

Journey through Time: *Arizona, From Territory to Statehood*

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| Grade Level | 3-4 |
| Duration | 2 class periods |

National Standards

GEOGRAPHY

Element One: The World in Spatial Terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Element Two: Places and Regions

4. The physical and human characteristics of places.

Element Four: 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 Six: The Uses of Geography

17. How to apply geography to interpret the past.

AZ Standards

ELA

Informational Text

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.

4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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).

4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines) and explain how the information contributes to an understanding of the text in which it appears.

Writing

Text Types and Purposes

3.W.3 and 4.W.3 Write narratives to develop real or imagined experiences or

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.

4.G1.1 Use and construct maps and graphs to represent changes in the Americas 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.

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

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

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

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.

events using effective technique, descriptive details, and clear event sequences.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.

ECONOMICS

A financially literate individual understands how to manage income, spending, and investment.

3.E1.1 Describe and discuss industries and occupations that have shaped Arizona.

3.E1.2 Identify various forms of earning income in the state of Arizona.

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

3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.

3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.

Overview

Arizona celebrated 100 years of statehood on February 14, 2012. This lesson will take a look back at the 100 years of Arizona's past and recognize the human and physical processes that have shaped the state.

Purpose

In this lesson, students will learn about Arizona's early days and follow its path from territory to statehood. Students will learn about Arizona's various state capitals and early settlers as well as its symbols and culture.

Materials

- Student Worksheets
 - Journey Through Time—What's Your Role?
 - Role Play- Day in the Life Journal

- Role Play- Student Cards (18)
- Arizona State Symbols (Matching Cards)
- Arizona: Moving the Territorial Capital
- Arizona Acrostic (poem template)
- Arizona Outline Map
<http://alliance.la.asu.edu/maps/Arizona.pdf>
- Arizona Atlas, AZGA/Gibbs Smith Education, ISBN 9781423617990 (*optional, but eliminates some printing and searching for various maps*)
OR Various Maps of Arizona found on the Arizona Geographic Alliance website
<https://geoalliance.asu.edu/>
- Blank note cards

Objectives

The student will be able to:

1. Describe ways in which Arizona has changed over time from territory to statehood to today.

- Express elements that are unique to Arizona state and culture.
- Examine the people who have made a significant impact on the settlement of Arizona.
- Identify and locate physical and human features of Arizona.

Procedures

Prior to Class: Print off Role Play-Student Card sheets and cut into individual cards (18).

Note: You should have one card per student, so if you have more than 18 students, you may need two sets of the “group” cards (Rancher-Homesteader). It is recommended to not duplicate “people” cards because there was only one each of these historic people in Arizona history and the goal is to simulate the past!

SESSION ONE (Role Play)

- Anticipatory set- Before class, write on the board:
“Welcome to the Past!”

As students walk in the door, hand each one a blank note card and Role Play- Student Card. Ask them to read over the card silently once they have settled at their desks.

- Explain to students that they will be learning about Arizona’s past through the eyes of someone who lived during that time. Tell them that the card they were given will help them to understand what life was like for individuals and groups who lived in the state during territorial and early statehood days.

- Ask students to write one sentence describing who they are and something about their life onto the blank note card. (Example: “I am John Goodwin, the first governor of Arizona Territory” or “I am a miner looking for copper”).

Note: Have students hang onto these, they will be used later in the session.

- Hand out the Journey Through Time—What’s Your Role? worksheet. Using their Role Play-Student Card, have students create a timeline of important years and chronological list of events in the life of their individual or group.

- As students begin to finish, ask them to line up at the front/side of the classroom in chronological order to create a living timeline (using the *earliest* year on their timeline as a guide).

Note: Students will need to take their one sentence description note card from earlier with them.

- Once everyone has lined up, have each student read out loud the descriptive sentence about their person/group so that the class gets to know a little about each one. If there is room on the classroom

walls, have students take their note cards and affix them to the walls in chronological order.

- Have students return to their desks and hand out a Role Play- Day in the Life Journal worksheet to each student.

- Ask students to imagine what a day in the life of their person/group would have been like. Selecting one of the years from their Role Play- Student Card, they will write a daily journal entry describing the event.

Note: Use the present month/day of the lesson for students to use with the year to create the “historic date” at the top of the page.

- Encourage students to express what they may have felt, describe the physical land and weather, and also human/cultural elements that would have been part of their day. Point out to students that they will also draw a picture of their day at the bottom.

- Assessment- On the board/overhead write:

- What is your parent’s job?
- What is the job of your person/group?
- How are these jobs the same?
- How are these jobs different?

Ask students to reflect on the day’s activity and answer these questions (can be in their agenda, on a blank note card, sheet of paper, class journal, etc).

Homework: Have students take home their Role Play- Student Card and answers from the questions on the board and share with their family what they have learned about Arizona and how it compares to their lives today.

Note: Students will need to bring the Role Play-Student Card and Assessment questions/answers back the next day for class use and grading.

SESSION TWO (Symbols & Mapping)

Prior to Class: Print and cut out the Arizona State Symbols (Matching Cards).

- Anticipatory set- As students come in the door, randomly hand each one Arizona State **Category**, **Name**, or **Picture** card. Once all students have arrived, tell them they will be learning more about Arizona, beginning with the state symbols.
- Give students 5 minutes to get out of their seat and match the Category, Name, and Picture cards. As “sets” are matched, tape to the board or wall.
- Have students return to their desks and as a class (or using page 4 and 5 of the Arizona Atlas), check that their matched “sets” are correct.
- Hand out the Arizona: Moving the Capital worksheet and Arizona Outline Map. Students will use the Arizona Atlas or various maps of Arizona to complete.

Note: Students will also need their Role Play-Student Card from the previous session.

5. As students finish the mapping activity, divide the class into small groups of 4-5 and ask students to take turns sharing a little about their person/group.
6. Hand out one Arizona Acrostic worksheet to each group. Direct students to brainstorm and create an acrostic poem that represents the people, places, symbols, and culture of Arizona.
7. Assessment- Write the words "Physical" and "Human" on the board/overhead. Going back to the matched "sets" of state symbols from the beginning of class, read/show each one and have the class determine if that is a "Physical" or "Human" feature of Arizona.

Assessment

Social Science:

- **What's Your Role? Timeline:** Students will be able to satisfactorily plot and list event years in chronological order with 80% (or higher) accuracy.
- **Arizona: Moving the Capital and Arizona Outline Map:** Students will be able to answer and identify with 80% (or higher) accuracy the correct placement of places and items onto the map.
- **Arizona State Symbols:** Students can be given a quiz on the state symbols. Mastery will be considered a score of 80% or higher.

ELA

- **Role Play- Day in the Life Journal:** Students will be able to satisfactorily identify elements relevant to their character and Arizona. There should be a strong presence of voice related to their person/group. Picture should relate to written journal entry. Students should score 4 or higher on the 6 Traits Writing Rubric in the areas of Voice and Ideas.
- **Arizona Acrostic:** Students will be able to satisfactorily complete 80% (or higher) of the letters in the poem with information relevant to the people, places, symbols, and culture of Arizona.

Extensions

Math- Use the scale to measure the distance the state capital traveled from Fort Whipple to Prescott, Tucson to Prescott, Phoenix to Tucson, etc., on the labeled Arizona Outline Map.

Science- Describe how science and technology (e.g., air conditioning, medicine, irrigation, railroads) have improved the lives of people in Arizona from territorial times to today.

Social Studies- Explore people from Arizona's more recent past that have made a significant impact.

- Caesar Chavez
- Ernest McFarland
- Barry Goldwater
- Sandra Day O'Connor
- Navajo Code Talkers
- Carl Hayden
- John McCain

Writing- Use the name of the person or group from the Role Play- Student Card to write an acrostic poem of their interaction, involvement, and importance to early Arizona History.

Visual/Performing Arts- Write a play involving several of the people/groups from the Role Play-Student Cards. Find props that represents the people, places, symbols, and culture of Arizona.

Sources

Printed

Arizona Historical Society. Arizona Recollections and Reflections: An Arizona Centennial History makers Commemoration. 2011.

Benedict, Irene. Stories written by The First Families of Arizona. 1998.

Gibbs Smith/AZGA Arizona State Atlas, ISBN9781423617990

Lockwood, Frank C. Pioneer days in Arizona: from the Spanish occupation to statehood. 1932.

VanderMeer, Philip. Desert visions and the making of Phoenix, 1860-2009. 2010.

Images

Arizona Symbols

http://azgovernor.gov/AZSpotlight/Kids_Facts.asp

Arizona State Library, Archives and Public Records, History and Archives Division, Phoenix, #94-7383, Arizona Memory Project

<http://azmemory.azlibrary.gov/cdm/landingpage/collection/histphotos>