



It's Where??? A Look at the Location of Our Territorial Capital and Why It Was Located There

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Grade Level 3
Duration 1-2 class periods

National Standards

GEOGRAPHY

The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places

Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

12. The processes, patterns, and functions of human settlement

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Reading

Key Ideas and Details

3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Integration of Knowledge and Ideas

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

3.G3.1 Describe the movement of people in and out of Arizona over time.

Global interconnections and spatial patterns are a necessary part of geographical reasoning.

3.G4.1 Describe how Arizona has changed over time.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.

Overview

When Arizona became a separate territory in the mid-1800s, a decision had to be made as to where to locate its new territorial capital. Many factors influenced the location, including physical geography, politics, economics, and transportation.

Purpose

In this lesson, students learn about different issues facing territorial Arizona, including the Civil War, and how such issues affected the choice of the capital's location. By examining maps, students will understand the importance of having enough facts to make an informed decision—in this case, where to locate our new territorial capital.

Materials

- Arizona Territorial Capital – Map 1
https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/SeppCapitalTerritory/AZ_Cap_09.pdf
- Map 1 Worksheet
- The Territory of Arizona (1863-1912)
- Crayons or colored pencils
- Arizona Territorial Capital – Map 2
https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/SeppCapitalTerritory/AZ_Cap2_09.pdf
- Issues Affecting the Choice for our Territorial Capital
- Map 2 Worksheet
- Arizona's First Capital
- Arizona's Cities, with Compass Rose
<https://geoalliance.asu.edu/sites/default/files/maps/AzcitiesCompassLatLong.PDF>

Objectives

The student will be able to:

1. Use maps to locate human and physical features.
2. Cite evidence from text that supports their opinions.

Procedures

Prerequisites: Students should know their cardinal directions (N,S,W,E) and their intermediate directions (NE, SE, NW, SW). Students should know the states that surround Arizona.

Teacher Note: This is a good time to point out the difference between capital vs. capitol:

capital – the governmental city of a political unit (such as a state capital like Phoenix, AZ or a national capital like Paris)

capitol – the building complex of the government, sometimes called the State House

SESSIONS ONE and TWO

1. Ask the following questions:
 - What is a capital city? (the official place where all of our governmental activities take place.) Sometimes, it is the largest city but not always. It may be near a physical feature such as a river.
 - How do you locate a capital on a modern map? (star)
 - What is the capital of Arizona today? (Phoenix)
 - Was it always our capital location? (no)
2. Where was our capital located prior to Phoenix? (It had various locations before it moved to Phoenix)
- Why would the people of Arizona keep moving the capital?
2. Relate that before Arizona became a state in 1912, it was a territory for almost 50 years. When it became a territory in the mid-1800s, the government had to determine the best location for its new territorial capital. So today, we will learn about how Arizona got its capital city.
3. Explain that they will be using 2 maps of Arizona and deciding where the first territorial capital should be located based on the facts shown on each map and information shared at that time.
4. Distribute Arizona Territorial Capital – Map 1, crayons, Map 1 Worksheet, and the Territory of Arizona reading.
5. As a guided reading activity, project and read aloud the information about Arizona becoming a territory. Emphasize the locations that are in **bold** in the reading. Students will then find the locations on Map 1. Students can work individually or be grouped to complete the worksheet.
6. At the end of the worksheet, the student will choose his/her location for Arizona's first territorial capital and why the location was chosen. Remind students that their decision is based on the facts of the map, and that this may or may not be the actual location of the new territorial capital.
7. Have students share their answers. Possible answers are:
 - Had water from rivers – Fort Yuma,
 - Had jobs in a mining town – Tubac, Fort Whipple
 - Near center of territory – Tucson
 - Had protection of a military forts – Fort Yuma, Fort Whipple, Ft. Mojave
8. Distribute the Arizona Territorial Capital –Map 2, Map 2 Worksheet, and Issues Affecting the Choice for our Territorial Capital reading.
9. As a guided activity, project and read Issues Affecting the Choice for our Territorial Capital while looking at Map 2.
10. Have students locate the 34° N parallel line on each side of their maps. Many of the early requests for an Arizona Territory wanted Arizona to be split from New Mexico along this line. This line would have been Arizona's northern border. On this map, the diagonal-lined area would have been the Arizona Territory and probably later the State of Arizona!
11. Ask, "Can you see how different our state would have looked if this had happened?" South of this line shows what was the Confederate Territory

- of Arizona for a short time during the Civil War (indicated by diagonal lines.) Explain that Arizona could only become a territory under the conditions of the Organic Act.
12. Allow time for students to complete Map 2 Worksheet. At the end of this worksheet, the student will again choose his/her location for Arizona's first territorial capital.
 13. Have students share their answers and why they chose that location. Possible answers:
 - Geography (physical location) – availability of water, terrain such as mountains and mountain passes, desert, forests, elevation, grasslands
 - Protection – threats from others such as Indian attacks, wars, location of military forts
 - Economic activities – mining, ranching, farming
 - Civil War – the desires of the North and the South for Arizona
 - Transportation – passable trails, flat lands for future railroad lines and roads,
 14. Explain that though there were many things that could have affected the location of our capital, the most important was the Civil War and politics in Arizona. **Share the correct answer as Fort Whipple.**
 15. Ask students why they believe the new territorial officials chose Ft. Whipple as the capital? What was there that would have attracted them to this location? What was not there?
 16. Conclude the lesson by projecting Arizona's First Capital with its timeline of how the capital moved around.

Assessment

ELA and Social Science

Map 1 and Map 2 Worksheets can be graded using the points assigned to each section. Mastery will be considered a score of 80% or higher.

Extensions

Have the students create a newspaper advertisement "selling" Phoenix as the capital.

Sources

Be It Enacted: The Creation of the Territory of Arizona by B. Sacks, M.D. Arizona Historical Foundation. 1964.

Founding A Wilderness Capital by Pauline Henson. Northland Press, 1965.

The Primary Source Document of the Organic Act that created the Arizona Territory:
HB 357 – US Congressional Document, Library of Congress and Debates, 1774-1875, 37th Congress, 2nd Session, Bill 537

Information about The Treaty of Guadalupe Hidalgo:
<http://www.loc.gov/rr/hispanic/ghtreaty/>

Gadsden Purchase:
http://en.wikipedia.org/wiki/Gadsden_Purchase