differentiation:** Learners express their learning in various ways,
- **Access:** Lesson communicates ideas in several different ways.
- **Connections:** Lesson incorporates real-life connections and representations from various cultures and life experiences.
- **Equity/Decolonization:** Discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, and all students of non-dominant backgrounds can access and feel included in the material.

Objective(s):

- SWBAT to describe the first inhabitants of Arizona by completing research.
- SWBAT utilize a variety of sources to construct a research product that explores Arizona’s cultures, civilizations, and innovations.

SIOP

	SIOP Elements	
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands-On Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery

Formative - The teacher will use the Discussion Checklist (in Lesson Materials Document) to record students learning during the EXPLAIN Section.

Summative: Students create a final product displaying their learning outcome for this lesson by choosing either a clay model, a written paragraph or a poster illustration as their presentation. The Final Product Rubric (in Lesson Materials Document) will be used to assess students’ final product with a score of 4 to 5 pts. indicating mastery. Students will also take a vocabulary quiz to assess their learning of the lesson vocabulary words.

Key vocabulary:

- **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

Materials:

- Sheets of blank colored paper for students to create their own “Feet” Graphic Organizer (option #1)
- Copies of “Feet” Graphic Organizer Template (option #2) (located in Lesson Materials Document)
- “Feet” Graphic Organizer (in Lesson Materials Document)
- Pencils, markers, and/or color pencils for creating “Feet” Graphic Organizer
- Copies of K W L Chart (handout) - one per student (in Lesson Materials Document)
- Video: *Cultivating Identity: How Heritage Foods Connect Past, Present, & Future* (Link in Sources)
- Copies of Inquiry Question #1 (handout) (one per student) (in Lesson Materials Document)
- Copies of 5 W Graphic Organizer (handout)-one per student & 5 W Graphic Organizer Sample Responses (in Lesson Materials Document)
- Teacher Resource: Resources for Student Research: - (in Lesson Materials Document)
- ([Online Timer](#) or use a manual/phone timer)
- 3rd Grade Thesaurus - textbook or online: (see link in Sources)
- 3rd Grade Dictionary - textbook or online (see link in Sources)
- Sample -Copies of F.M.G.O. Frayer Model Graphic Organizer (handout) -one per student (in Lesson Materials Document))
- EXPLAIN Discussion Checklist (Formative Assessment) (in Lesson Materials Document)
- Toy microphone or an item to pass around to students for sharing out responses
- Video: *Culture and Family Traditions: [Cultural and Family Traditions](#)*
- Copies of T-Chart: Arizonans Then and Now - one per student (in Lesson Materials Document)
- Copies of Final Product Rubric- one per student - (in Lesson Materials Document)
- Final Product Materials: modeling clay or play-doh, poster paper, or paper for paragraph writing, pencils/markers, etc.
- Copies of Lesson #1 Vocabulary Cards (Cut apart) -one set for each student (in Lesson Materials Document)
- Vocabulary Quiz (handout) - one per student & Answer Key (in Lesson Materials Document)

Sources:

Vocabulary Sources

- [Early Arizonans](#) [Indigenous](#)
- [Indigenous](#)
- [Interaction](#)
- [Modification](#)
- [Inhabit](#)

Materials Sources:

- Video: *Cultivating Identity: How Heritage Foods Connect Past, Present, & Future: (7:44)*

<https://www.youtube.com/watch?v=AXXH6ZILAI&t=5s>

- Online Timer: [Online Timer](#)
- 3rd Grade Thesaurus: [104 Synonyms & Antonyms for HAPPY | Thesaurus.com](#)
- 3rd Grade Dictionary: https://www.dictionary.com/?adobe_mc=MCORGID%3DAA9D3B6A630E2C2A0A495C40%2540AdobeOrg%7CTS%3D1689025755
- Video: *Culture and Family Traditions*: (2:03) <https://www.youtube.com/watch?v=Gxi58ZVpno4>

SOURCES:

- *Arizona: A History* by Thomas E. Sheridan
[Arizona: A History: Sheridan, Thomas E.: 9780816515158: Amazon.com: Books](#)
- *What's Great About Arizona?* by Rebecca E. Hirsch
[What's Great about Arizona? \(Our Great States\): Hirsch, Rebecca E.: 9781467760867: Amazon.com: Books](#)
- *Arizona: A True Book. My United States* by Josh Gregory
[Arizona \(A True Book: My United States\) \(A True Book \(Relaunch\)\)](#)
- *First Inhabitants Of Arizona And The Southwest* by Byron Cummings
[First Inhabitants Of Arizona And The Southwest: Cummings, Byron: 9781258243760: Amazon.com: Books](#)
- 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>

Engage

Teacher Will:

NOTE: *To provide student support as needed the teacher will preselect to discreetly organize groups equally by mixing learners by: EL, SPED, 504, lower performing students with average to high academic level performing students.*

Activate students' prior knowledge by:

1. Asking students to think about a place they have visited before. Start with a city, state, and/or a country outside of the U.S, and if not, students can think of any place they have gone to such as a restaurant, theme park, shopping mall, etc. The teacher will then pass out materials (Blank colored paper

Student Will:

1. Students will work in designated pairs or small groups to create an individual "feet" graphic organizer. To create the [Feet Graphic Organizer](#), students will:
 - Option 1: Take a blank colored paper and place one of their feet on it, and have another student trace it.

or [Feet Graphic Organizer Template](#), pencils, markers, and/or color pencils) and explain to students how they will create a "[Feet](#)" [Graphic Organizer](#) on which students will name, describe, identify, and record the place they have been to on either their self-made "feet" graphic organizer or using the teacher prepared template.

2. The teacher will then engage the class in a share out and discussion of what their graphic organizers show about places they have visited in the past.
3. Then the teacher will ask the students to share with the class what they know about the prehistoric Indigenous People who lived here in their home state in the past before European people began settling here.
4. The teacher will tell students they will now watch a video - [Cultivating Identity: How Heritage Foods Connect Past, Present, & Future](#)) in which native Indigenous people are talking about how their lives and culture of today are connected to the lives and culture of indigenous people of the past.
5. The teacher will then pass out copies of the [KWL chart handout](#) (in Lesson Materials Document) and show students how they will use it to write down what they already know, what they want to know more about, and then what they learn from the video about the Indigenous Peoples' lives and culture.
6. The teacher will then have students fill out the K column with anything they already know, the W column with anything that they wonder about or want to know about Indigenous People. After completing the first two columns, the teacher will tell them that as they watch the video - [Culture and Family Traditions](#), they are to write down anything that they learn about how Indigenous People lived their lives in the past and the present and how they may live in the future.
(Scaffolding: Guided Practice)
7. After watching the video, the teacher will lead the class in a discussion of what they

- Option 2: Use the teacher prepared template
 - On their Feet Graphic Organizer, students will fill in the name of the place they have been to before for the first time or many times. Students can then write down however many details they can about the place, telling if it's a city, state, island etc. Then students will draw special landmarks or images to represent memories about the place(s) they've been to. Early finishers may share with one another about the places they have visited first.
2. When all are finished, students will engage in a whole class share out of their graphic organizers and then participate in a class discussion of what they know about Indigenous people who lived in their home state long ago before European people settled here.
(Preparation: Linking to Background/ Linking to past learning) (Grouping: Partners or Small groups/Whole class) (Application: Hands-on)
 3. Reflect on what they already know about Indigenous People and observe and listen to the teacher to learn how they are to fill out their [KWL chart](#) that the teacher shows and explains to the class.
 4. Follow the teachers' directions to fill out the K column on their [KWL chart](#) with what they already know and fill out the W column with what they wonder about or want to know more about Indigenous people, And then students will watch the video and as they watch it, write down what more they learn about how Indigenous People lived their lives in the past, and in the present and how they may live in the future.
(Preparation: Linking to past learning) Integrating Processes: Listening/ Writing) (Grouping: Independent or with partners if needed)

learned from the video about the past, present and future lives of Indigenous People. The teacher will let students know that as they listen to what their fellow students share out, they can add any new information onto their KWL chart if they hear something that they don't have written down yet.

4. Engage in a class discussion to share out what they learned about the past, present, and future lives of Indigenous People by sharing out what they have written down on the L column of their KWL chart. Students will also listen to other students' responses and can add any new information that they hear to their KWL chart as they engage in the class discussion.
(Integrating Processes: Speaking/Listening/Reading/Writing) (Grouping: Whole class)

Explore

Teacher Will:

IQ #1 *What are some of the cultural practices of Early Arizonans still used today?*

NOTE: *The teacher will provide student support as needed by discreetly organizing groups equally by mixing learners by: EL, SPED, 504, lower performing students with average to high academic level performing students.*

1. Introduce to the students the first inquiry question to guide their research: ***What are some of the cultural practices of Early Arizonans still used today?*** by writing it on the board and also giving students a written copy of the question (from the Inquiry Question #1 Handout (located in the Lesson Materials Document)). Then explain to the class that today they will research about some of the first people who were here on Arizona land a long time ago, and will create questions as to where they are now. The teacher will explain that some historians call these people who first settled in Arizona: "The Early Arizonans."
2. The teacher can talk over the Inquiry question with the students as needed to ensure they understand what is being asked and are clear about what to focus on as they do their research (focus on the cultural practices of Early Arizonans, noting those

Student Will:

1. Think about and verbalize to themselves the inquiry question they will be answering through doing their research. If needed, students can talk with the teacher about their understanding of what the inquiry question is asking and what they will focus on as they do their research.
2. Students will Identify their assigned groups for the task and recall the tasks on hand, and then engage in 20-minute rotations through all 3 stations to conduct their research and record information about the 5Ws (Who, What, When, Where, Why)

that are still used today and those that have been changed).

3. The teacher will pass out copies of the 5W Graphic Organizer and explain how they will use this to record information from their research about Who, What, When, Where, and Why about the cultural practices of the Early Arizonans and also to write down their own questions about where they are now. The teacher will explain that they will work in groups and will rotate through 3 different stations, each one providing different sources to conduct their research. They will have 20 minutes at each station and will move on to the next station when they hear the timer go off, and will continue until they have completed their research at each of the 3 stations.
4. To carry out the three 20-minute Rotations, the teacher will: Introduce the resources (listed in the station baskets below) to use for today's research (See Resources for Student Research found in the Lesson Materials Document for lists of resources that can be used at each station). The set up below is for 6 groups with 2 similar stations shared by 2 groups at a time. There will be 20 minute timer per rotation station for the number of groups in the class to gather information from the 3 station baskets (Note: *A manual or phone timer or an [Online Timer](#) can be used*)
 - **Groups 1 & 2 (1st station):** Provide two separate baskets filled with informative books: books containing information about the history of the Indigenous People in Arizona and/or First Arizonans
 - **Groups 3 & 4 (2nd station):** Two separate group stations with computer laptops setup along with accessible research links found on Resources for Student Research (in Lesson Materials Document) (Note: you can make copies of the online resources if your school does not have laptops for students to use.)

related to cultural practices of Early Arizonans that are still used today and about cultural practices that have changed today. They will view the resources displayed by the teacher at each station and work together to complete the 5W Graphic Organizer.

1st station

1. Use 5W Graphic Organizers to record information facts from the book.
2. Check to see that all facts are answering the inquiry question.

2nd station

3. Use the 5-6 computers provided to locate links to use for their research of Inquiry Question #1.
4. Continue to fill 5W Graphic Organizers to record information facts from their research using the links provided.

- **Groups 5 & 6 (3rd station):** Two separate baskets filled with: copies of the Frayer Model Graphic Organizer to identify vocabulary definitions, using a thesaurus, dictionary, or computer with online resources found on Resources for Student Research in Lesson Materials Document). Remind students that this station is solely for finding synonyms & definitions. Let students also know that they can record any unfamiliar words they come across in their research today. After completing their research at all 3 stations, the teacher will let students know that they will later be using their 5 W Graphic Organizer to complete a final product presentation of their learning.

5. Check to see that all facts are answering the inquiry question.

3rd station

6. Use the Frayer Model Graphic Organizers to record definitions/meanings of vocabulary words provided and also to find and record unfamiliar words from the sources provided.
7. Think about how any of the vocabulary words relate to answering the inquiry question.

(Integrating Processes: Reading/ Writing /Listening/Speaking) (Grouping: Small Groups /Partners) (Application: Hands-on)

Explain - Formative Assessment

Teacher Will:

NOTE: *The teacher will preselect and discreetly organize groups equally by mixing learners by: EL, SPED, 504, lower performing students with average to high academic level performing students to provide students support as needed.*

1. The teacher will prompt students by asking inquiry question #1: ***What are some of the cultural practices of the Early Arizonans still used today?*** and have students Think/Pair/Share with their partners their answer using the research they have just conducted.
2. The teacher will then conduct a whole group discussion of the question, having each student share their response with the class when they receive the “mic” as it is passed around from student to student, the teacher will also record each student response as they share their learning so far by using the Discussion Checklist (in Lesson Materials Document). The teacher will tell students that they can also choose to add any new

Student Will:

1. Pair up and “think-pair-share” their response to the inquiry questions based on their research findings.
**(Integrating Processes: Reading/ Listening/Speaking)
(Grouping: small groups)
(Application: Promotes Engagement)**
2. Pass the “mic” around to fellow students to share out one sentence to answer inquiry question #1 aloud to the whole class or to choose to pass if they do not have an answer to share. Students can add more information to their graphic organizer as they listen to their fellow students’ responses.

<p>information to their answers on their <u>5W Graphic Organizer</u> as they hear their fellow students' responses.</p>	<p>(Integrating Processes: Reading/Writing/ Listening/Speaking) (Grouping: Whole Class)</p>
<p>Elaborate</p>	
<p>Teacher Will: IQ #2: <i>How have we adapted to changes in our cultural practices today compared to the ways of the Early Arizonans?</i></p> <p>NOTE: <i>The teacher will preselect and discreetly organize groups equally by mixing learners by: EL, SPED, 504, lower performing students with average to high academic level performing students to provide students support as needed.</i></p> <ol style="list-style-type: none"> 1. The teacher will introduce to the students the second inquiry question to guide their further research: <i>How have we adapted to changes in our cultural practices today compared to the ways of the Early Arizonans?</i> 2. The teacher will then show the video: Cultural and Family Traditions and then prompt a class discussion of what their family values are that are practiced at home. To support student engagement, the teacher will give students sentence starters: <i>My family and I are originally from ..., At home we always..., Special days for me and my family are...</i>and so on. 3. The teacher will then pass out the copies of the <u>T-Chart: Arizonans Then and Now</u> to students and explain that they will work with their partners to review their 5Ws Graphic Organizers and find and record information about cultural practices of the Early Arizonans, writing these in the Arizonans Then column on their T-Chart and then discuss how present day Arizonans have adapted our cultural practices compared to those of Early Arizonans and write these in the Arizonans Now column of their T-Chart. The teacher will model the process and have students follow along with how to complete their T-Charts. (Scaffolding: Modeling) 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Discuss briefly with their peers the next inquiry question and task at hand. Watch the <u>video, Culture and Family Traditions</u>, and then engage in a class/group discussion with starter sentences: <i>"My family and I are originally from ...", "At home we always..."</i>, <i>"Special days for me and my family are..."</i> and so on to share out their own family values practiced in their homes. (Grouping: Small groups/Whole Class) (Preparation: Linking to Background) (Application: Meaningful) 2. Write the names of their group members on their <u>T-Chart</u> and then work with their partners to record information from their <u>5 W's Graphic Organizer</u> and from their discussion with partners about past and current Arizonan's cultural practices, adding these to their T-Chart. (Grouping: Small groups) (Preparation: Linking to past learning) (Integrated Processes: Listening/Speaking/ Reading/Writing) 3. Volunteer to share out their responses to the whole class. (Grouping: Whole Class) (Integrated Processes: Reading/Listening/ Speaking)

4. After completing their T-Charts, the teacher will have students share out their responses with the whole class and engage the students in a class discussion to answer Inquiry Question #2.

Evaluate - Summative Assessment:

Teacher Will:

1. Explain to the students that they are now going to work with their groups to create a final product, using the information that they have gained from their research. Their final product will illustrate one cultural practice of Indigenous People that they want to elaborate on. The teacher will explain that their final product can be created as one of the following:
 - a clay models
 - a written paragraph or
 - a poster illustration,
2. Then will tell the students that their final product will be graded according to the Final Product Rubric (in Lesson Materials Document), which the teacher will pass out copies of to the students and work with them to analyze and discuss the criteria for creating their final product.
3. The teacher will then provide time and materials (pencils/markers/paper, clay, poster boards, etc.) for the students to complete their final products.
3. When completed, the teacher will lead the students in a whole class presentation of their learning by presenting their final products to the whole class. The final product will be assessed using the Final Product Rubric with a score of 4 to 5 pts. showing mastery.
4. The teacher will then pass out copies to each group of the Lesson #1 Vocabulary Cards (cut apart) and have students work

Student Will:

1. Analyze the rubric in their groups and choose which project to work on as a group for their final product:
2. Work together in their groups to complete their end product.
(Application: Hands-On/ Linked to objectives)
3. As a group present their work to the class, and then turn in their end products for grading. A score of 4 to 5 points shows mastery.
(Assessment: Group/Written)
4. Work together in their groups to review the vocabulary words by matching up each

together to review the vocabulary word meanings by matching the words to their definitions, and images, and then will administer the Vocabulary Quiz (in Lesson Materials Document) to each individual student to assess their learning. A score of 95 to 100% will show mastery.

word card with its definition and appropriate image card.
(Grouping: small groups)
(Preparation: Linking to past learning)
Students will then take the Vocabulary Quiz to assess their learning.
(Assessment: Individual/Written)

Extensions:

- **Incorporate popular culture.** Teachers can first off, share the *Redbone, Come and Get Your Love* video (<https://www.youtube.com/watch?v=BA4rSO-h9Io>) showing a popular song from Marvel's Guardians of the Galaxy movie, and then lead the class in a discussion of who they thought sang the song and if they're surprised that the artists are Native Indigenous People. Have students think, pair, and share someone they identify with and talk about why they identify with them.
- For students in states other than Arizona, students could research the Indigenous Peoples of their own states and see how their cultures and lives compare and contrast to what they have learned in this lesson.
- Students can click and go over the [Federally Recognized Native Nations in Arizona](#) in order to prepare for their upcoming geography lesson on land acknowledgement.