



# Location, Location, Location: Arizona and the Gadsden Purchase

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**Grade Level** High School  
**Duration** 2 class periods

## National Standards

### GEOGRAPHY

#### Element 1: 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

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

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### Integration of Knowledge and Ideas

11-12.RI.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

#### Writing

##### Text Types and Purposes

11-12.W.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of

## Arizona Social Science Standards

### Geography

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

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

#### future conditions on Earth's surface.

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

### HISTORY

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

HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.

HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.

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

HS.H3.3 Compare the ways in which economic philosophies influenced

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the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

political, economic, and social developments.

### **ECONOMICS**

**By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.**

HS.E2.3 Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.

**The domestic economy is shaped by interactions between government, institutions, and the private sector.**

HS.E4.2 Evaluate the economic conditions that lead to fiscal and monetary policy choices and explain their impact on households and businesses.

### Overview

The Gadsden Purchase is an example of an Arizona connection to the period of American migration called Westward Expansion. By studying the purchase, students gain insight into the political, geographic, and economic aspects important to various groups during this period of American history.

### Purpose

In this lesson students will gain a better understanding of the Gadsden Purchase: its key role in Western Expansion, the events leading up to the transaction, its opposition and final ratification, and the benefits the purchase provided to Arizona and the southwestern United States.

### Materials

- Computer and projection device
- Gadsden Purchase PowerPoint
- Vocabulary List
- Snapshot Timeline
- Timeline Organizer for Guided Lecture Notes and Answer Key
- Copy of Gadsden Purchase Treaty: December 30, 1853
- Economics Activity and Answer Key
- Student Writing Activity
- Gadsden Purchase of 1853 map  
<https://geoalliance.asu.edu/sites/default/files/maps/gadsden.pdf>

- Map of Optional Boundary Lines as Conveyed to Gadsden  
[https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/WhiteGadsdenPurchase/Gadsden\\_Purchase\\_Options.pdf](https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/WhiteGadsdenPurchase/Gadsden_Purchase_Options.pdf)
- Assessment and Answer Key

### Objectives

The student will be able to:

1. Describe the primary reasons for the Gadsden Purchase and why it is important in Westward expansion.
2. Analyze the key economic, political, cultural, and resource benefits as a result of the Gadsden Purchase as well as why Mexico would sell their land.

### Procedures

*Prerequisite Skills: The vocabulary for this lesson may require prior preparation. Included in the lesson and the PowerPoint are key terms to learn. These could be given to certain students the day before the lesson so they could be more familiar with the terms.*

#### **SESSION ONE**

*Note: Use the provided Gadsden Purchase PowerPoint presentation to complete procedures 1-6. Write the essential question: "Why acquire more land?" on the whiteboard.*

1. Slide 1 and 2: Begin the lesson, by having the students write down several reasons why some land

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(property) is more valuable than other land (property).

2. Have the students volunteer some responses to the question posed to them.
3. Slide 3: Discuss the reasons listed.
4. Slide 4-5: Discuss the essential question written on the whiteboard.
5. Slide 6: Address the question: "Why would the United States want to purchase more land in the desert Southwest?"
4. Slide 7: If necessary, review vocabulary terms that will be used in the lesson. Distribute the Vocabulary List to groups of students or students who could benefit from a copy of the words and their definitions.
5. Slide 8-26 Distribute the Timeline Organizer for Guided Lecture Notes and the Snapshot Timeline. Instruct students to use both sources (PPT and Snapshot Timeline) to complete the worksheet.
6. Narrate the slides to help students understand the chronology and the events.
7. If time, distribute the Gadsden Treaty document and have students **read** aloud the document.

### SESSION TWO

8. Begin the session by distributing and reading aloud the Gadsden Treaty document unless it was done in Session One.
9. Distribute the Economics Activity and have students determine the costs and benefits of the Gadsden Purchase.
10. Choose one or both of the following assessments.
  - Writing activity: Distribute Student Writing Activity. Explain that students will summarize Gadsden Purchase document by composing a press release that outlines the key benefits in a cost/benefit analysis and includes economic and political support for the treaty.
  - Assessment: Use the Gadsden Purchase map and student worksheets to answer the discussion points on this assessment. Students can work individually or in groups to complete the assessment.

## Assessment

### Social Sciences

The Timeline Organizer for Guided Lecture Notes and the Economics Activity can be graded for completeness and accuracy. Mastery will be considered a score of 80% or higher.

### ELA and Social Sciences

The Student Writing Activity can be graded using the point system provided. Mastery will be considered a score of 80 points or higher.

## Extensions

Civics (Government) classes may find several useful components to apply as appropriate in areas of slavery issues, appropriations, filibuster, powers of the legislature and executive branches, and ratification.

For a more challenging assessment, have students write a 1-page summary that reflects the correlation of the Gadsden Purchase Treaty to the politics of slavery, describes the economic opportunity costs, and gives the benefits of railroad transportation to the U.S.

## Sources

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(1999) Crabtree Press

Wagoner, Jay J., *Arizona: A Journey of Discover*  
(2005) Gibbs Smith

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