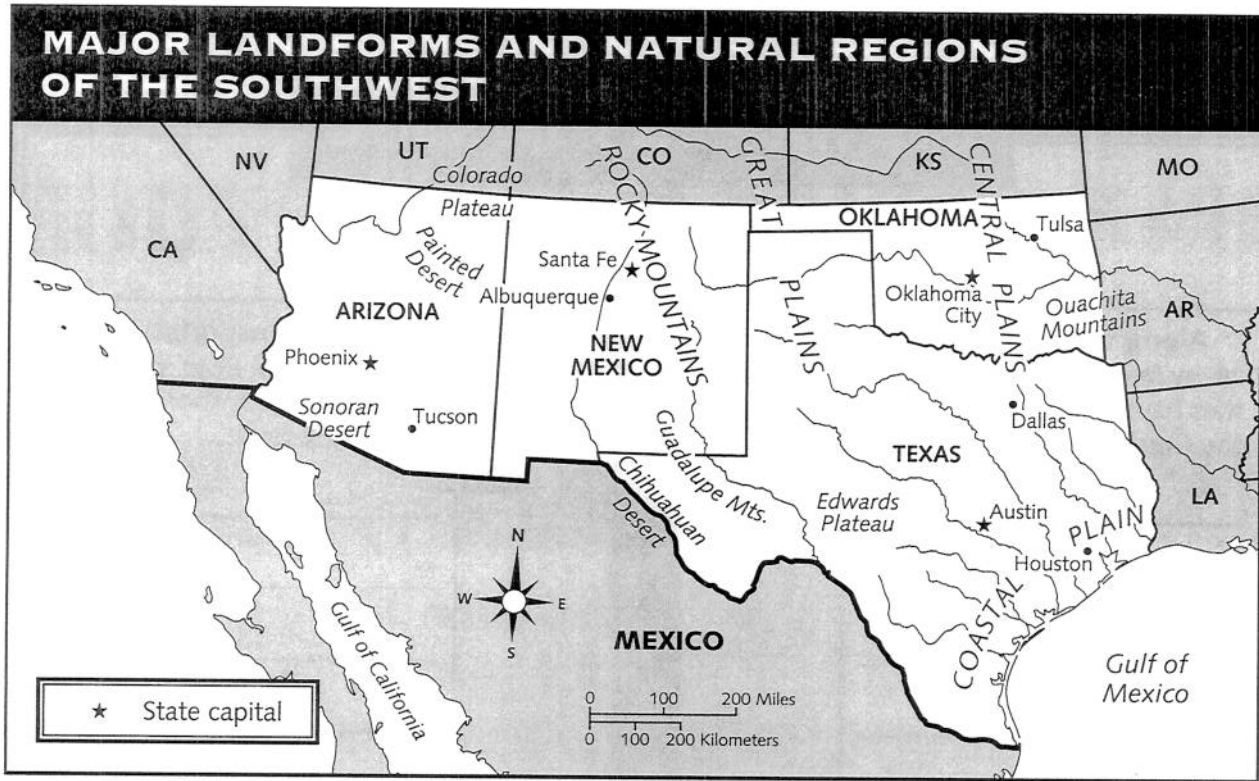


SOUTHWEST LANDFORMS



Identify Landform Regions on a Map

DIRECTIONS: Use the map below to answer the questions that follow.



1. Which landform covers the northeastern corner of Arizona? _____
2. In which natural region is Oklahoma City located? _____
3. In which natural region is Houston located? _____
4. Which city is shown at the edge of the Rocky Mountains?

5. Which state is most likely to have the most agricultural activity? Why?

6. What desert is Tucson located near? _____

Naming the Land

The names of many towns, cities, and physical features in the Southwest reflect the Indian and Spanish heritage of this region.

Recognize Cultural Heritage

DIRECTIONS: Use the information in the table below to answer the questions that follow.

PLACE-NAME	LANGUAGE	MEANING
Amarillo, TX	Spanish	"Yellow"—named for the color of the rocks and soil
Cimarron River, OK	Spanish	"Wild, untamed"
Harcuvar Peak, AZ	Mojave Indian	"There is very little water here."
Sandia Mountains, NM	Spanish	"Watermelon"—named for the mountains' pink color at sunset
Tucumcari, NM	Comanche Indian	"Lookout place"
Tulsa, OK	Muskogee Indian	"Our town"

- Which place-name describes the desert? _____

- Which place-names refer to the color of the land? _____

- Do you think the first settlers saw the Cimarron River as slow-moving and calm or as rapid and rough? Why? _____

- Do you think there is high ground at Tucumcari? Why or why not?

HOW TO READ A VERTICAL TIME LINE

One place where the Anasazi built settlements was beneath the towering rock walls of Chaco (CHAH•koh) Canyon, in what is today New Mexico.

Apply Chart and Graph Skills

DIRECTIONS: Use the time line at the right to answer the questions below. The *c.* before a date stands for *circa*, which means "around." The *c.* is used when historians do not have an exact date.

1. When did the Anasazi people begin building the Chaco Canyon roads?

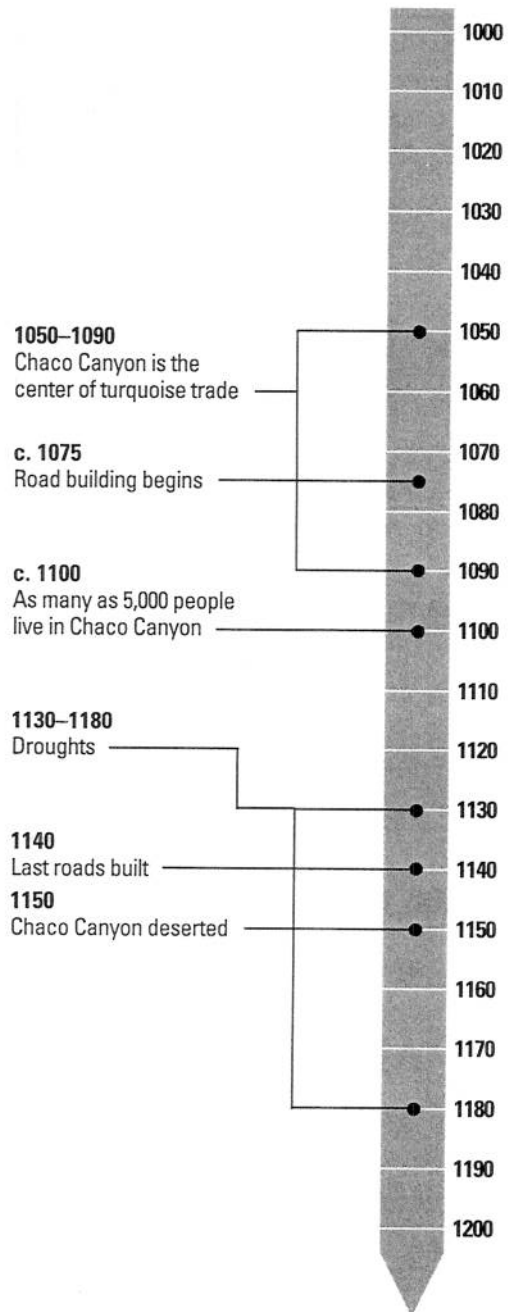
2. What was the last year in which Chaco Canyon roads were built?

3. In what year did as many as 5,000 people live in the Chaco Canyon community?

4. When did the droughts begin in Chaco Canyon? _____
5. How many decades did the droughts last?

6. By what year had the Anasazi people left Chaco Canyon? _____

CHACO CANYON CULTURE



The Growing SOUTHWEST

Use Graphs to Find Information

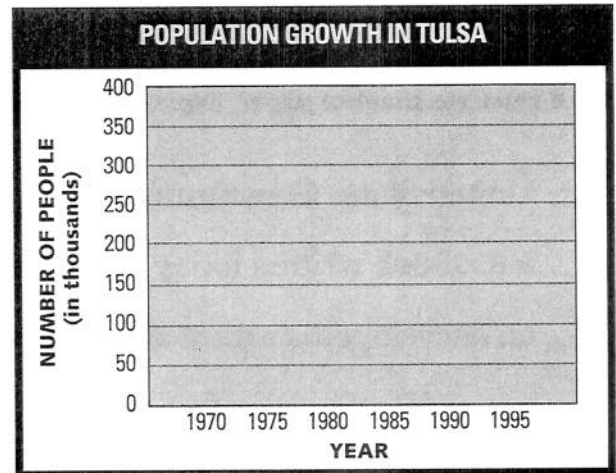
DIRECTIONS: Read the paragraphs and use the information in the table to complete the bar graph. Then answer the questions that follow.

Many cities in the Southwest region have grown very quickly. Among them is Tulsa, Oklahoma.

Tulsa was first settled in the 1830s as a Creek Indian village. When oil was discovered in the area in 1901, Tulsa became one of the fastest-growing cities in the United States. Today, it is a leading center of the nation's oil industry. It is also Oklahoma's busiest port.

Tulsa is located on the Arkansas River, hundreds of miles from the ocean. For many years only small boats could reach the city. That changed, however, when the McClellan-Kerr Arkansas River Navigation System was extended to Catoosa, 3 miles (about 5 km) east of the city. This waterway now links Tulsa with the Mississippi River, the Gulf of Mexico, and the Atlantic Ocean. Having a port has helped Tulsa continue to grow.

POPULATION GROWTH IN TULSA	
YEAR	POPULATION
1970	330,000
1975	332,000
1980	361,000
1985	374,000
1990	367,000
1995	375,000



1. What has generally happened to Tulsa's population since 1970?

2. In which five-year period did Tulsa's population decrease? _____
3. In your textbook you read about some of the reasons why Houston, Texas, has grown so quickly. How are the reasons for Tulsa's growth like the reasons for Houston's growth?

HOW TO TELL PRIMARY FROM SECONDARY SOURCES

A primary source is an eyewitness account made when someone who saw or took part in an event records it in some way. That way can be in writing, such as in a letter or a document of the time. It also can be through sculpture, videotape, audiotape, or pictures. Secondary sources give information written at a later time by someone who was not there to see what happened. They are made by people who relate what someone else saw or did.

Apply Reading and Research Skills

DIRECTIONS: Decide whether each of the items below is a primary or a secondary source. Then place a P for Primary or an S for Secondary to the left of each statement. On a separate sheet of paper, explain your answers.

- ___ United States Constitution
- ___ a textbook written today about an event that took place in 1861
- ___ an encyclopedia article about computers
- ___ a story written about a baseball game, based on the author's interview of people who saw the game
- ___ a soldier's diary describing a battle in which the soldier took part
- ___ an audio recording of someone describing a fire she helped put out
- ___ a photograph of a crime scene

Working Together to **SAVE A RIVER**

Think Creatively

DIRECTIONS: Think of a way that fourth graders from the United States and fourth graders from Mexico could work together to improve the Rio Grande's environment. Then fill out the Project Description Form below.

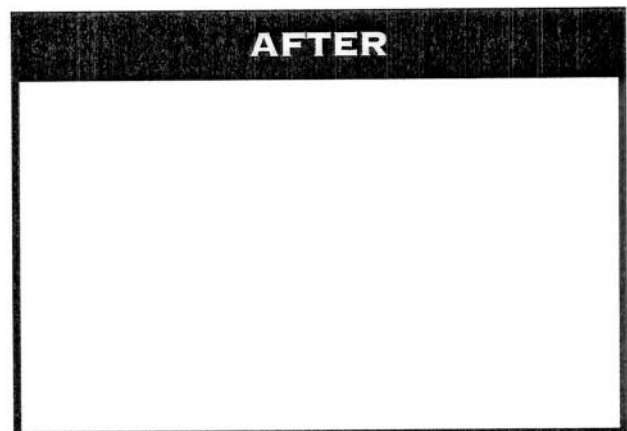
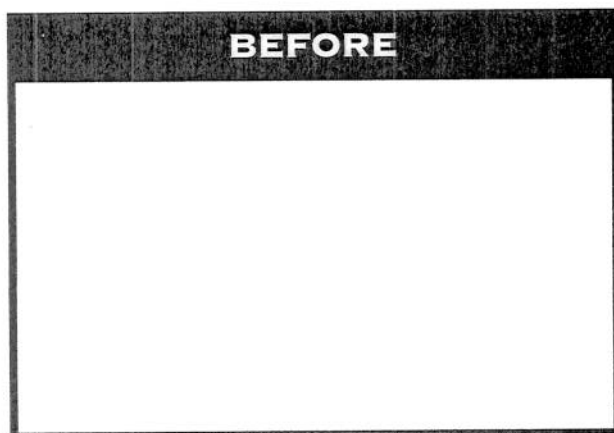
Project Description Form

1. What is your project called? _____

2. How will your project help the environment of the Rio Grande area?

3. How will you help fourth graders from the United States and fourth graders from Mexico work together? _____

4. In the Before box below, draw a picture of the Rio Grande area today. In the After box, draw a picture showing what the Rio Grande area might look like after your project is completed.



HOW TO RESOLVE CONFLICT BY COMPROMISE

Imagine that your city or town has passed a law against skateboarding on sidewalks or in playgrounds. As a result, some skateboarders have started skating in dangerous places, such as parking lots or drainage tunnels. Many skateboarders feel that the law is unfair.

Apply Participation Skills

DIRECTIONS: Use the process you learned in your textbook to help work out a compromise for this conflict. Write your answers on the lines below. Then compare your ideas for a compromise with those of a partner.

1. Identify what is causing the conflict.

2. State what each side wants.

3. Decide what each side wants most and what each side is willing to give up.

4. Look for ways that each side can get most of what it wants.

5. Take steps to see that the compromise will work over time.

A Changing Landscape

Connect Main Ideas

DIRECTIONS: Use this organizer to show what you have learned about the land, people, and history of the Southwest region. Complete it by writing a sentence or two to summarize the main idea of each lesson.

