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

Students will learn about Arizona’s transition from territory to statehood while exploring the state capitals, founding people, symbols, and culture.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Grade Level</td>
<td>4</td>
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<tr>
<td>Duration</td>
<td>2 class periods</td>
</tr>
</tbody>
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### National Geography Standards

**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.

**ELEMENTS: THE USES OF GEOGRAPHY**

17. How to apply geography to interpret the past.

### Arizona Geography Strand

#### Concept 1: The World in Spatial Terms

**PO 1.** Use different types of maps to solve problems (i.e., road maps –distance, resource maps-products, historical maps-boundaries, thematic map-climates).  
**PO 2.** Interpret political and physical maps using the following map elements:  
- title  
- compass rose (cardinal and intermediate directions)  
- symbols  
- legend  
- scale  
- road map index  
- grid (latitude and longitude)

**PO 6.** Locate physical and human features using maps, illustrations, images, or globes:  
- human (i.e., state, county, roads, railroads)

**PO 7.** Locate physical and human features in Arizona using maps, illustrations, or images:  
- human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott)

#### Concept 2: Places and Regions

**PO 2.** Describe ways in which Arizona has changed over time from statehood to today.

### Other Arizona Standards

**Strand 1 American History**

**Concept 1: Research Skills for History**

**PO 1.** Use the following to interpret historical data:  
- graphs, tables, charts, and maps

**Concept 6: Civil War and Reconstruction**

**PO 1.** Describe events in Arizona during the Civil War:  
- Arizona becomes a territory

**Concept 7: Emergence of the Modern United States**

**PO 1.** Describe the economic development of Arizona:  
- mining  
- ranching  
- farming and dams

**PO 2.** Describe the advent of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona’s growth and economy.  
**PO 3.** Identify key individuals and groups related to Arizona territorial days and early statehood (e.g., Charles Poston, Sharlot Hall, George W.P. Hunt).

**PO 4.** Recognize that Arizona changed from a territory to a state on February 14, 1912.

**Strand 3 Civics/Government**

**Concept 1: Foundations of Government**

**PO 1.** Describe state and national symbols and monuments that represent American democracy and values:  
- Arizona symbols (e.g., seal, flag)
Concept 4: Human Systems

PO 5. Describe the major economic activities and land use patterns (e.g., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied.

PO 3. Describe Arizona’s transition from territory to statehood:
   a. locations of capital
   b. founding people
   c. Arizona’s constitution

PO 4. Describe the varied backgrounds of people living in Arizona:
   a. shared principles, goals, customs and traditions

ELA Common Core Standards
Reading
Literature
Key Ideas and Details
4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Informational Text
Key Ideas and Details
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
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
4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Journey through Time: Arizona, From Territory to Statehood

Overview

Arizona has a rich history that abounds in connections to geography and civics. As the celebration of the Centennial has passed, we 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 while exploring the movement of capitals, founding people, 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 Capital
  - Arizona Acrostic
  - Arizona Outline Map
    [http://alliance.la.asu.edu/maps/Arizona.pdf](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
- 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.

2. Express elements that are unique to Arizona state and culture.

3. Examine the people who have made a significant impact on the settlement of Arizona.

4. 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)

1. 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.

   2. 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.

   3. 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.

   4. 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.

   5. 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.

   6. 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.

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

8. 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.

9. 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.

10. Assessment- On the board/overhead write:

1. What is your parent’s job?
2. What is the job of your person/group?
3. How are these jobs the same?
4. 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).

1. Anticipatory set- As students come in the door, randomly hand each one Arizona State Symbol Category, Name, or Picture card. Once all students have arrived, tell them they will be learning more about Arizona, beginning with the state symbols.
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- **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 other people from Arizona’s past and present that have made a significant impact.
- Caesar Chavez
- Geronimo
- Barry Goldwater
- Sandra Day O’Connor
- Janet Napolitano
- John McCain
- Sheriff Joe Arpaio

**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**


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


**Online**

A History of Chinese Immigration into Arizona
http://www.hilwerda.com/A%20HISTORY%20OF%20CHINESE%20IMMIGRATION%20INTO%20ARIZONA%20TERRITORY.pdf

Sharlot Hall Museum
http://sharlot.org/

**Images**

Arizona Symbols

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
- Sharlot Hall (id/17868/rec/15)
- Charles Poston (id/21654/rec/4)
- George W.P. Hunt (id/20005/rec/4)
- Carl Hayden (id/19424/rec/2)
- Rancher (id/19458/rec/12)
- Farmer (id/15438/rec/7)
- Miner (id/20939/rec/26)
- Town Sheriff (id/16133/rec/2)
- Store Owner (id/19808/rec/1)
- Government Official (id/21056/rec/6)
- Railroad Worker (id/17685/rec/1)
- Chinese Immigrant (id/14527/rec/2)
- Judge (id/20352/rec/20)
- Banker (id/23102/rec/6)
- Homesteader (id/26893/rec/9)

National Park Service, History
Yavapai Tribe Member
http://www.nps.gov/history/history/online_books/mocaa/images/fig40.jpg

University of Arizona Library
John Noble Goodwin
http://southwest.library.arizona.edu/hav3/fig8.jpg

The Robinson Library, with Permissions Granted
John Gadsden