

DO Arizona!

by Amy Headley
and Victoria Smith



On behalf of Splash! Publications, we would like to welcome you to *Do Arizona!* Since the curriculum was designed by teachers, we are positive that you will find it to be the most comprehensive program you have ever used to teach Arizona History. We would like to take a few moments to familiarize you with *Do Arizona!*

THE FORMAT

Do Arizona! is a two-book set consisting of a Teacher's Edition and a Teacher's Resource. The Teacher's Edition contains all of the student information pages. The Teacher's Resource includes all of the activities for the curriculum. Our goal is a curriculum that you can use the very first day you receive our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to find. Simply open the book and start teaching.

Do Arizona! is divided into four sections. The first section is Arizona Geography, followed by Arizona Plants and Animals, Arizona History and Government, and Arizona's 5 Cs. Each of the 20 lessons requires students to complete vocabulary cards, read about an Arizona topic, and complete a comprehension activity that will expose them to various standardized test formats. In addition, some lessons will include vocabulary quizzes, mapping and graphing, puzzles, research and writing, time lines, and following directions activities. Whether they're designing a travel brochure, recreating a Native American dwelling, growing citrus plants, or writing about their adventures as a soldier in the Mexican War, your students will marvel at the rich heritage, beauty, and constant activity that Arizona has to offer them. Students will need scissors, glue, and coloring pencils to complete many of the activities.

Some of the activities require students to use information from previous lessons they've studied in the section. For this reason, we strongly suggest that students use a binder in which to keep copies of the information they have read. You may simply want to make copies of the entire section for each student before beginning.

THE LESSON PLANS

On the next several pages you will see the Lesson Plans for the entire curriculum. When you need to make copies of the student information pages, we have listed the page numbers and the initials T.E. for Teacher's Edition. Likewise, when you need to make copies of the activities, we have listed the page numbers and the initials T.R. for Teacher's Resource. The answers to all activities, quizzes, and comprehension questions are located on pages 179-203 of the Teacher's Resource Book.

THE STATE SOCIAL STUDIES STANDARDS

Do Arizona! was designed to align with the State Standards for Social Studies. These standards serve as a framework for Arizona Social Studies curriculums by providing student performance expectations in the areas of History, Civics/Government, Geography, and Economics. On pages x-xv, you will find quick reference charts listing the four standards and the activities in the Teacher's Resource that correlate with these standards.

OTHER CONTENT AREAS

Do Arizona! integrates Social Studies content and all other areas of the elementary curriculum. You will find that most of the activities in the Teacher's Resource focus not only on Social Studies content, but on Reading, Math, Language, and Art as well. Again, we have listed this information in the quick reference charts found on pages x-xv.

THE LITERATURE STUDY

We have included a complete Literature Study on pages 80-98 of your Teacher's Edition. The Literature Study focuses on the subjects of Arizona, frontier life, westward expansion, territorial days, and Native Americans. The Literature Study begins with a Teacher letter outlining the features of this unit which include an Annotated Bibliography, Discussion Cards for use in Discussion Groups, Comprehension and Vocabulary activities, Writing activities, Book Talks, and a Record Sheet.

THE VOCABULARY

Many of the student information pages feature words in bold type. We have included a Glossary on pages 76-79 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written at a fourth grade level. 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 during each of the four sections.

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.

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Revised Edition, 2004

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Illustrations and cover design by Victoria J. Smith

ISBN 9-0747051-0-1

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TERRITORIAL DAYS

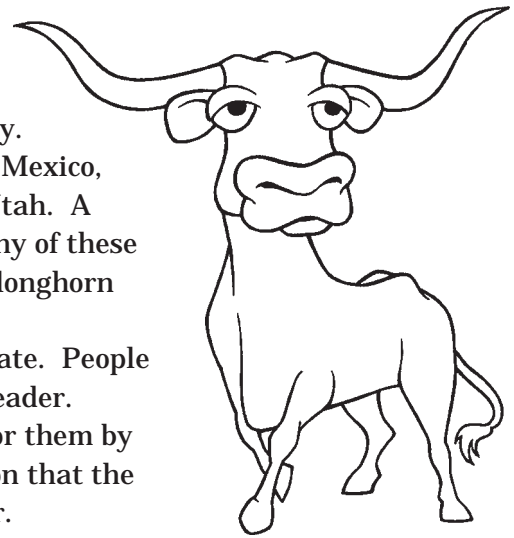


After the Mexican War, Arizona did not automatically become a state. It also did not have the name "Arizona" yet. The land that would one day become Arizona was purchased by the United States in the Gadsden Purchase.

In 1850, Congress created the New Mexico Territory. The huge territory included the present-day state of New Mexico, part of Colorado, all of Arizona, and parts of Nevada and Utah. A large number of settlers moved into the new territory. Many of these people were cattle ranchers from Texas who brought their longhorn cattle to graze on the territory's grasslands.

Being part of a territory is not like being part of a state. People who are part of a state can vote for a governor to be their leader. People who live in a territory have their governor chosen for them by the president of the United States. It may not be the person that the people want, because they did not get to vote for him or her.

A governor was chosen for the territory, but he lived in Santa Fe, New Mexico. The settlers in Arizona were afraid that he was too far away from them. Arizona's settlers wanted to be a state, but first they wanted to be a territory by themselves, without New Mexico. This way they would have their own governor who would live close enough to them to understand their problems.



LONGHORN COW

SLAVERY

While the New Mexico Territory was being settled, a battle was brewing in the United States over the issue of slavery. Since the early 1500s, slavery had been a part of America. Huge ships traveled to Africa where black people were captured and taken to America. Once in America, they were sold as slaves to white farmers who forced them to work on their tobacco and cotton plantations.

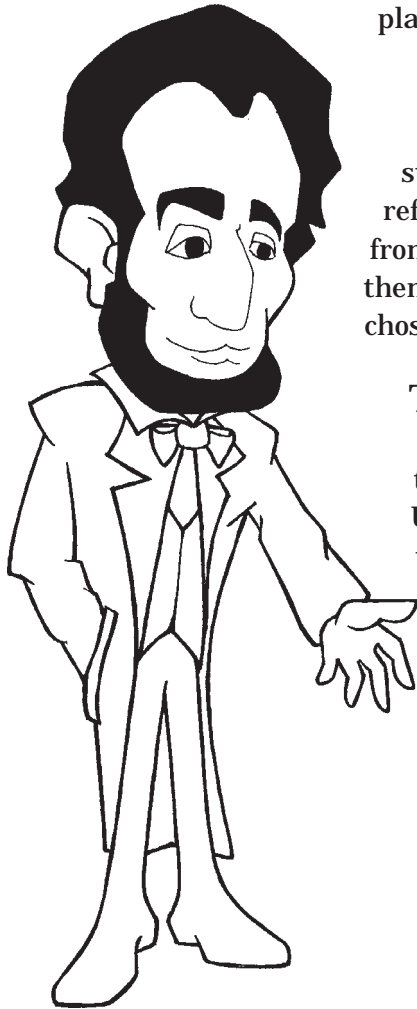
The slaves were the property of their owners, or masters. They worked in the fields from morning until night. Slaves were paid no money, fed little food, and given poor clothing. They were not allowed to go to school and their white masters could beat them at any time for any reason. If slaves had any children, they too belonged to their white masters.

The New Mexico Territory already had a long history of slavery. Under Spain's control, the Spanish settlers had forced the Native Americans to be their slaves. During the 1850s, gold, silver, and copper were discovered in Arizona. These discoveries brought many new settlers to Arizona who brought their slaves with them.

THE NATION DIVIDES

Many people in the United States disagreed with slavery. They felt it was wrong to own other human beings and force them to work without pay. The settlers who lived in the southern part of the United States argued that they needed slaves to work on their plantations. The settlers who lived in the northern part of the United States wanted slavery to end.

In 1860, Abraham Lincoln was elected president of the United States. President Lincoln agreed with the Northern states. He promised to abolish slavery. The Southern states refused to be told what to do by President Lincoln. They separated from the United States and formed a new nation. They called themselves the Confederate States of America. The Confederacy chose Jefferson Davis from Mississippi to be its president.



PRESIDENT ABRAHAM LINCOLN

THE CIVIL WAR

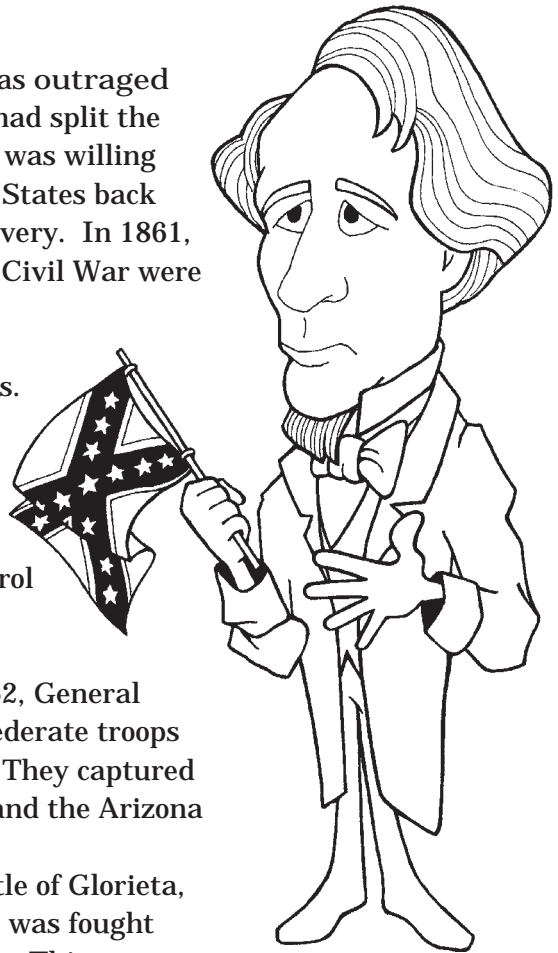
President Lincoln was outraged that the Southern states had split the United States in half. He was willing to fight to put the United States back together and outlaw slavery. In 1861, the first shots of the Civil War were fired.

Many settlers in Arizona owned slaves. As a result, many Arizonans fought for the Confederacy. The Confederacy planned to take control of the New Mexico Territory and California. In 1862, General

H. Sibley led 2,300 Confederate troops across the Texas border into the New Mexico Territory. They captured Albuquerque and Santa Fe in present-day New Mexico and the Arizona city of Tucson.

A few months later, the Confederacy lost the Battle of Glorieta, forcing them out of New Mexico. In April, 1862, a battle was fought at Picacho (pih•CAH•choh) Pass in present-day Arizona. This was the only Civil War battle fought on Arizona's soil. By August 1862, the Civil War in the New Mexico Territory was over. More than 1,300 people had lost their lives in the territory's Civil War battles.

Three years later, in 1865, the Civil War ended for good. Slavery was abolished and the United States was made whole again. The Southern states were required to free their slaves and change the way they treated their black citizens. The Civil War only lasted four years, but it took much longer for these changes to be made.



PRESIDENT JEFFERSON DAVIS

THE ORGANIC ACT

In 1863, while the Civil War was still being fought, President Lincoln signed the Organic Act, allowing Arizona to become its own territory. President Lincoln hoped that Arizona's gold and silver discoveries would help pay for the nation's Civil War debts. Arizona's first governor, John N. Goodwin, set up his headquarters at Fort Whipple, near Prescott.

NATIVE AMERICAN CONFLICTS

As soon as the Civil War fighting ended in the Arizona Territory, settlers poured into the area. The Navajo (NAH•vuh•hoe) and Apache peoples watched helplessly as their hunting territories were taken over by white farmers. The Native Americans attacked the white settlements, burned their homes, stole their cattle and sheep, and killed entire families.

The United States Army sent General James Carleton to stop the Navajo and Apache. General Carleton ordered his soldiers to kill all Navajo and Apache men and take their women and children as prisoners. Colonel Christopher "Kit" Carson, the famous mountain man, was put in charge of the operation.

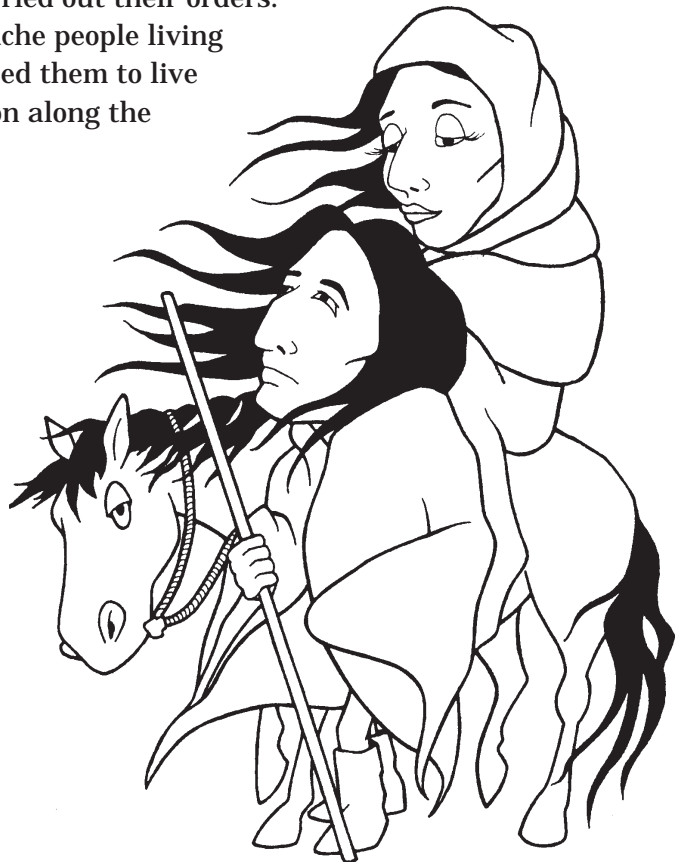
As a mountain man, Kit Carson had lived among the Native Americans, learned to speak their languages, and even made friends with many of them. As a soldier in the United States Army, he obeyed his military leaders and carried out their orders. Colonel Carson and his men attacked the Apache people living in Arizona and southern New Mexico and forced them to live on the Bosque (bos•KAY) Redondo Reservation along the Pecos River.

THE LONG WALK

After moving the Apache people to a reservation, Colonel Carson and his men went after the Navajo people. Unlike the Apache who survived only by hunting, the Navajo also depended upon their farms and raising sheep for food.

Carson's troops destroyed the Navajo's crops and killed their animals. Instead of killing all of the Navajo men like he had been ordered to do, Colonel Carson rounded up all of the Navajo people and led them on a 300-mile journey to the Bosque Redondo Reservation.

The journey, known as the Long Walk, took the lives of hundreds of Navajo people. There wasn't enough food or blankets for the 7,000 people who were forced to make the journey. Those who didn't starve or freeze to death arrived at the reservation to find that it was not fit for farming or anything else. Many more Native Americans died during the first two years living on the reservation. Others, like Geronimo and his Apache warriors, escaped.



GERONIMO

Geronimo was one of history's most violent Apache war leaders. In 1850, his wife and children were killed during a raid by Mexicans. This event caused Geronimo to have a hatred for all Mexicans. In 1885, Geronimo and a group of 35 Apache warriors escaped from their reservation in eastern Arizona. The group also included 109 Apache women and children.

Within four weeks, Geronimo and his group had traveled more than 1,200 miles, killed 38 people, and stole 250 horses and mules. His attacks against the Mexican soldiers were so violent, they called out in fear to San Geronimo which is Spanish for Saint Jerome. Geronimo took this as his warrior name. Army troops chased after Geronimo and his warriors, but the small group fled safely to Mexico and hid.

The United States government planned to completely destroy the Apache. Soldiers were ordered to kill every Native American man and capture the women and children.

News that his people were going to be killed convinced Geronimo to come out of hiding and surrender. Geronimo was captured and forced to sign a treaty. He promised to move his people to Florida. Two days later, Geronimo escaped and continued his raids. He was captured six months later. The United States government moved Geronimo and 450 Apache men, women, and children to prisons in Florida.

In 1894, Geronimo and his people were released from prison. They were moved to a small reservation in Oklahoma. In Oklahoma, the Apache raised cattle and sheep. Geronimo eventually gave up his violent ways and lived peacefully.



GERONIMO

MANUELITO (man•well•LEE•toe)

Geronimo was not the only Native American who was angry that his people were forced to move to reservations. Manuelito was a Navajo leader who watched helplessly as Kit Carson and his soldiers burned Navajo homes and destroyed their crops and animals. When his people were forced to walk to Bosque Redondo, Manuelito and a small group of warriors escaped. They survived for three years by stashing food along their escape route and hiding in places like the Grand Canyon and the Zuni Mountains.

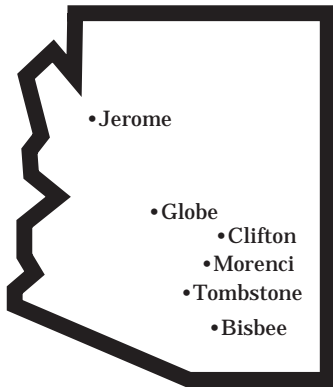
After three years of avoiding capture, a wounded and tired Manuelito and 33 of his warriors finally surrendered. He was marched through the streets of Santa Fe and held at the Fort Sumner Reservation in New Mexico.

In 1868, Manuelito and 24 other Navajo leaders signed a treaty with the United States. The treaty allowed the Navajos to return to their original territory in northwestern New Mexico and northeastern Arizona, where the Navajo Nation still lives today. Before his death in 1893, Manuelito served as a Navajo leader and traveled to Washington to help his people gain more land. Manuelito also became the first Navajo to send his children to school outside of the reservation.

ARIZONA'S PROGRESS

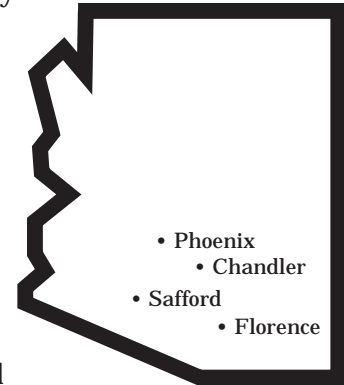
Battling the Native Americans did not keep Arizona from making progress. The discovery of gold and silver brought many miners to the territory. Farmers began irrigating their fields with canals dug by the ancient Hohokam (hoe•HOE•kum) peoples. Ranching became important. Arizona's most important mineral, copper, had been discovered and copper mining became highly developed. Especially important to Arizona was the arrival of the Southern Pacific Railroad from California in 1877, and the completion of the Roosevelt Dam in 1911.

The territory's people were just as important as the territory's progress. Many new people were coming to Arizona, especially since the Native Americans had been forced to live on reservations and the threat of attacks was getting less and less. Many of the people who came to Arizona arrived from the East where land was in short supply and the cities were crowded. These people



traveled to Arizona in search of wide open spaces where they could build towns and raise families.

Cattle and sheep ranchers were responsible for starting the towns of Phoenix, Chandler, Safford, and Florence.

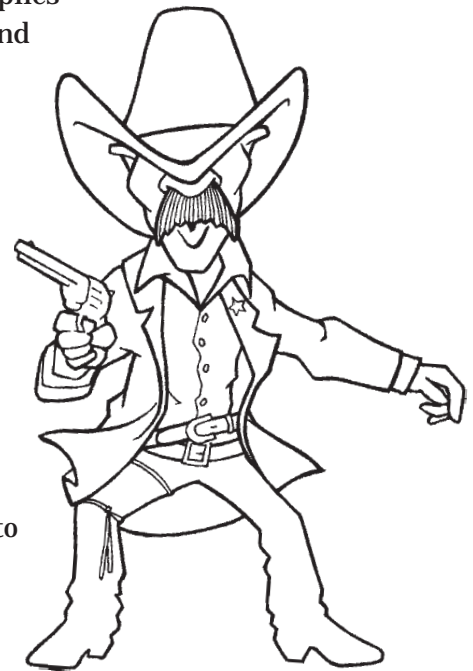


Miners searching for silver, gold, and copper helped start the towns of Tombstone, Bisbee, Globe, Clifton, Morenci, and Jerome. As these towns began to grow, store owners with supplies

were needed in the towns. Doctors, nurses, lawyers, ministers, and teachers soon arrived in the new towns. The population of Arizona became a mix of people from all over the world who wanted to see the Arizona Territory grow.

ARIZONA'S OUTLAWS

Unfortunately, the more people who gather in one place, the harder it is for everyone to have the same goals. Some who settled in Arizona were not interested in making it a safe place to live. The need for law enforcement became important. Robberies, fights, and Native American raids were frequent. Wyatt Earp, Doc Holliday, and Bat Masterson were some of the famous law men who arrived in Arizona to take control of the violence and bring peace to Arizona. Eventually, each town had to have its own sheriff to protect it.



ARIZONA SHERIFF

FAST FACTS:



- Before becoming a famous law man, Wyatt Earp was arrested for stealing a horse.
- In 1881, Wyatt Earp, three of his brothers, and Doc Holliday participated in the famous O.K. Corral gunfight in Tombstone, Arizona. Several cattle rustlers were killed during the shoot-out in which 25 gunshots were fired in 30 seconds.

ARIZONA'S EARLY TRANSPORTATION

Getting from one place to another was difficult during Arizona's early territorial days. To get to Arizona, groups of people traveled in covered wagons and then walked or rode on horseback once they were settled in a town. Early settlers carried everything they owned on their backs.

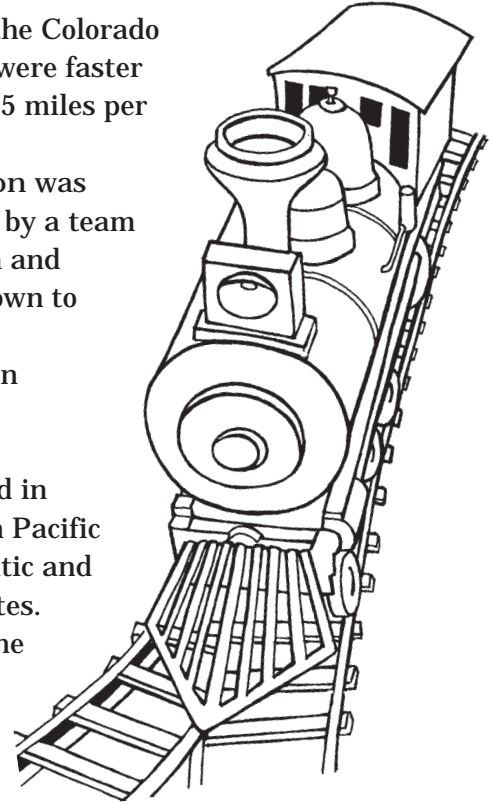
Beginning in 1852, steamboats traveled up and down the Colorado River bringing supplies to Arizona's towns. The steamboats were faster than traveling on foot, but they could still only travel about 15 miles per day.

In 1857, one of the first types of public transportation was created. It was a stage line. A stage line was a buggy pulled by a team of horses that carried six to eight people over Arizona's rough and dusty roads. The stage line even carried the mail from one town to another. The first good stage line to serve Arizona was the Butterfield. It held more people and ran from St. Louis to San Francisco. The one-way trip took 25 days.

The arrival of the railroads was a major step towards transportation progress in Arizona. In 1870, the first railroad in Arizona arrived in the town of Clifton. In 1877, the Southern Pacific railroad arrived in Yuma from California. In 1881, the Atlantic and Pacific railroad entered Arizona from the eastern United States. People were able to travel through the West and the rest of the United States more quickly and comfortably.

After the invention of the automobile, getting around Arizona became even easier for those who could afford to own a car. Of course, roads that had been made for stage lines were not suitable for cars. The first concrete roads were only 16 feet wide. Still, by 1912, more than 1,800 automobiles were owned in Arizona.

In 1910, the first airplane took flight over Arizona. It was only a five mile flight, but within a few years, Tucson built the nation's first city airport. In 1927, the first flight from Tucson to Los Angeles, California took over seven hours. That same flight today takes about an hour. The following year, a small company built the first airport in Phoenix to take people on scenic trips over the Grand Canyon. Today, that airport is known as Sky Harbor International Airport.



FAST FACTS:



- In 1935, Sky Harbor Airport was purchased by the City of Phoenix for \$100,000. It included 285 acres of land and a few buildings. The airport's nickname in the early days was "The Farm."
- Today, Sky Harbor International Airport has four terminals and more than 30 million passengers pass through the airport each year.



TERRITORIAL DAYS



Directions: Read each question carefully. Darken the circle for the correct answer.

- | | |
|--|---|
| <p>1 After the Mexican War, Arizona became -</p> <p>A a state
B a city
C a country
D a territory</p> <p>2 According to the first paragraph of Territorial Days, what is the difference between being part of a state and being part of a territory?</p> <p>F States can vote for a governor; territories have a governor chosen for them.
G States can make their own money; territories can't.
H States have a governor chosen for them; territories can vote for a governor.
J People who live in a state can shop wherever they want; people who live in a territory must shop at the same store.</p> <p>3 During the Civil War, many Arizonans fought for -</p> <p>A Native Americans
B the Confederacy
C Spain
D the Union</p> <p>4 Arizona's first territorial governor lived near -</p> <p>F Phoenix
G Sedona
H Tucson
J Prescott</p> | <p>5 After reading about Geronimo, you get the idea that -</p> <p>A he was always a peaceful man
B he was prepared to protect his people at any cost
C he always obeyed the law
D he was never captured</p> <p>6 Which of these phrases best describes why Arizona's early towns needed law enforcement?</p> <p>F ...miners helped start the towns of Tombstone and Bisbee...
G ...robberies, fights, and Native American raids were frequent...
H ...farmers began irrigating their crops...
J ...the completion of the Roosevelt Dam in 1911...</p> <p>7 Which type of Arizona's early transportation came after the steamboat but before the arrival of the first railroad in the town of Clifton?</p> <p>A The automobile
B The Atlantic and Pacific Railroad
C The stage line
D The airplane</p> |
|--|---|

Answers
READING

- | | |
|-------------------|-------------------|
| 1 (A) (B) (C) (D) | 5 (A) (B) (C) (D) |
| 2 (F) (G) (H) (J) | 6 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 7 (A) (B) (C) (D) |
| 4 (F) (G) (H) (J) | |

TERRITORIAL DAYS

Directions: Darken the circle for the word or phrase that gives the complete subject of each sentence.

- 1 After the Mexican War, Arizona was still part of New Mexico.
 - A still
 - B part of New Mexico
 - C After the Mexican War, Arizona
 - D Arizona

- 2 The Organic Act permitted Arizona to become a separate territory.
 - F The Organic Act
 - G permitted
 - H Arizona
 - J to become a separate territory

- 3 After it became a separate territory, more settlers poured into Arizona.
 - A a separate territory
 - B settlers poured
 - C into Arizona
 - D After it became a separate territory, more settlers

- 4 Why was Geronimo so angry?
 - F Why
 - G was Geronimo
 - H Geronimo
 - J was so angry

- 5 Miners searching for gold, silver, and copper helped start the towns of Tombstone, Bisbee, Globe, Clifton, Morenci, and Jerome.
 - A Miners
 - B helped start the towns
 - C gold, silver, and copper
 - D Tombstone, Bisbee, Globe, Clifton, Morenci, and Jerome

Directions: Darken the circle for the word or phrase that gives the complete predicate of each sentence.

- 6 Eventually, each town had to have its own sheriff to protect it.
 - F Eventually
 - G protect it
 - H had to have its own sheriff to protect it
 - J each town

- 7 Groups of people traveled in covered wagons.
 - A traveled in covered wagons
 - B Groups
 - C people traveled
 - D Groups of people

- 8 The arrival of the railroads was a major step toward transportation progress in Arizona.
 - F The arrival of the railroads was a major step
 - G of the railroads
 - H was a major step
 - J was a major step toward transportation progress in Arizona

LANGUAGE

Answers

- | | |
|--------------------------|--------------------------|
| 1 (A) (B) (C) (D) | 5 (A) (B) (C) (D) |
| 2 (F) (G) (H) (J) | 6 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 7 (A) (B) (C) (D) |
| 4 (F) (G) (H) (J) | 8 (F) (G) (H) (J) |

 RESEARCH: TERRITORIAL TOWNS 

During Arizona's territorial days many new towns were started. They included Phoenix, Chandler, Safford, Florence, Tombstone, Bisbee, Globe, Clifton, Morenci, and Jerome.

In this activity, you will use primary and secondary resources to research one of Arizona's territorial towns and write a paragraph about it.

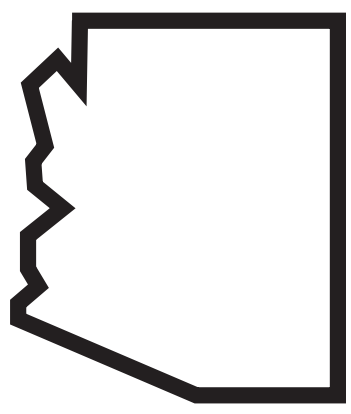
Directions: Choose one of the territorial towns listed above to research. The Internet is a great place to find primary sources like original maps about your chosen town. Your school or public library will have secondary sources that include books about Arizona, an atlas, and encyclopedias that will help you answer the questions below about the town you have chosen.

1. What is the name of the town you have chosen to research? _____
2. Why was this town started? _____

3. In which region of Arizona (desert, mountains, plateau) is this town located?

4. Did this town ever become a city? _____
5. In which county will you find this town or city? _____
6. List three interesting facts that you learned about this town or city.
 - a. _____
 - b. _____
 - c. _____

7. Use the Arizona map to write in the name of the city or town you have chosen to research. Make sure you write the city or town's name in the correct place on the map.
8. Use the information above to write a rough draft paragraph about the territorial town that you chose to research. Your paragraph should include a topic sentence, four or five supporting sentences, and a closing sentence. Have someone edit your rough draft before writing a final draft in ink.



FAMOUS PEOPLE: BUFFALO SOLDIERS

At the beginning of the Civil War, 11 states separated from the Union and joined the Confederacy. President Abraham Lincoln promised to end slavery, but first he needed to put the United States back together. Black Americans who lived in the North wanted to join the Union Army and fight against the Confederate Army. President Lincoln was afraid that more slave states would separate from the Union if they knew that blacks were fighting in the war. He was also concerned that white soldiers in the Union Army wouldn't fight alongside black soldiers. For these reasons, President Lincoln refused to allow black Americans to join the Union Army. Fortunately, several events happened the first year of the Civil War that made President Lincoln change his mind.

Black and white leaders in the North wanted the Civil War to be a fight against slavery. They demanded that President Lincoln allow black men to fight in the war. President Lincoln found out that his Union troops were freeing black slaves as they took over Confederate states. The president decided to allow blacks to fight. He hoped that this might help the Union win the war. In July 1862, President Lincoln accepted black Americans into the Union Army and the Union Navy.

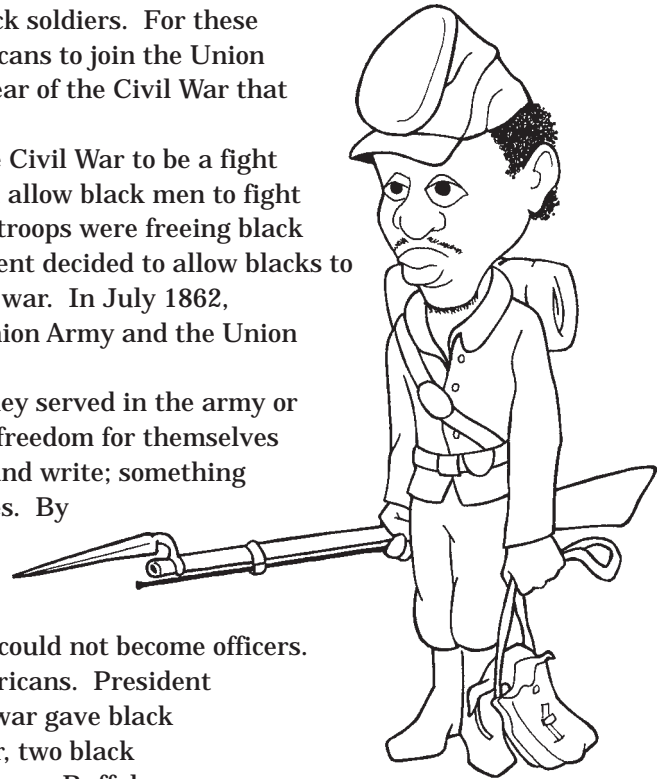
The Union Army paid black volunteers \$200 if they served in the army or navy for 20 months. Black soldiers were also promised freedom for themselves and their families. They were also taught how to read and write; something they had not been permitted to do when they were slaves. By the middle of 1863, there were more than 200,000 black men serving in the Union Army and the Union Navy. Black soldiers were paid less than white soldiers and were given used uniforms and weapons. Black soldiers could not become officers.

The Civil War was a turning point for black Americans. President Lincoln's decision to allow black soldiers to fight in the war gave black Americans many new opportunities. After the Civil War, two black regiments were formed. These men, who became known as Buffalo Soldiers, helped the development of the Southwest by building roads, laying railroad tracks, and keeping peace between white settlers and Native Americans. Historians believe they were given the nickname Buffalo Soldiers by Native Americans who thought the regiments fought as hard as buffalo.

Life for the Buffalo Soldiers was very difficult. Just like the black soldiers who volunteered to fight in the Civil War, the Buffalo Soldiers were given poor uniforms, broken weapons, and horses that were too old and sick to be ridden. The food given to the Buffalo Soldiers was often spoiled or damaged after being thrown to them from moving trains. Buffalo Soldiers were often beaten by the white settlers they were trying to protect.

The poor treatment that the Buffalo Soldiers received did not stop them. They continued building towns and protecting the people who hated them. More black regiments were formed and in 1877, Henry O. Flipper became the first black person to graduate from West Point Academy and become an Army officer. By the end of the 1800s, black soldiers had received 17 medals of honor for bravery. Today, black men and women serve side by side with white soldiers in all branches of the military. Unlike the first Buffalo Soldiers, today's black soldiers receive the same pay, uniforms, weapons, and food as white soldiers.

On July 25, 1992, a bronze statue honoring the first two regiments of Buffalo Soldiers was unveiled at Fort Leavenworth, Kansas. Throughout the United States, July 28th is known as "Buffalo Soldier Day."



BLACK CIVIL WAR SOLDIER



FAMOUS PEOPLE: BUFFALO SOLDIERS



Directions: Use the selection about Buffalo Soldiers to answer the questions below. Circle the answers to questions 1 and 2. Write your answers on the lines provided for questions 3-6.

1 After reading about President Lincoln in this selection, you get the idea that -

- A he wanted slavery to continue
- B he was sure that black soldiers would be welcomed by white soldiers in the Union Army
- C President Lincoln was willing to change his mind about black soldiers fighting in the Civil War
- D he didn't care about putting the Union back together

2 After the Civil War, two black regiments were formed. What does the word regiments mean in this sentence?

- A families
- B military groups
- C children
- D strict rules to be followed

3 Describe how the treatment of the black Civil War soldiers and the Buffalo Soldiers makes you feel.

4 Give three examples of positive things that black soldiers did for America.

- a. _____
- b. _____
- c. _____

5 Why do you think the Buffalo Soldiers continued helping people who treated them so poorly?

6 If the first Buffalo Soldiers were still alive today, do you think they would be proud of the way black and white Americans treat each other? Give reasons for your answer.

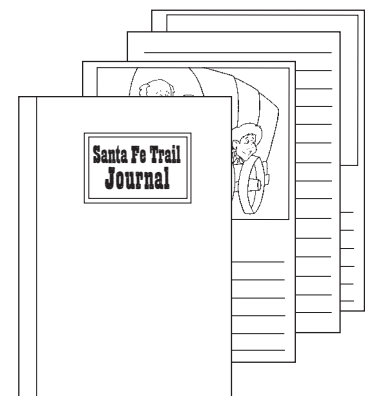


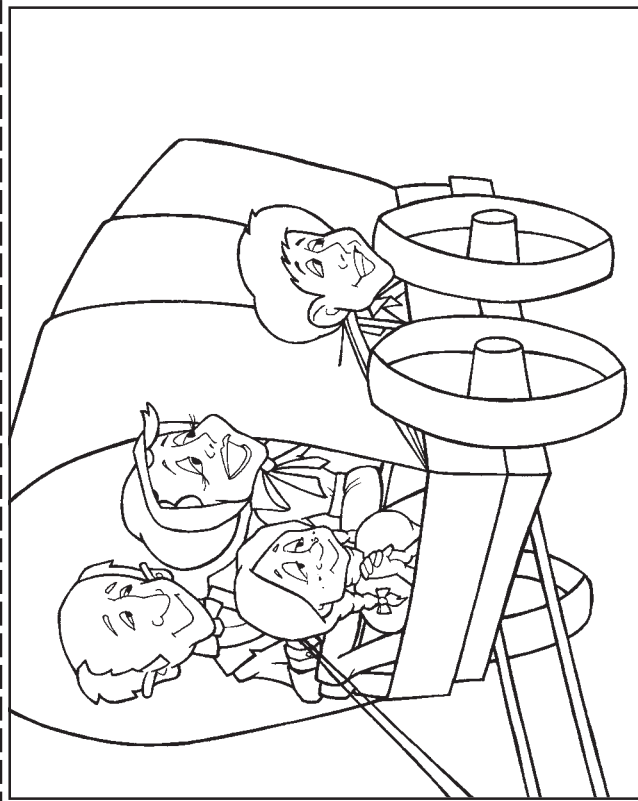
During the 1870s, thousands of pioneer families followed the Santa Fe Trail from Independence, Missouri into Santa Fe, New Mexico and then into Arizona. These families helped build Arizona's first territorial towns. The journey along the Santa Fe Trail was a dangerous adventure that took four to six months. Pioneers faced many challenges along the Santa Fe Trail. Sickness, lack of food, Native American attacks, and bad weather were some of the things that kept many pioneers from reaching Arizona.

This activity will give you a chance to experience life on the Santa Fe Trail. As you make the journey with your family, you will keep a record of your adventures in a journal. A journal is a written record of events. Fortunately, many pioneers kept journals while traveling the Santa Fe Trail. Without these primary sources from people who were actually there, we would have a difficult time learning about the past.

Directions:

1. Cut out the sample page and six blank journal pages. (Cut on the dotted lines so that each full page makes two half pages. This will actually give you 14 pages.)
2. Cut out and neatly color the front and back covers for your journal. (Cut on the dotted lines so that you have two half pieces.)
3. Put your journal together. Put the front cover on top, the back cover on the bottom, and your 14 journal pages in between. (The first page of your journal should be the sample page with the picture. The second page should be the sample page with just the writing. Place your other blank pages in the journal the same way.)
4. Staple your journal together along the left side of the cover.
5. Choose six of the eight events pictured to write about. (You can choose to draw some or even all of your own pictures.)
6. Cut out and neatly color each event that you have chosen.
7. Paste each event on the journal pages that have the blank square. (If you're drawing your own pictures, draw them in the square.)
8. Write a journal entry for each event. As you write, keep in mind that each journal entry must be dated. The sample page starts your journal on April 1, 1870. The rest of your journal entries should be dated after April 1. Your journal should end the day you arrive in Arizona.





April 1, 1870

Today is the first day of our journey to Arizona.

My pa says it is the first day of the rest of our lives.

I'm not exactly sure what that means, but I'm

pretty excited anyway. We stopped in a town called

Independence to pick up all of our supplies for the trip.

We loaded up on everything! Pa bought bullets for

his gun, coffee, tobacco for his pipe, and two extra strings

for his fiddle. Ma brought fruits and vegetables from our

garden, four slabs of bacon from the hog we slaughtered,

and plenty of corn flour for homemade biscuits. I don't

think we will ever run out of food. Me? I'm just

happy to have a seat in the wagon. I spent my money

on a rattle for the new baby that Ma is going to have

on the trip. I also bought four black licorice whips

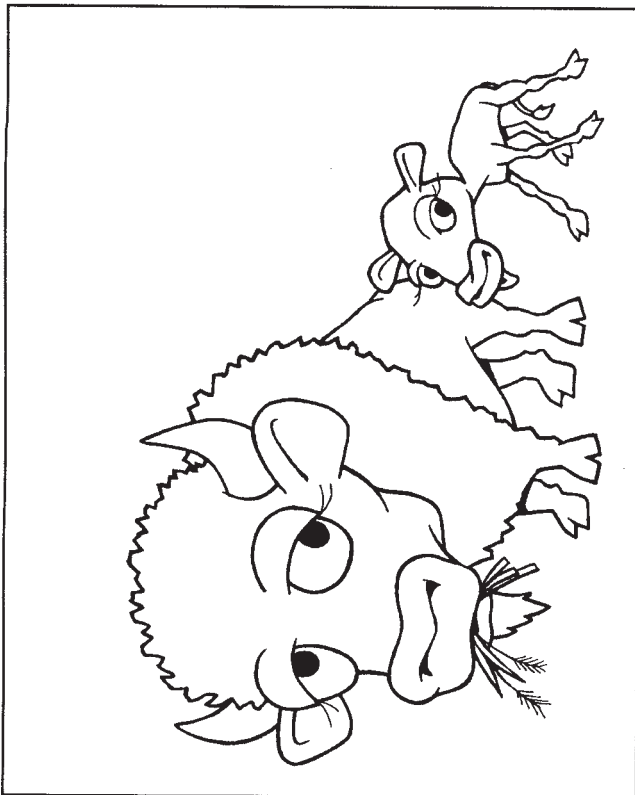
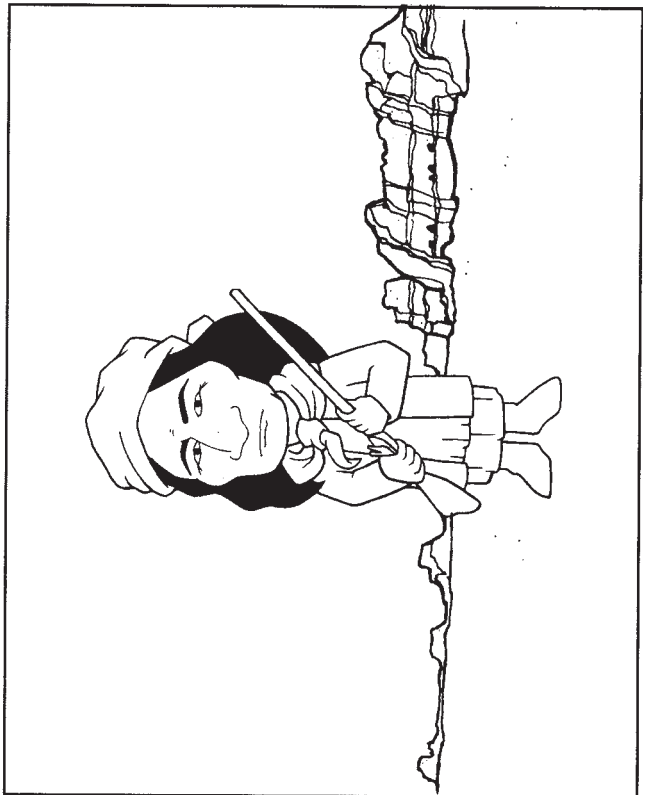
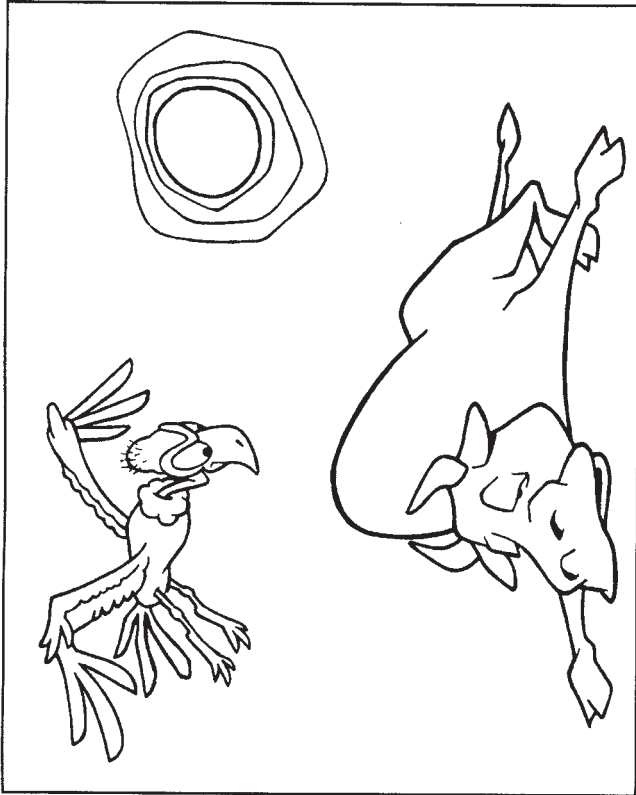
and two jaw breakers. To share, of course. The wagon

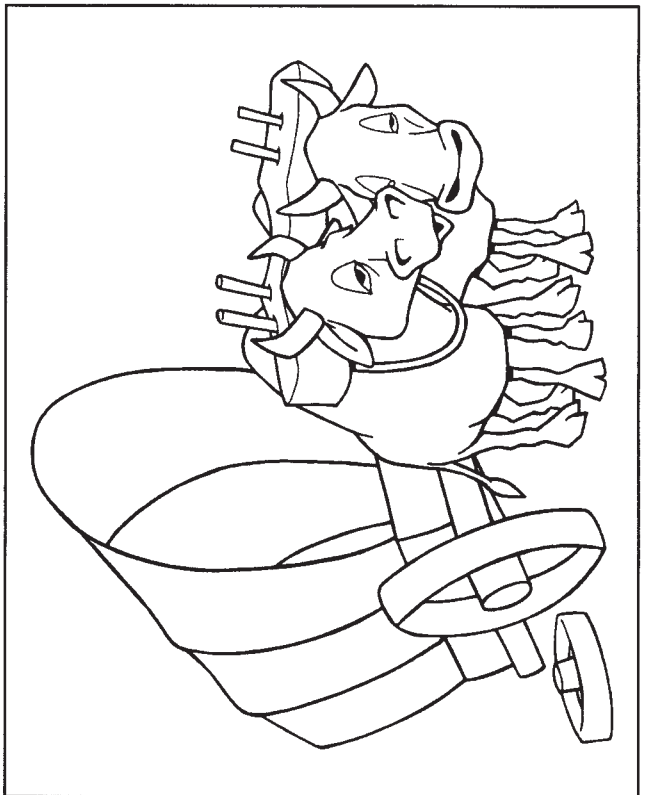
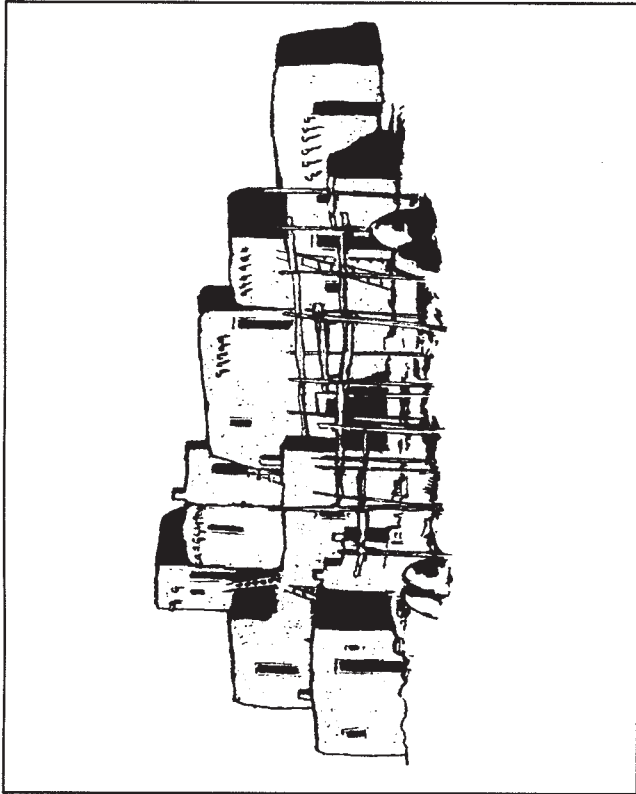
is all loaded and ready to go. I hope that everyone

stays healthy and the oven remain strong.

The image shows a large dashed rectangular frame. Inside this frame, there are two main sections. The top section consists of a single horizontal row of 12 vertical lines, creating 11 equal-width columns. The bottom section is divided into two parts by a vertical solid line. On the left side of this vertical line is a large, empty rectangular box. On the right side is a row of 6 vertical lines, creating 5 equal-width columns. The first column on the right is significantly narrower than the others in this row.

**Santa Fe Trail
Journal**





consider the source

Think about the resources we use to learn about history. Reading books, seeing movies, looking at photographs, studying maps, searching the Internet, digging for bones, and holding pieces of pottery are some of the ways that we learn about the past.

There are two types of sources to help us learn about what happened in the past. Primary sources are recorded by people who were there at the time. If you have ever read a diary or an autobiography, then you were reading something that was written by the person who was actually recording the events and experiences as they were happening. Diaries and autobiographies are primary sources. Letters, interviews, photographs, maps, bones, and pieces of pottery are other examples of primary sources because they give us “first-hand” knowledge of an event that took place in history.

Secondary sources are recorded by people after an event took place. Many books have been written about important historical events and people. A book written in 2005 about the Civil War is a secondary source because the author wasn’t actually involved in the Civil War and can’t give any “first-hand” knowledge. Movies, biographies, newspaper stories, and encyclopedias are other examples of secondary sources because they give us “second-hand” knowledge of events that took place in history.



You have just finished studying about the arrival of Americans in Arizona, the Mexican War, and the beginning of the Arizona Territory. These historical events helped shape the Arizona that we know today.

In this activity, you will decide whether a source of information is a primary source or a secondary source. On the lines provided, put a “P” next to the primary sources and an “S” next to the secondary sources.

1. _____ The original map of the United States drawn in 1803.
2. _____ The beaver skin cap of mountain man James Ohio Pattie.
3. _____ A display at an Arizona museum showing the type of horse ridden and rifle carried by an early mountain man.
4. _____ The original journal from a pioneer family traveling on the Santa Fe Trail.
5. _____ A piece of the Confederate flag once held by President Jefferson Davis.
6. _____ An encyclopedia article written about President Abraham Lincoln.
7. _____ Actual video of the first airplane flight over Arizona.

ANSWERS TO TERRITORIAL TOWN RESEARCH (pg. 102)

PHOENIX

- started as a farming town
- located in the desert region
- became a city
- it is located in Maricopa county

CHANDLER

- started as a farming town
- located in the desert region
- became a city
- it is located in Maricopa county

SAFFORD

- started as a farming town
- located in the mountain region
- became a city
- it is located in Graham county

FLORENCE

- started as a farming town
- located in the desert region
- never become a city
- it is located in Pinal county

TOMBSTONE

- started as a silver mining town
- located in the mountain region
- became a city
- it is located in Cochise county

MORENCI

- started as a copper mining town
- located in the mountain region
- never became a city
- it is located in Greenlee county

JEROME

- started as a copper mining town
- located in the mountain region
- never became a city
- it is located in Yavapai county

BISBEE

- started as a copper mining town
- located in the mountain region
- became a city
- it is located in Cochise county

GLOBE

- started as a copper mining town
- located in the mountain region
- became a city
- it is located in Gila county

CLIFTON

- started as a copper mining town
- located in the mountain region
- never became a city
- it is located in Greenlee county

TERRITORIAL TOWN PARAGRAPH GRADING CHART (pg. 102)

Criteria	Points Possible	Points Earned
Correct Form (indent)	10	
Topic Sentence	10	
Supporting Sentences (4)	40	
Closing Sentence	10	
Spelling/Grammar	20	
Neatness of Final Draft	5	
Signed Rough Draft	5	
Total	100	

SANTA FE TRAIL JOURNAL GRADING CHART

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Neatness	15	
Dated in Chronological Order	25	
Descriptions of Events	60	
TOTAL	100	

WRITING MECHANICS RUBRIC

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Spelling	20	
Punctuation	20	
Grammar	20	
Capitalization	20	
Sentence Structure	20	
TOTAL	100	