

WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *Arizona Government and Economy*, one of several books in our State History series. Since this curriculum was designed by teachers, we are positive that you will find it to be the most useful program you have ever utilized to teach students about the Arizona's government and economy. We would like to take a few moments to familiarize you with the program.

THE FORMAT

Arizona Government and Economy is a 10 lesson program. Our goal is a curriculum that you can use the very first day you purchase our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the 10 lessons requires students to complete vocabulary cards, read about a government or economy topic, and complete a Reading comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, thought provoking discussion questions, mapping activities utilizing cardinal and intermediate directions, grid math, primary and secondary source research activities, creating color-coded maps, following directions, graphing, and growing citrus are the types of activities that will guide students through their journey of *Arizona Government and Economy*.

THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *Arizona Government and Economy*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to photocopy before beginning each lesson. The answers to all activities, quizzes, and comprehension questions can be found on pages 124-132.

THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 118-123 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words four times throughout their study of *Arizona Government and Economy*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

ARIZONA'S SOCIAL STUDIES STANDARDS

Arizona Government and Economy was designed to align with the current State Standards for Social Studies. These standards serve as a framework for Arizona Social Studies curricula by providing student performance expectations in the areas of American History, World History, Civics/Government, Geography, and Economics. On pages viii-ix, you will find quick reference charts listing the five standards and the lessons and activities in *Arizona Government and Economy* that correlate with these standards.

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LESSONS AT A GLANCE



1. Before reading Arizona's Government, students will:

- complete Vocabulary Cards for *abused, accused, adobe, adopted, alfalfa, appeal, astronomers, attorney general, bales, botanical, boundaries, canals, capital, casino, caverns, child custody, citizens, civil rights, communications, conserve, constitution, delegates, elected, enforce, fertile, formations, founded, gallows, governor, industries, inspector, irrigate, jaywalking, jury, legislators, lumbering, majority, manufacturing, military, mission, monuments, Mormon, native, observatory, petition, petrified, pioneer, presidio, recycling, refuge, reservation, resort, resources, secretary of state, shoreline, souvenirs, Supreme Court, territory, tourism, transport, treasurer, uranium, veto.* (pg. 1)

After reading Arizona's Government (pps. 2-6), students will:

- answer Arizona's Government Reading Comprehension Questions. (pg. 7)
- read about Citizenship and answer discussion questions. (pps. 8-9)
- create a color-coded map of Arizona's Counties. (pps. 10-11)
- research and create a piece of a giant Arizona County Puzzle. (pps. 12-33)
- take a Vocabulary Quiz for Arizona Government and Economy Part I. (pps. 34-35)

2. Before reading Arizona's Native Americans, students will:

- complete Vocabulary Cards for *allies, ancestors, autobiography, barren, biographies, Catholic, Christianity, convert, cultural, customs, environmental, hogans, income, influenza, preserved, pueblo, raiding, sage, smallpox, timber.* (pg. 1)

After reading Arizona's Native Americans (pps. 36-42), students will:

- answer Arizona's Native Americans Reading Comprehension Questions. (pg. 43)
- complete discussion questions for Arizona's Native Americans. (pg. 44)
- create a color-coded map for Arizona's Native American Reservations. (pps. 45-46)
- differentiate between primary and secondary sources. (pg. 47)
- use primary and secondary sources to complete Find the Fib activity. (pps. 48-49)
- take a Vocabulary Quiz for Arizona Government and Economy Part II. (pps. 50-51)

LESSONS AT A GLANCE



3. Before reading Arizona's Economy, students will:

- complete Vocabulary Cards for *climate, construction, factories, invented, mineral, profit, public transportation, steamboats, wage*. (pg. 1)

After reading Arizona's Economy (pps. 52-56), students will:

- answer Arizona's Economy Reading Comprehension Questions. (pg. 57)
- complete discussion questions for Arizona's Economy. (pg. 58)

4. Before reading The Great Depression, students will:

- complete Vocabulary Cards for *admired, ammunition, campaign, cargo, charity, disability, Europe, illegal, minimum, paralyzed, polio, restoring, retired, secure, tutors, unemployed*. (pg. 1)

After reading The Great Depression (pps. 59-60), students will:

- answer the Great Depression Reading Comprehension Questions. (pg. 61)
- complete discussion questions for the Great Depression. (pg. 62)
- read about Franklin D. Roosevelt and answer discussion questions. (pps. 63-64)
- take a Vocabulary Quiz for Arizona Government and Economy Part III. (pps. 65-66)

5. Before reading World War II, students will:

- complete Vocabulary Cards for *atomic, defeated, dictators, livestock, loyalty, relocation, sawmill, smelters, smuggled, surrender, vessels*. (pg. 1)

After reading World War II (pps. 67-70), students will:

- answer World War II Reading Comprehension Questions. (pg. 71)
- complete discussion questions for Japanese Relocation Centers. (pg. 72)
- use cardinal and intermediate directions to plot Japanese Relocation Centers on a map. (pps. 73-76)
- follow written directions to make a P-47 Thunderbolt model. (pps. 77-83)

6. Before reading Arizona's 5 Cs: Cattle, students will:

- complete Vocabulary Cards for *breed, Civil War, colony, imported, Netherlands, Scotland, Vikings*. (pg. 1)

After reading Arizona's 5 Cs: Cattle (pps. 84-85), students will:

- answer Arizona's 5 Cs: Cattle Reading Comprehension Questions. (pg. 86)
- identify and describe each of Arizona's most popular cows. (pg. 87)
- use number and letter coordinates to complete Cattle Grid Math. (pps. 88-90)

LESSONS AT A GLANCE



7. Before reading Arizona's 5 Cs: Copper, students will:
- complete Vocabulary Cards for *mined, North America, prehistoric, shafts*. (pg. 1)

After reading Arizona's 5 Cs: Copper (pps. 91-92), students will:

- answer Arizona's 5 Cs: Copper Reading Comprehension Questions. (pg. 93)
- use cardinal and intermediate directions to locate copper mines on an Arizona map. (pps. 94-96)

8. Before reading Arizona's 5 Cs: Cotton, students will:
- complete Vocabulary Cards for *fertilizing, harvested, plateau, precipitation, tilling*. (pg. 1)

After reading Arizona's 5 Cs: Cotton (pps. 97-98), students will:

- answer Arizona's 5 Cs: Cotton Reading Comprehension Questions. (pg. 99)
- use primary and secondary sources to create a Cotton Fact Card. (pps. 100-102)

9. Before reading Arizona's 5 Cs: Climate, students will:
- complete Vocabulary Cards for *arid, buttes, elevation*. (pg. 1)

After reading Arizona's 5 Cs: Climate (pps. 103-104), students will:

- answer Arizona's 5 Cs: Climate Reading Comprehension Questions. (pg. 105)
- create a Bar Graph of Arizona's climate in 1940. (pps. 106-108)
- use the Bar Graph to answer questions about Arizona's climate in 1940. (pg. 109)

10. Before reading Arizona's 5 Cs: Citrus, students will:
- complete Vocabulary Cards for *annually, extracted, mandarins, marmalade, nutrients, orchards, processed, transplanted*. (pg. 1)

After reading Arizona's 5 Cs: Citrus (pps. 110-111), students will:

- answer Arizona's 5 Cs: Citrus Reading Comprehension Questions. (pg. 112)
- plant three types of citrus and complete observation charts for each. (pps. 113-115)
- take a Vocabulary Quiz for Arizona Government and Economy Part IV. (pps. 116-117)

