

The Story of Arizona

Teacher Guide



The Story of Arizona

Teacher Guide



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The Story of Arizona

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The Story of Arizona
Teacher Guide
Core Knowledge In Your State™

Introduction

ABOUT THIS BOOK

The Big Idea

The story of Arizona is the story of many different groups of people.

The history of Arizona is in many ways a story of the interactions among groups of people. These groups include Indigenous peoples, Spanish colonists, and settlers from other parts of the United States. These interactions were at times shaped by conflicts over land, freedom, or power and at other times shaped by cooperation and growth. Together, these groups helped create and shape the state we have today.

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhuman practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Core Knowledge materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as if they were someone else’s property.

At Core Knowledge, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

Time Period Background

This timeline provides an overview of key events related to the content of this book. Use a classroom timeline with students to help them sequence and relate events that occurred from about 13,000 BCE to the 2000s CE.

13,000 BCE	Paleoindians named the Clovis live in Arizona.
1500 BCE	The Ancestral Pueblo arrive in Arizona.
1000–1500 CE	The Apache arrive in Arizona.
1300–1500	The Navajo arrive in Arizona.
1540–1542	Francisco Vázquez de Coronado claims lands in the American Southwest for Spain.
1629	Franciscans establish missions in Arizona.
1785–1821	Battles take place between the Spanish and Apache.
1848	The Mexican-American War ends.
1863	The U.S. territory of Arizona is established.
1889	Phoenix is named the capital of Arizona.
1912	Arizona becomes a state.
1919	The Grand Canyon is designated as a national park.
1929	The stock market crash begins the Great Depression.
1936	Hoover Dam is dedicated.
1960	The population of Arizona passes one million.
1973	Construction begins on the Central Arizona Project.
1985	First water deliveries from the Central Arizona Project reach Harquahala Valley.

AT A GLANCE

The most important ideas in *The Story of Arizona* are the following:

- Arizona is part of the southwestern United States, located in North America.
- Arizona’s physical geography, including large deserts and mountains, has influenced how people live in the state for thousands of years.
- The state government of Arizona is based on the same principles as the U.S. federal government but differs from it in important ways.
- Tribal governments in Arizona have sovereignty but still fall under federal law and the Constitution.
- People have lived in Arizona for 13,000 years, beginning with the Paleoindians.
- Arizona’s first peoples had diverse ways of living, and they adapted to Arizona’s dry climate and desert landscape.
- The era of Spanish settlement of the state began with the foundation of missions in 1629 CE.
- In the 1820s, fur trapping and trading brought “mountain men” to Arizona.
- The Treaty of Guadalupe Hidalgo made most of Arizona part of the United States.
- Arizona worked to shake off its reputation as a lawless part of the “Wild West” and gained statehood in 1912.
- Arizonans played a major role in two world wars. Between the wars, Arizona’s people struggled during the Great Depression.
- Arizona grew and changed after the Second World War.
- Today, Arizona faces issues related to water usage and other environmental challenges, but a growing population and economy means the state can face the future with optimism.

2000

Arizona national monuments, including Grand Canyon–Parashant National Monument, are established.

2012

Arizona celebrates 100 years of statehood.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Core Knowledge In Your State Online Resources at the beginning of each chapter.

BOOK RESOURCES

Student Component

The Story of Arizona Student Reader—eight chapters

Teacher Components

The Story of Arizona Teacher Guide—eight chapters. The guide includes lessons aligned to each chapter of *The Story of Arizona* Student Reader, with instructional support, activities such as note-taking graphic organizers and primary source analyses, and a Check for Understanding. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 84.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned throughout the book through either an oral or written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the book.

The Story of Arizona Timeline Cards—twenty-six individual images depicting significant events and individuals related to the history of Arizona. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

The Story of Arizona Online Resources—Additional instructional and professional learning resources are provided via the Core Knowledge In Your State Online Resources for this book. These resources include, but are not limited to, guidance for teaching with primary sources, background information (What Teachers Need to Know) for each chapter, videos and other web resources that support Student Reader content, and Additional Activities, such as vocabulary practice, map practice, primary source analysis, and virtual field trips, designed to reinforce and extend the chapter content. These resources are indicated throughout the Teacher Guide by the icon .

Timeline

Some advance preparation will be necessary prior to starting *The Story of Arizona*. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Cards over the course of the book. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the Timeline Cards can be attached with clothespins!

Create six time indicators or reference points for the timeline. Write each of the following dates on sentence strips or large index cards:

- 13,000 BCE–1500 CE
- 1500–1848
- 1848–1912
- 1912–1946
- 1946–2000
- 2000–Present Day

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of Timeline Cards that you will be adding to each time period as per the following table:

	13,000 BCE–1500 CE	1500–1848	1848–1912	1912–1946	1946–2000	2000–Present Day
Chapters	3 3 3 3	4 4 4	5 5 5 5	6 6 6 6	7 7 7	1 1 1 2 2 8 8 8

You will want to post all the time indicators on the wall at the outset before you place any Timeline Cards on the timeline.

Year/Time Indicator

13,000 BCE–1500 CE



Chapter 3

13,000 BCE–1500 CE



Chapter 3

13,000 BCE–1500 CE



Chapter 3

13,000 BCE–1500 CE



Chapter 3

1500–1848



Chapter 4

1500–1848



Chapter 4

1500–1848



Chapter 4

1848–1912



Chapter 5

1886



Chapter 5

1848–1912



Chapter 5

1848–1912



Chapter 5

1912–1946



Chapter 6

1912–1946



Chapter 6

1912–1946



Chapter 6

1912–1946



Chapter 6

1946–2000



Chapter 7

1946–2000



Chapter 7

1946–2000



Chapter 7

2000–Present Day



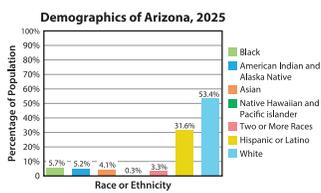
Chapter 1

2000–Present Day



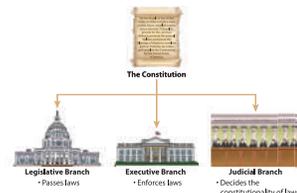
Chapter 1

2000–Present Day



Chapter 1

2000–Present Day



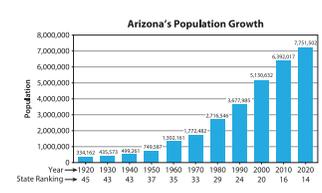
Chapter 2

2000–Present Day



Chapter 2

2000–Present Day



Chapter 8

2000–Present Day



Chapter 8

2000–Present Day



Chapter 8

The Timeline in Relation to Content in the Student Reader

The events highlighted in *The Story of Arizona* Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized thematically and then chronologically. The first two chapters discuss Arizona’s geography and governments. The remaining chapters cover Arizona’s history. Each history chapter discusses a different era, from prehistoric times to the modern day. Some events occurred concurrently, and some topics cross multiple periods.

Understanding References to Time in *The Story of Arizona* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. An example of a specific event is Arizona becoming a state on February 14, 1912. An example of a trend over time is the role of the Five Cs in Arizona’s history and economy. This is not limited to a single time period, so it is addressed in multiple chapters.

Time to Talk About Time

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

Pacing Guide

The Story of Arizona is a Core Knowledge In Your State history book. This book may be used in conjunction with the Core Knowledge History and Geography units for Grade 3 or used independently.

If you are using this book in conjunction with Grade 3 CKHG, we recommend allocating a total of thirty days to *The Story of Arizona* to ensure that you have sufficient instructional time to complete all Grade 3 units. At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this book during the allotted time. We have also provided a blank Pacing Guide that you may use to plan the activity choices and pacing for your class.

Online Resources



If you are using this book independently, you will find a Sample Pacing Guide that covers 130 instructional days in the Core Knowledge In Your State Online Resources:

<https://www.coreknowledge.org/ck-in-your-state-history/>

However, there are many options and ways that you may choose to individualize this book for your students based on their interests and needs. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire book and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Core Knowledge In Your State Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach (e.g., reading manageable sections of each chapter and then discussing what has been read), is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Primary Sources

Most chapters include primary source images in the Student Reader and additional primary sources in the Additional Activities. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

Online Resources



For more about primary sources, download the Core Knowledge In Your State Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

To facilitate student engagement with these primary sources, instructional guidance has been provided in the Guided Reading Support and Additional Activities, and artifact and/image analysis Activity Pages are included in Teacher Resources. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this book.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions

are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	How does geography shape the way people live in Arizona?
2	How do Arizona's different levels of government work?
3	Who were Arizona's first peoples, and how did they live?
4	How did Arizona change under Spanish and then Mexican rule?
5	How did Arizona become a U.S. state?
6	How did global and national events affect Arizona in the first half of the twentieth century?
7	How did Arizona grow and change in the second half of the twentieth century?
8	What challenges does Arizona face in the twenty-first century?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	desert, elevation, climate, landform, humid, irrigation, crop, economy, culture, diverse, reservation
2	tax, federal, local government, republic, legislative, term, executive, judicial, right, grant, city council, summit
3	petroglyph, hunter-gatherers, artifact, extinct, nomadic, agriculture, custom, kiva, dwelling, adobe, descendant, ruin, herder
4	expedition, mission, presidio, pelt, annex, treaty
5	feud, survey, negotiate, migration, inhabitant, tourism, boom, lobby, progressive
6	recruit, draft, pandemic, poverty, drought, civilian, internment
7	radiation, missile, communist, boycott, media, sector, hydroelectric plant, canal, discrimination
8	telescope, evidence, official, microchip, pollution, preservation, reform

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 115–129. They are to be used with the chapter specified either for Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1: The 5 Cs (AP 1.1)
- Chapter 1: Map of Arizona (AP 1.2)
- Chapter 2: Venn Diagram (AP 2.1)
- Chapter 2: My Representatives (AP 2.2)
- Chapter 2: Whose Job Is It? (AP 2.3)
- Chapter 2: Domain Vocabulary: Chapters 1–2 (AP 2.4)
- Chapter 3: Arizona’s First Peoples (AP 3.1)
- Chapter 3: Artifact Study (AP 3.2)
- Chapter 4: Cause and Effect (AP 4.1)
- Chapter 4: Domain Vocabulary: Chapters 3–4 (AP 4.2)
- Chapters 5–7: Analyze an Image (AP 5.1)
- Chapter 6: Domain Vocabulary: Chapters 5–6 (AP 6.1)
- Chapter 8: Domain Vocabulary: Chapters 7–8 (AP 8.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this book, you should choose activities to complete based on your available instructional time and your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Books

Ancona, George. *Can We Help? Kids Volunteering to Help Their Communities*. Candlewick Press, 2015.

Bruchac, Joseph. *Voices of the People: Introduction to Famous Indigenous Leaders*. Reycraft Books, 2023.

Chin, Jason. *Grand Canyon*. Roaring Book Press, 2017.

Koch, Falynn. *The National Parks: Preserving America’s Wild Places*. History Comics. First Second, 2022.

McGinty, Alice B. *The Water Lady*. Random House Children’s Books/Schwartz and Wade Books, 2021.

Mullenbach, Cheryl. *The Great Depression for Kids: Hardship and Hope in 1930s America*. Chicago Review Press, 2015.

Tinnell, Michael O. *Desert Diary: Japanese American Kids Behind Barbed Wire*. Charlesbridge, 2020.



From the Core Knowledge Bookshelf

Voices in History

Dolores Huerta: Songs of Justice by Beth Kephart

Adventures in History

American Immigration: A Foreign Land by Anne Marie Pace

World War I: The Day Before Leaving by Beth Kephart

Collection of Tales

Collection of Tales from Latin America and the Caribbean by Silvia López

Collection of Native American Tales by Celia Stall-Meadows



These books are available for purchase from the Core Knowledge bookstore and as free digital books from the Core Knowledge® Free Library. Links to the bookstore and Free Library can be found in the Online Resources for this unit:

<https://www.coreknowledge.org/ck-in-your-state-history/>

THE STORY OF ARIZONA SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* or Core Knowledge History and Geography

TG—Teacher Guide; SR—Student Reader; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Story of Arizona

<p>“A Place Called Arizona” Core Lesson: “From Deserts to High Peaks”–“Geography and Climate” (TG & SR, Chapter 1, pp. 2–9)</p>	<p>“A Place Called Arizona” Core Lesson: “Resources and Industries”–“Arizona’s People and Communities” (TG & SR, Chapter 1, pp. 9–13)</p> <p>The 5 Cs (AP 1.1)</p>	<p>Chapter 1 Assessment (TG, Teacher Resources)</p>	<p>“Arizona’s Governments” Core Lesson: “Working Together”–“The Federal Government” (TG & SR, Chapter 2, pp. 14–18)</p>	<p>“Arizona’s Governments” Core Lesson: “Arizona’s Constitution”–“State and Federal Cooperation” (TG & SR, Chapter 2, pp. 19–23)</p> <p>Venn Diagram: State and Federal Governments (SR, Chapter 2, AP 2.1)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Story of Arizona

<p>“Arizona’s Governments” Core Lesson: “Local Governments”–“Getting Involved” (TG & SR, Chapter 2, pp. 23–27)</p> <p>Domain Vocabulary: Chapters 1–2 (AP 2.4)</p>	<p>My Representatives (AP 2.2)</p>	<p>Chapter 2 Assessment (TG, Teacher Resources)</p>	<p>“Arizona’s First Peoples” Core Lesson: “Messages from the Past”–“Agriculture Comes to Arizona” (TG & SR, Chapter 3, pp. 28–34)</p>	<p>“Arizona’s First Peoples” Core Lesson: “Ancestral Pueblo, Hohokam, and Mogollon”–“Diné (Navajo) and Apache” (TG & SR, Chapter 3, pp. 34–39, AP 3.1)</p> <p>Artifact Study: Salado Pottery (SR, p. 37, AP 3.2)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Story of Arizona

Chapter 3 Assessment (TG, Teacher Resources)	"Arizona's Colonial History" Core Lesson: "A Time of Change"—"The Yuma Revolt and Its Aftermath" (TG & SR, Chapter 4, pp. 40–46)	"Arizona's Colonial History" Core Lesson: "Mexican Arizona"—"The Mexican-American War" (TG & SR, Chapter 4, pp. 47–49) Domain Vocabulary: Chapters 3–4 (AP 4.2)	Chapter 4 Assessment (TG, Teacher Resources)	"Arizona's Path to Statehood" Core Lesson: "The Wild West"—"The Arizona Territory" (TG & SR, Chapter 5, pp. 50–57) Analyze an Image: Stagecoach (SR, p. 57, AP 5.1)
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Story of Arizona

"Arizona's Path to Statehood" Core Lesson: "The Apache Wars"—"The Path to Statehood" (TG & SR, Chapter 5, pp. 57–63)	Chapter 5 Assessment (TG, Teacher Resources)	"Wartime Arizona" Core Lesson: "An Uncrackable Code"—"The First World War" (TG & SR, Chapter 6, pp. 64–70)	 Analyze a Cartoon: Zimmermann Telegram (SR, p. 68) OR Analyze an Image: Bisbee Deportation (SR, p. 69, AP 5.1)	"Wartime Arizona" Core Lesson: "Arizona Between the War and the Crash"—"Arizona in the Great Depression" (TG & SR, Chapter 6, pp. 70–76)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Story of Arizona

"Wartime Arizona" Core Lesson: "The Second World War"—"The War Ends" (TG & SR, Chapter 6, pp. 76–79) Domain Vocabulary: Chapters 5–6 (AP 6.1)	Chapter 6 Assessment (TG, Teacher Resources)	"Arizona in the Late Twentieth Century" Core Lesson: "Defending the Nation"—"Arizona in the Cold War" (TG & SR, Chapter 7, pp. 80–84) Analyze an Image: Duck and Cover (SR, p. 84, AP 5.1)	"Arizona in the Late Twentieth Century" Core Lesson: "Civil Rights in Arizona"—"Politics in Arizona" (TG & SR, Chapter 7, pp. 85–91)	Chapter 7 Assessment (TG, Teacher Resources)
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Story of Arizona

<p>“Looking Ahead” Core Lesson: “An Eye to the Future” – “Arizona’s Modern Economy” (TG & SR, Chapter 8, pp. 92–97)</p>	<p>“Looking Ahead” Core Lesson: “Environmental Challenges” – “Arizona Faces the Future” (TG & SR, Chapter 8, pp. 97–102)</p> <p>Domain Vocabulary: Chapters 7–8 (AP 8.1)</p>	<p>Chapter 8 Assessment (TG, Teacher Resources)</p>	<p>Performance Task (TG, Teacher Resources)</p>	<p>Performance Task (TG, Teacher Resources)</p>
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THE STORY OF ARIZONA PACING GUIDE

_____ 's Class

(A total of thirty days have been allocated to *The Story of Arizona* in order to complete all Grade 3 history and geography units in the Core Knowledge Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Story of Arizona

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Story of Arizona

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Story of Arizona

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Story of Arizona

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Story of Arizona

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Story of Arizona

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CHAPTER 1

A Place Called Arizona

The Big Question: How does geography shape the way people live in Arizona?

Primary Focus Objectives

- ✓ Explain the cause-and-effect relationships between Arizona’s geography and how people live. (3.SP4.1)
- ✓ Identify the major industries in Arizona today. (3.E1.1)
- ✓ Explain how people modify and adapt to the Arizona environment. (3.G2.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *desert, elevation, climate, landform, humid, irrigation, crop, economy, culture, diverse, reservation.*

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About A Place Called Arizona”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Page



AP 1.1

- a globe
- red crayons
- crayons in a variety of colors
- individual student copies of The 5 Cs
- image of a desert bighorn sheep
- image of saguaro cactus
- map of Arizona’s counties

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the images and map may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

desert, n. an area of dry land, usually with little rainfall or plant life (2)

Example: There is often not enough water in the desert.

Variations: deserts

elevation, n. the height of a land formation, measured in distance above sea level (4)

Example: The town is at a high elevation, so it gets snow in the winter.

Variations: elevations, elevate (v.)

climate, n. the usual weather of a place, including its temperature and precipitation (4)

Example: Arizona has a hot, dry climate.

Variations: climates

landform, n. a natural feature, like a hill, mountain, or canyon (6)

Example: A mountain is a type of landform.

Variations: landforms

humid, adj. having a lot of moisture in the air (8)

Example: People often feel uncomfortable when it is humid.

Variations: humidity (n.)

irrigation, n. the watering of crops by moving water from a well, a river, or a lake (8)

Example: Farmers use irrigation to water their fields in dry conditions.

Variations: irrigate (v.)

crop, n. a plant that is grown in large quantities for food or other uses (8)

Example: Citrus is a popular crop in Arizona.

Variations: crops

economy, n. the way a state or country manages its money and resources to produce, buy, and sell goods and services (9)

Example: New businesses can help the economy.

Variations: economies, economic (adj.)

culture, n. the language, religion, customs, traditions, and material possessions of a group of people (9)

Example: Each country has its own unique culture.

Variations: cultures, cultural (adj.)

diverse, adj. having many different types or parts (11)

Example: A diverse society has people from many backgrounds.

Variations: diversity (n.)

reservation, n. an area of land set aside by the federal government for Native Americans (12)

Example: Some Native Americans might live on a reservation.

Variations: reservations

Introduce *The Story of Arizona* Student Reader

Distribute copies of *The Story of Arizona* Student Reader. Suggest students take a few minutes to look at the cover and flip through the table of contents and images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the table of contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention geographical elements, such as the Grand Canyon or the hoodoos, maps, and buildings.

Introduce “A Place Called Arizona”

Use a globe and ask students to identify the planet they live on (*Earth*), the continent they live on (*North America*), the country they live in (*United States*), and the state they live in (*Arizona*). Explain that in this chapter, students will learn more about Arizona and what makes it unique.

Call students’ attention to the Big Question. Tell students to look for details about how geography shapes the way people live in Arizona.

Guided Reading Supports for “A Place Called Arizona”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“From Deserts to High Peaks,” pages 2–5

Scaffold understanding as follows:

Read the section on pages 2–5 aloud.

CORE VOCABULARY—Point out the vocabulary term *desert*, and explain its meaning.

SUPPORT—Show students the image of saguaro cactus. Explain to students that the saguaro is a tree-like cactus species that can grow to be over forty feet (12 m) tall. It is native to the Sonoran Desert in Arizona.

SUPPORT—Show students the image of a desert bighorn sheep. Ask students to describe the animal.

CORE VOCABULARY—Point out the vocabulary term *elevation*, and explain its meaning.

Online Resources



Online Resources



SUPPORT—Point out the word *dramatic* on page 4. Explain that in this context, *dramatic* implies that the difference in elevation is considerable.

CORE VOCABULARY—Point out the vocabulary term *climate*, and explain its meaning.

After you read the text aloud, ask the following questions:

LITERAL—What climate must people living in most of Arizona have to adapt to? (3.G2.1)

» People living in Arizona must adapt to a hot and dry climate.

LITERAL—What are some of the landforms and other features people can see in Arizona? (3.G1.1)

» Deserts, mountains, and rock formations called hoodoos can be seen in Arizona.

LITERAL—What is a factor affecting whether the climate in a place in Arizona is warmer or cooler? (3.G1.1)

» Elevation affects whether the climate is warmer or cooler.

“Where Is Arizona?” pages 5–6

Scaffold understanding as follows:

Have students read the section on pages 5–6 with a partner.

SUPPORT—Direct students to the map on page 5. Have them point to Arizona on the map. Reread the first paragraph of the section “Where Is Arizona?” and have students point to each location (Mexico, California, Nevada, Utah, New Mexico, Colorado) as it is mentioned. (3.G1.1)

SUPPORT—Have students find the Four Corners on the map on page 5. Explain that the Four Corners is a unique location. It is the only place in the United States where four states meet. The western states are more angular and regular in design than those in the east. This is because the western states were surveyed using a grid-based system, which was then used to draw their borders. (3.G1.1)

After students read the text, ask the following questions:

LITERAL—What country is directly to the south of Arizona? (3.G1.1)

» Mexico is to the south of Arizona.

LITERAL—What geographic feature does Arizona share with its neighbors? (3.G1.1)

» Arizona shares the Rocky Mountains with its neighbors.

“Geography and Climate,” pages 6–9

Scaffold understanding as follows:

Invite volunteers to read the first paragraph of the section on pages 6–8.

CORE VOCABULARY—Point out the vocabulary term *landform*, and explain its meaning.

SUPPORT—Direct students to the map on page 7. Have students find the following geographical features on the map as they are mentioned in the text: the Colorado River, the Salt River, and the Grand Canyon. **(3.G1.1)**

Invite volunteers to read the second and third paragraphs of the section on page 8 aloud.

CORE VOCABULARY—Point out the vocabulary terms *humid*, *irrigation*, and *crop*, and explain their meanings.

ELL SUPPORT—Review the meaning of the word *crop*, and give students examples of crops they might be familiar with, such as corn or carrots.

Invite volunteers to read the last paragraph of the section on pages 8–9 aloud.

SUPPORT—Direct students to the map on page 7. Have students find the Sonoran Desert and Phoenix on the map. **(3.G1.1)**

After the volunteers read the text, ask the following questions:

LITERAL—What part of the state is the Grand Canyon in? **(3.G1.1)**

» The Grand Canyon is in the northern part of the state.

LITERAL—What river formed the Grand Canyon? **(3.G1.1)**

» The Colorado River formed the Grand Canyon.

“Resources and Industries,” pages 9–11

Scaffold understanding as follows:

Have students read the first paragraph on page 9 independently.

CORE VOCABULARY—Point out the vocabulary terms *economy* and *culture*, and explain their meanings.

SUPPORT—Reinforce the Five Cs with students: cotton, citrus, climate, cattle, and copper. Mention that they are the Five Cs because they all begin with the letter c. Ask: Which one of the Five Cs is not a product? (*climate*)

Have students read the rest of the section on pages 9–11 with a partner.

SUPPORT—Direct students’ attention to the Arizona State Seal on page 10. Mention that the phrase “Ditat Deus” on the seal is Latin and that it means “God Enriches.” Ask students to locate some of the Five Cs they can see on the seal, such as the sun, which stands for climate.

ACTIVITY—After students read about the Five C’s on pages 9–10, have them complete the 5 Cs (AP 1.1). Instruct students to label each section of the wheel with one of the 5 Cs and then draw an example or examples of that C in that section.

SUPPORT—Direct students to the graph on page 11. Explain to the students that it is a bar graph and that each bar represents a different industry in Arizona. The taller the bar, the more jobs there are in that industry. The bar graph only shows the five largest industries in Arizona. It does not offer information on smaller industries. Draw students’ attention to the numbers next to the graph. These numbers represent the total number of jobs in each industry. Ask: How do the numbers on the right connect with the bars on the graph? (*Possible answers: The larger numbers go with the taller bars. The numbers show the actual numbers that are represented by the bars.*) Which industry has the most jobs? (*health care and social assistance*) Which industry has the fewest jobs? (*construction*)

SUPPORT—Explain to students that jobs in the accommodation and food service industry include receptionists, front desk agents, housekeeping staff, chefs and cooks, waiters, valets, and more.

After students read the text, ask the following questions:

LITERAL—What are the Five Cs? (3.E1.1)

- » copper, cattle, cotton, citrus, climate

LITERAL—What are the major industries and occupations in Arizona today? (3.E1.1, 3.E1.2)

- » The major industries and occupations are retail, health care services, accommodation and food services, professional and business services, and technology.

INFERENTIAL—Why do you think services are now more important than the Five Cs in Arizona’s economy? (3.E1.2)

- » Answers may vary. Possible answers include that newer industries are more profitable or make more money or that people make more money working in service industries.

Activity Page



AP 1.1

Scaffold understanding as follows:

Have students read the section on pages 11–13 independently.

CORE VOCABULARY—Point out the vocabulary term *diverse*, and explain its meaning.

ELL SUPPORT—Explain what it means to be diverse. Something is diverse if it has variety. Use crayons to illustrate. Hold up a bunch of red crayons. Ask: Is this a diverse group of crayons? (*no*) Hold up crayons in a variety of colors. Ask: Is this a diverse group of crayons? (*yes*)

SUPPORT—Draw student attention to the graph on page 12. Point out that it shows the different major ethnic and racial backgrounds in Arizona as of 2025. Point out that the information comes from the U.S. Census, which asks people to identify their ethnic or racial background. Guide students to understand what the bars and the key mean. Ask: Which is the largest group in Arizona? (*White*) What is the next largest group? (*Hispanic or Latino*) What percentage have an Asian ethnicity? (*4.1 percent*) **(3.G3.1)**

CORE VOCABULARY—Point out the vocabulary term *reservation*, and explain its meaning.

SUPPORT—Display the map of Arizona counties. Explain to students that states are divided into counties. Each county has its own government. Within each county are many cities and towns that also have their own governments. This will be further explored in later chapters. Guide students to name and locate the county they live in. **(3.G1.1)**

Online Resources



After students read the text, ask the following questions:

LITERAL—How many counties does Arizona have? **(3.G1.1)**

» Arizona has fifteen counties.

LITERAL—How many Native American nations are in Arizona, and what are some of their names? **(3.G1.1)**

» There are twenty-two recognized nations. Their names include Diné (Navajo), the Tohono O’odham, the Apache, the Maricopa, and the Hopi. Others include the Yavapai, the Hualapai, and the Havasupai.

Timeline Cards

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Review and discuss the Big Question: “How does geography shape the way people live in Arizona?”

- Invite a student to post the cards to the timeline under the dates referencing 2000–Present Day. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. (3.SP1.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How does geography shape the way people live in Arizona?”
 - » Key points students should cite include: Arizona’s mostly hot and dry climate, with climate variations caused by changes in elevation; that extreme heat in Arizona means that water is a precious resource; that finding and storing water has been a problem people have had to solve in Arizona for thousands of years; the use of irrigation systems to bring water to settlements and farms; that people live across the state but are concentrated in Phoenix; that Arizona’s warm climate and flat landforms mean that major industries have included cattle ranching and citrus farming; that Arizona’s landscape and climate continues to attract people who visit as tourists or who settle to live in the state.
- Choose one of the Core Vocabulary words (*desert, elevation, climate, landform, humid, irrigation, crop, economy, culture, diverse, reservation*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 2

Arizona's Governments

The Big Question: How do Arizona's different levels of government work?

Primary Focus Objectives

- ✓ Identify and understand the democratic principles and civic virtues within Arizona's society and governments. (3.C1.1)
- ✓ Identify and explain the different levels of government in Arizona (federal, state, local, tribal). (3.C3.1)
- ✓ Describe the ways in which the different levels of government interact and work together for the good of the citizens. (3.C3.1)
- ✓ Explain how ordinary citizens can get involved in the government. (3.C3.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *tax, federal, local government, republic, legislative, term, executive, judicial, right, grant, term, city council, summit.*

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About Arizona's Governments":

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Pages



AP 2.1

AP 2.2

AP 2.4

- display and individual student copies of Venn Diagram (AP 2.1)
- individual student copies of My Representatives (AP 2.2)
- individual student copies of Domain Vocabulary: Chapters 1–2 (AP 2.4)

Core Vocabulary (Student Reader page numbers listed below)

tax, n. money that people pay to the government that supports the workings of the government (16)

Example: People have to pay tax on many things that they buy.

Variations: taxes, tax (v.)

federal, adj. relating to a system of government in which the national government shares power with other levels of government, such as the states; can also refer to national government (16)

Example: The federal government makes laws for the whole country.

local government, n. the government of a county, city, or town (16)

Example: The local government plans to build a new city park.

Variations: local governments

republic, n. a government in which people elect representatives to rule for them (17)

Example: The United States is a democratic republic.

Variations: republics, republican (adj.)

legislative, adj. having the power to make laws (17)

Example: Congress will debate the law in the next legislative session.

Variations: legislature (n.), legislator (n.), legislate (v.)

term, n. the period of time that something lasts (17)

Example: The governor had a successful first term in office.

Variations: terms

executive, adj. having the power to carry out and enforce laws (17)

Example: The governor is the head of the executive branch in Arizona.

Variations: executive (n.)

judicial, adj. having the power to decide questions of law (18)

Example: The judicial branch of government is made up of judges and courts.

right, n. a freedom that is protected by law (18)

Example: The right to free speech is important to many people.

Variations: rights

grant, n. money given for a specific reason or goal (23)

Example: The school was happy to receive a grant for a new library.

Variations: grants, grant (v.)

city council, n. the group of people who make laws for a city; a local legislature (23)

Example: The city council is going to meet next week.

Variations: city councils

summit, n. a meeting of government leaders (27)

Example: The tribal leaders held a summit to discuss common concerns.

Variations: summits

THE CORE LESSON

Introduce “Arizona’s Governments”

Review what students read in Chapter 1 about Arizona’s geography. Then explain that Arizona is defined by more than its geography. It is also shaped by its government. In this chapter, students will read about Arizona’s different governments.

Call students’ attention to the Big Question. Tell students to look for ways in which the different levels of government operate independently, as well as how they work together to serve the citizens of Arizona.

Guided Reading Supports for “Arizona’s Governments”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Working Together,” pages 14–16

Scaffold understanding as follows:

Read the section on pages 14–16 aloud.

SUPPORT—Mention that the scenario on page 14 is one example of a problem people can work together with different layers of government to solve. Explain that there are many other issues in which layers of government work together. Some are everyday problems, such as making sure there are enough staff to work in schools and libraries or for the emergency services. Other problems are unusual, such as recovery from natural disasters or other crises.

CORE VOCABULARY—Point out the vocabulary term *tax*, and explain its meaning.

After you read the text, ask the following questions:

EVALUATIVE—Why do different levels of government work together to solve problems? (3.C3.1)

- » Different levels of government have different expertise and responsibilities.

LITERAL—How are governments funded? (3.C3.1)

- » They are funded through taxes. Some funding for state and local governments may come from the federal government.

“The Federal Government,” pages 16–18

Scaffold understanding as follows:

Invite volunteers to read the first paragraph of the section on page 16 aloud.

CORE VOCABULARY—Point out the vocabulary terms *federal* and *local government*, and explain their meanings.

SUPPORT—Reread the explanation of federal government on page 16, and ask students for a synonym for *federal*. (*national*)

ELL SUPPORT—Instead of asking students to come up with a synonym for *federal* on their own, give students a list of options that includes *national* (such as *regional*, *local*, and *colonial*), and guide them to choose *national* as the correct synonym.

Read the rest of the section on pages 16–18 aloud.

CORE VOCABULARY—Point out the vocabulary terms *republic* and *legislative*, and explain their meanings.

SUPPORT—Explain to students that the term *republic* comes from the Latin phrase *res publica*, which means the public matters or the public business. The Roman republic was a government in which representatives in the senate debated public issues and made decisions rather than having a king decide what actions to take.

SUPPORT—Explain that another word for laws is *legislation*. Legislators make laws.

CORE VOCABULARY—Point out the vocabulary terms *term* and *executive*, and explain their meanings.

SUPPORT—Explain that to do or carry out something is to execute it. An executive carries out or implements the laws.

SUPPORT—Draw student attention to the branches of government graphic on page 18. Ask volunteers to read each description aloud and explain in their own words what that branch does.

CORE VOCABULARY—Point out the vocabulary terms *judicial* and *right*, and explain their meanings.

After you read the text, ask the following questions:

LITERAL—What is an example of a power that the federal government has? (3.C3.1.a)

- » Possible answers: declaring war, making rules for citizenship, creating an army

EVALUATIVE—How does the United States Constitution help the government run? (3.C3.1)

- » It describes what the federal government’s purpose is and what it should and should not do. It also tells us what the branches of government are, what powers they have, and what roles they have. It also says what rights people have.

“Arizona’s Constitution,” pages 19–20

Scaffold understanding as follows:

Have students read the section on pages 19–20 independently.

SUPPORT—Point out the word *inherent* in the quotation from Arizona’s state constitution on page 19. Explain that *inherent* means naturally. The quotation is saying that all political power comes from the people.

After the students read the text, ask the following questions:

LITERAL—What is one right guaranteed in the Arizona constitution’s Declaration of Rights? (3.C3.1, 3.H3.1)

- » Possible answers: right to privacy, freedom of assembly, right to a fair trial

LITERAL—What are some examples of how Arizonans exercise their civic virtues? (3.C1.1)

- » Arizonans can exercise their civic virtues by learning about issues and voting in elections.

EVALUATIVE—What does it mean for the power to come from the people? (3.C3.1, 3.H3.1)

- » It means that the government is supposed to do what the people want and that it exists to serve them. It means that the people can remove power from a government they don’t like by voting for a change of leadership.

“Arizona’s State Government,” pages 20–22

Scaffold understanding as follows:

Have students read the section on pages 20–22 with a partner.

SUPPORT—Point out that the “houses” in the state (and federal) legislature are not the sorts of houses people live in, but ways of referring to the different legislative bodies. Sometimes these houses are called chambers.

SUPPORT—Point out the image on page 21. This is the State Capitol Complex in Phoenix. All three branches of Arizona’s state government have buildings here. Other government buildings are distributed throughout the state.

After students read the text, ask the following questions:

LITERAL—How long do Arizona’s governors serve for? (3.C3.1)

- » Arizona’s governors serve four-year terms.

LITERAL—What is a responsibility of Arizona’s state government? (3.C3.1)

- » Arizona’s state government is responsible for setting state budgets, setting state taxes, and passing and executing laws that apply to the state.

LITERAL—What is a ballot initiative? What does it let people do? (3.C1.1, 3.C3.1)

- » A ballot initiative is a special vote on an issue or a law at election time. Ballot initiatives let people themselves raise issues to put to a vote rather than relying on representatives to raise and debate issues for them.

“State and Federal Cooperation,” pages 22–23

Scaffold understanding as follows:

Invite volunteers to read the section on pages 22–23 aloud.

SUPPORT—Explain what a budget is. A budget is a plan for how the government will spend the money it collects from taxes and other fees.

CORE VOCABULARY—Point out the vocabulary term *grant*, and explain its meaning.

ACTIVITY—Have students complete a Venn Diagram (AP 2.1) comparing the federal and state governments. Instruct students to look at the two overlapping circles. In the left circle, they should write down the powers and responsibilities of the federal government. In the right circle, they should write down the powers and responsibilities of the state government. In the overlapping portion, they should write down any powers and responsibilities that are shared between the state and federal governments. (3.C1.1, 3.C3.1)

Activity Page



AP 2.1

After the volunteers read the text aloud, ask the following question:

LITERAL—What is one way the federal and state governments work together to run Grand Canyon National Park? (3.C3.1)

- » Possible answer: The state can provide money to keep the park open if the federal government shuts down, or the state governor can ask the federal government to provide grants to help run the park.

“Local Governments,” pages 23–25

Scaffold understanding as follows:

Have students read the section on pages 23–25 independently.

CORE VOCABULARY—Point out the vocabulary term *city council*, and explain its meaning.

SUPPORT—Describe the similarities between local, state, and federal governments. Focus on the roles of local government and how they compare to higher levels of government. For example, the mayor is like the governor or the president, the city council is like the state legislature or Congress, and the city courts are like county or state courts or the Supreme Court.

SUPPORT—Explain the role of school districts in Arizona and how school board members are elected.

After students read the text independently, ask the following questions:

LITERAL—What role is most similar to a city manager? (3.C3.1)

- » mayor

INFERENTIAL—Why might people want to serve on a school board? (3.C3.1, 3.C3.2)

- » Possible answer: to have a say in how schools are run

“Tribal Governments,” pages 25–27

Scaffold understanding as follows:

Read the section on pages 25–27 aloud.

 **SUPPORT**—Direct students to the map on page 26. Ask students to explore the map and call out some things that they see or that they think are interesting. Ask: What does this map show? (*the locations of Native American tribes in Arizona today*) Which are the largest territories that belong to Native Americans? (*the Navajo Nation, the Tohono O’odham Nation, White Mountain Apache Tribe, San Carlos Apache Tribe*) (3.G1.1)



CORE VOCABULARY—Point out the vocabulary term *summit*, and explain its meaning.

ACTIVITY—Have students find out who their representatives are at each level of government and record them on My Representatives (AP 2.2). (3.C1.1)

After you read the section, ask the following questions:

LITERAL—What does *tribal sovereignty* mean? (3.C3.1)

- » It means that Arizona’s tribes have the ability to govern themselves and pass their own laws so long as they do not go against federal laws.

LITERAL—What does the Bureau of Indian Affairs do? (3.C3.1)

- » It oversees the relationship between tribal groups and governments and the federal government.

“Getting Involved,” page 27

Scaffold understanding as follows:

Invite volunteers to read the section on page 27 aloud.

TURN AND TALK—Have students discuss with a partner ideas they would suggest as new laws to put to a ballot initiative. Ideas may include changes to voting laws, new taxes to pay for something, or a change in the law. Invite volunteers to share their ideas. Write the ideas on the board or chart paper, and then have the class vote to select the “best” one. (3.C1.2)

After volunteers read the text aloud, ask the following question:

LITERAL—What is one way that someone can get involved in the community? (3.C1.1, 3.C3.2)

- » Possible answers include getting involved by collecting food for a food bank, or by cleaning a park, or by setting up a Little Free Library.

Timeline Cards

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Review and discuss the Big Question: “How do Arizona’s different levels of government work?”
- Invite a student to post the cards to the timeline under the dates referencing 2000–Present Day. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. (3.SP1.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How do Arizona’s different levels of government work?”
 - » Key points students should cite include: the similarities and differences between Arizona’s state and federal governments and constitutions; the balances among federal, state, tribal, and local government power in Arizona; the sovereignty of tribal governments and its limits; Arizona’s use of ballot initiatives and recall elections; the ways that federal, state, local, and tribal governments work together when necessary; the ways that citizens can get involved to help their communities.
- Choose one of the Core Vocabulary terms (*tax, federal, local government, republic, legislative, term, executive, judicial, right, grant, term, city council, summit*), and write a sentence using the term.

Activity Page



AP 2.4

To wrap up the lesson, invite several students to share their responses.

NOTE: You may wish to assign Domain Vocabulary: Chapters 1–2 (AP 2.4) at this time.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Arizona's First Peoples

The Big Question: Who were Arizona's first peoples, and how did they live?

Primary Focus Objectives

- ✓ Identify the early inhabitants of Arizona and their connections to modern-day Native Americans. (3.SP1.1, 3.G3.1)
- ✓ Describe how early peoples lived, focusing on how they adapted to and changed Arizona's environment. (3.G2.1, 3.G3.1)
- ✓ Explain contributions that early peoples made to the history and culture of Arizona. (3.H1.1, 3.H3.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *petroglyph*, *hunter-gatherers*, *artifact*, *extinct*, *nomadic*, *agriculture*, *custom*, *kiva*, *dwelling*, *adobe*, *descendant*, *ruin*, *herder*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About Arizona's First Peoples":

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Pages



AP 3.1
AP 3.2

- display and individual student copies of Arizona's First Peoples (AP 3.1)
- individual student copies of Artifact Study (AP 3.2)
- image of Columbian mammoth
- image of dire wolf
- image of giant sloth
- image of Montezuma Castle

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this book, where the specific links to the images may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

petroglyph, n. a picture or design that is carved into a rock surface (28)

Example: The scientist discovered a petroglyph with a spiral design.

Variations: petroglyphs

hunter-gatherers, n. small groups of people who feed themselves by hunting animals and gathering plants (30)

Example: Hunter-gatherers often move around to where plants and animals are available.

Variations: hunter-gatherer (adj.)

artifact, n. an object used during a past period in history (30)

Example: Pottery is a good example of an artifact of past societies.

Variations: artifacts

extinct, adj. having died out completely (31)

Example: The Columbian mammoth has been extinct for about 10,000 years.

Variations: extinction (n.)

nomadic, adj. moving around often in search of food; not settled in one place (32)

Example: The Clovis were nomadic, not staying in one place for long.

Variations: nomad (n.)

agriculture, n. the growing of crops and raising of livestock for food and other purposes (32)

Example: Agriculture is an important source of food in almost any society today.

Variations: agricultural (adj.)

custom, n. a traditional way of acting or doing something (34)

Example: Storytelling is a custom in many Native American tribes.

Variations: customs, customary (adj.)

kiva, n. a large pit house used by the Ancestral Pueblo as a gathering place (34)

Example: The kiva was often built at the center of a village.

Variations: kivas

dwelling, n. a structure where people live (35)

Example: A family with many children would need a larger dwelling than a family with few children.

Variations: dwellings, dwell (v.)

adobe, n. a type of brick made from sun-dried clay (35)

Example: The Ancestral Pueblo lived in adobe houses.

descendant, n. someone who is related to a person or group of people who lived in the past (36)

Example: Many Native Americans today are descendants of Arizona's earliest peoples.

Variations: descendants, descend (v.)

ruin, n. what remains of an old building or structure (38)

Example: The 200-year-old house was no more than a ruin.

Variations: ruins, ruin (v.)

herder, n. a person who looks after herds, or groups, of animals (39)

Example: The herder watched over the cattle.

Variations: herders, herd (n), herd (v.)

THE CORE LESSON

Introduce “Arizona’s First Peoples”

Introduce the chapter by reviewing what students read about Arizona’s geography in Chapter 1. Remind students that they have learned about Arizona’s geography and climate and the challenges and opportunities it poses. In this chapter, students will read about the peoples who lived in Arizona for thousands of years before Europeans arrived—some of whom still live in the state.

Call students’ attention to the Big Question. Tell students to look for evidence of how Arizona’s first peoples lived with the environment and adapted their way of life to the state’s geography.

Guided Reading Supports for “Arizona’s First Peoples”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Messages from the Past,” pages 28–31

Scaffold understanding as follows:

Invite volunteers to read the section on pages 28–31 aloud.

CORE VOCABULARY—Point out the vocabulary term *petroglyph*, and explain its meaning.

SUPPORT—Draw student attention to the image on page 29. Explain that the spiral markings on the rock were made by humans thousands of years ago. This is a petroglyph because the markings are carved into the rock.

SUPPORT—Point out the reference to the Common Era (CE) in the text and the use of BCE and CE on the timeline on page 30. Explain what they mean: The calendar used in most parts of the world divides history into two parts: BCE and CE. BCE is an abbreviation for “before the Common

Era,” and CE means “Common Era.” The Common Era (CE) refers to the period of history beginning with the year 1, the time traditionally associated with the birth of Jesus Christ.

CORE VOCABULARY—Point out the vocabulary term *hunter-gatherers*, and explain its meaning.

SUPPORT—Hunter-gatherers hunted for animals to use as meat and raw materials such as hides and bones, and they gathered berries, nuts, vegetables, and other materials from the environment around them.

SUPPORT—Direct students to the timeline on page 30. Explain to students that BCE years work in reverse, or explain that they are counting down to 1 CE. For example, on the timeline, 650 CE is before 700 CE, but 650 BCE is after 700 BCE. In other words, dates count down in BCE and up in CE.

CORE VOCABULARY—Point out the vocabulary term *artifact*, and explain its meaning.

After the volunteers read the text, ask the following questions:

EVALUATIVE—What do you notice about the pattern of dates above and below the dotted line on the timeline? (3.SP1.1)

» The dates stop going down and begin going up again.

LITERAL—When did the Hohokam culture begin? (3.SP1.1, 3.G3.1)

» Hohokam culture began in 300 BCE.

LITERAL—What do the petroglyphs left behind by Arizona’s earliest peoples mean? (3.G2.1)

» The spiral designs, animals, and people shown in the petroglyphs may have a religious meaning, or they may have been used for storytelling or for preserving history and cultural knowledge.

“Arizona’s Earliest Inhabitants,” pages 31–32

Scaffold understanding as follows:

Read the section on pages 31–32 aloud.

Note: Archaic is pronounced (/ar*kay*ik/).

CORE VOCABULARY—Point out the vocabulary term *extinct*, and explain its meaning.

SUPPORT—Point out the term *Paleoindian*. Explain that *paleo-* means very old or ancient. Paleoindians are very old or ancient Indian cultures.



SUPPORT—Show students images of the Columbian mammoth, dire wolf, and giant sloth. Ask students to describe any special features of the animals they can see (such as the size of the animals or the size of their teeth).

SUPPORT—Direct student attention to the image of the Clovis point spearhead at the bottom of page 31. Point out that the markings on the spearhead were all made by people chipping away at the material to form the spearhead into a sharp point. Mention that this took a lot of skill and time to do.

CORE VOCABULARY—Point out the vocabulary term *nomadic*, and explain its meaning.

After you read the text, ask the following questions:

LITERAL—What do the animals mentioned in the text have in common? (3.G2.1)

- » Possible answers: They are all very big. They are predators.

INFERENTIAL—Why do you think the Clovis point is so big? (3.G2.1)

- » Possible answer: to be able to kill such large animals

“Agriculture Comes to Arizona,” pages 32–34

Scaffold understanding as follows:

Have students read the section on pages 32–34 with a partner.

CORE VOCABULARY—Point out the vocabulary term *agriculture*, and explain its meaning.

SUPPORT—Point out the word *interval* on page 32. Explain that an interval is a period of time.

SUPPORT—Direct students to the image of maize on page 33. Ask: What do you notice about the maize? (*Some of it is different colors.*) Have you eaten maize? What is it like? (*Answers will vary.*)

After students read the text, ask the following questions:

LITERAL—How did maize change peoples’ lives in this period? (3.SP4.1)

- » It provided a plentiful food source that people could farm.

EVALUATIVE—What changed in terms of living arrangements during the Cienega phase? (3.SP4.1)

- » Villages became more permanent. People did not move around as much.

Scaffold understanding as follows:

Read the section on pages 34–36 aloud.

Activity Page



AP 3.1

ACTIVITY—Distribute Arizona’s First Peoples (AP 3.1). Instruct students to note the details of each culture on the Activity Page as they read.

 **SUPPORT**—Direct students to the map on page 34. Guide students to find where the Ancestral Pueblo people lived.

CORE VOCABULARY—Point out the vocabulary term *custom*, and explain its meaning.

SUPPORT—Explain that just like Arizona’s early cultures, we have customs, too. Giving gifts for birthdays is a custom. Wearing costumes for Halloween is a custom.

CORE VOCABULARY—Point out the vocabulary term *kiva*, and explain its meaning.

SUPPORT—Point out the word *archaeologists* on page 35. Explain that an archaeologist is an expert in the study of ancient people and the objects from their time period that remain. The word *archaeology* literally means the study of ancient things.

CORE VOCABULARY—Point out the vocabulary terms *dwelling*, *adobe*, and *descendants*, and explain their meanings.

 **SUPPORT**—Point out the word *dwelling* on page 35. Explain that a dwelling is a place where you live. Explain that people today have dwellings, too, though we may call them something different. Ask students what they call the place that they live. (*house*, *home*, *apartment*, *residence*)

SUPPORT—Point out the image of the White House Ruins at Canyon de Chelly National Monument on page 35. Explain to students that the ruins are partially made of adobe bricks.

SUPPORT—Note the list of descendants of the Ancestral Pueblo on page 36. Explain that these descendants together are known as the Pueblo.

 **SUPPORT**—Point out the reference to Mesoamerica on page 36. Explain that Mesoamerica is a name for an area of territory that stretches from southern Mexico into the middle of Central America. The name Mesoamerica means “middle America.”

 **SUPPORT**—When the Hohokam people are mentioned in the second paragraph on page 36, direct students to the map on page 34. Guide students to find where the Hohokam people lived.

 **SUPPORT**—When the Mogollon people are mentioned in the third paragraph on page 36, direct students to the map on page 34. Guide students to find where the Mogollon people lived.

After you read the text, ask the following questions:

 **EVALUATIVE**—Which of the early peoples of Arizona had the most territory? (3.G1.1)

» The Ancestral Pueblo had the most territory.

INFERENTIAL—Why do you think the Ancestral Pueblo culture went away? (3.SP4.1)

» Possible answers: climate, competition with other tribes

“Sinagua and Salado,” page 37

Scaffold understanding as follows:

Have students read the section on page 37 with a partner.

SUPPORT—Have students add information about the Sinagua and the Salado to their Arizona’s First Peoples (AP 3.1) chart.

SUPPORT—Show students the image of Montezuma Castle. Ask students to describe what they see and how they think the structure was built. Ask: Do you think this was comfortable to live in? (*Possible answers: yes, because it is in the shade of the cliff; no, because it looks difficult to get to*) What advantages does Montezuma Castle have? (*It looks well defended; it looks stable; it provides shelter and shade.*) (3.SP3.6, 3.H1.1)

ACTIVITY—Have students work with a partner to complete an Artifact Study (AP 3.2) about the picture of Salado pottery on page 37. (3.H1.1)

After students read the text, ask the following question:

EVALUATIVE—What modern structure is similar to Montezuma Castle? (3.SP1.2)

» An apartment building is similar to Montezuma Castle.

“Cohonina and Patayan,” pages 37–38

Scaffold understanding as follows:

Have students read the section on pages 37–38 independently.

SUPPORT—Have students add information about the Cohonina and the Patayan to their Arizona’s First Peoples (AP 3.1) chart.

CORE VOCABULARY—Point out the vocabulary term *ruin*, and explain its meaning.

Activity Page



AP 3.1

Online Resources



Activity Page



AP 3.2

Activity Page



AP 3.1

After students read the text, ask the following question:

LITERAL—How did the Patayan people adapt to their environment? (3.G2.1)

» They moved from place to place and built villages near water sources.

“Diné (Navajo) and Apache,” pages 38–39

Scaffold understanding as follows:

Invite volunteers to read the section on pages 38–39 aloud.

SUPPORT—Have students add information about the Navajo and the Apache to their Arizona’s First Peoples (AP 3.1) chart.

CORE VOCABULARY—Point out the vocabulary term *herder*, and explain its meaning.

SUPPORT—Reread the sentence “When the Spanish came, the Apache became expert horse riders” on page 39. Explain that before the Spanish arrived in the Americas, Native Americans did not have or use horses. Horses were introduced by the Spanish, whom students will read about in the next chapter, and they changed the way some Native American peoples, like the Apache, lived. Ask: What changes do you think horses brought? (*They enabled people to travel farther and faster and to carry more with them.*)

After the volunteers read the text, ask the following questions:

EVALUATIVE—How did the Apache differ from other tribes? (3.H1.1)

» They lived mostly by raiding other tribes and taking what they needed.

INFERENTIAL—How do you think the Apache reacted when they saw horses for the first time? (3.G2.1)

» Possible answers: They were surprised, amazed, or curious. Some may have seen the opportunity, having seen how the Spanish used and rode horses.

Activity Page



AP 3.1

Timeline Cards

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Who were Arizona’s first peoples, and how did they live?”
- Invite a student to post the cards to the timeline under the dates referencing 13,000 BCE–1500 CE. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. (3.SP1.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “Who were Arizona’s first peoples, and how did they live?”
 - » Key points students should cite include: Native Americans have lived in Arizona since about 11,000 BCE; Arizona’s first peoples have always had to adapt to the climate and landscape of Arizona; the first peoples are called the Paleoindians or the Clovis culture, who lived nomadic lifestyles and made sharp tools to hunt large animals; agriculture was introduced in Arizona in around 2100 BCE; maize was one of the main crops grown in Arizona at the time; agricultural societies settled in small villages and dug irrigation trenches to bring water from rivers to their farms; the Ancestral Pueblo, Hohokam, and Mogollon peoples lived across Arizona and beyond; Ancestral Puebloans made settlements in cliffside and included one large pit house called a kiva; the Hohokam people arrived in Arizona from Mesoamerica and lived in settlements near rivers; the Mogollon people lived in the south of Arizona; the Sinagua and Salado people lived in cliff dwellings; the Cohonina and Patayan lived in the north of the state; the Diné, or Navajo, and Apache still live in Arizona today; the Diné were herders of animals as well as farmers; the Apache adapted to using horses for hunting and warfare when they were brought to the Americas by the Spanish.
- Choose one of the Core Vocabulary terms (*petroglyph, hunter-gatherers, artifact, extinct, nomadic, agriculture, custom, kiva, dwelling, adobe, descendant, ruin, herder*), and identify a synonym or antonym for the term.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Arizona's Colonial History

The Big Question: How did Arizona change under Spanish and then Mexican rule?

Primary Focus Objectives

- ✓ Explain the causes and effects of events such as the Pima Revolt and the Mexican-American War. (3.SP4.1)
- ✓ Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas. (3.E2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *expedition, mission, presidio, pelt, annex, treaty*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Arizona’s Colonial History.”

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Page



AP 4.2

- individual student copies of Domain Vocabulary: Chapters 3–4 (AP 4.2)
- map of New Spain
- map of Arizona
- map of the Santa Fe Trail

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this book, where the specific links to the maps may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

expedition, n. a special journey taken by a group that has a clear purpose or goal (40)

Example: Coronado made an expedition across the Southwest.

Variations: expeditions

mission, n. a settlement built for the purpose of converting Native Americans to Christianity (44)

Example: The Spanish opened many missions in Arizona.

Variations: missions

presidio, n. a fort (45)

Example: A presidio is used for protection and defense.

Variations: presidios

pelt, n. the skin and fur of an animal (47)

Example: Native Americans could use the pelt of a deer for clothing and shelter.

Variations: pelts

annex, v. to take over territory (48)

Example: The United States chose to annex Texas in 1845.

Variations: annexes, annexing, annexed

treaty, n. a formal agreement between two or more groups, especially countries (49)

Example: The warring countries signed a treaty to end the fighting.

Variations: treaties

THE CORE LESSON

Introduce “Arizona’s Colonial History”

Introduce the chapter by reviewing what students read about Arizona’s Native peoples. Remind students that at the end of the chapter, they read that the Spanish brought horses that changed the way the Apache lived. In this chapter, students will read about the arrival of the Spanish and how they changed Arizona.

Call students’ attention to the Big Question. Tell students to look for evidence of ways in which Arizona changed under Spanish rule and then Mexican rule.

Guided Reading Supports for “Arizona’s Colonial History”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Time of Change,” pages 40–42

Scaffold understanding as follows:

Read the section on pages 40–42 aloud.

SUPPORT—Direct students to the image on page 41, and read the caption aloud. Have students describe what they see. Draw their attention to the bag being carried. Explain that bags like that were often used to carry coins and other riches. Ask: What details in the image tell you that this person is a soldier? (*He is wearing armor and a sword.*) What do you think is in the bag? (*coins, money, supplies*)

After you read the text, ask the following question:

EVALUATIVE—Why were the Spanish looking for places such as the Seven Cities of Cibola? (3.SP4.1)

- » They hoped to find great quantities of gold to make themselves and their countries rich.

“Spanish Explorers Arrive,” pages 42–43

Scaffold understanding as follows:

Invite volunteers to read the section on pages 42–43 aloud.

SUPPORT—Direct students to the timeline on page 42. Ask: When did Father Kino establish his first mission in Pimería Alta? (1687) What big change occurred in 1821? (*Mexico gained its independence.*) (3.SP1.1)

SUPPORT—Point out that the Christian religion of the explorers was very important to them. They believed they had a mission to spread their religion to the people they encountered and that they were improving their lives by doing so.

SUPPORT—Direct students to the image of silver ore on page 43. Point out that many minerals and other resources are found in the earth as ores such as this. They must be processed to become usable silver (or other metals).

 **SUPPORT**—Note the reference to New Mexico on page 43. Explain that the New Mexico of the 1500s was not the same as the state of New Mexico today. Show the map of New Spain and point out “Nuevo Mexico.” Explain that New Mexico then was part of a larger area called New Spain. It included much of what we call New Mexico today but also part of what we now call Texas. The land that became Arizona was part of the area called Nueva California, or New California.

After the volunteers read the text, ask the following questions:

LITERAL—What inspired Spanish explorers to travel across the Southwest? (3.G3.1)

Online Resources



- » They wanted to find gold and other riches and to convert people to Christianity.

LITERAL—What caused conflict between the Spanish and the Native Americans? (3.SP4.1)

- » Possible answers: The Spanish treated the Native Americans badly. The Spanish took land and resources from the Native Americans.

LITERAL—What did Juan de Oñate discover near Moqui, Arizona? (3.H1.1)

- » silver

LITERAL—What did Juan de Oñate’s discovery lead to? (3.SP4.1)

- » It led to more exploration by the Spanish to find resources and more conflict between the Spanish and Native Americans.

“Missions and Settlements,” pages 44–45

Scaffold understanding as follows:

Have students read the section on pages 44–45 independently.

CORE VOCABULARY—Point out the vocabulary term *mission*, and explain its meaning.

ELL SUPPORT—Point out the word *mission*. Explain that in this case, a mission is a settlement that is built to spread Christianity. Ask if students have ever heard the word *mission* used differently. Explain that in a different context, *mission* can also mean a task assigned to a person or group. Give an example of each meaning in a sentence, or ask students to come up with examples.

SUPPORT—Draw student attention to the image of the mission on page 45. Ask: What do you notice about the mission? (*Possible answer: It is large and impressive.*) What do you think people in America might have felt looking at the mission? (*Possible answer: They may have been impressed at the power, skill, and wealth of the Spanish to build such a structure.*)

CORE VOCABULARY—Point out the vocabulary term *presidio*, and explain its meaning.

ELL SUPPORT—Display the map of Arizona missions. Ask: What mission is closest to the presidio at Tubac? (*Tumacácori*) What do you notice about the locations of most of the missions? (*Most of them are near rivers.*) Why do you think the Spanish built their missions along the rivers? (*They built by the rivers to have water for drinking and farming; it was also possible to travel along the rivers.*)

After students read the text, ask the following questions:

EVALUATIVE—How was Father Kino different from other missionaries? (3.H1.1)

Online Resources



- » He had friendly relationships with the Native peoples, and he actively tried to improve their lives.

EVALUATIVE—What caused the Pima Revolt? (3.SP4.1)

- » The Native Americans wanted to stop abuse by the Spanish and to get their land and customs back.

“The Yuma Revolt and Its Aftermath,” pages 45–46

Scaffold understanding as follows:

Have students read the section on pages 45–46 with a partner.

SUPPORT—Note that the name “Yuma Revolt” uses the Spanish name for the group, who called themselves the Quechan. Whenever *Yuma* is used, it means Quechan.

SUPPORT—Point out to students that a primary point of conflict between the Quechan and the Spanish was the Quechan’s refusal to give up their customs. The Spanish, as part of converting people to Christianity, wanted Native Americans to live according to Spanish customs.

After students read the text, ask the following questions:

LITERAL—What were the two missions attacked in the Yuma Revolt? (3.H2.1)

- » Purísima Concepción and Bicuñer

EVALUATIVE—What caused the Quechan to fight back against the Spanish? (3.SP4.1)

- » The cruelty of the Spanish toward the Quechan, as well as the livestock from the missions eating the Quechans’ crops, caused the Quechan to fight back.

INFERENTIAL—Why do you think the Quechan fought so hard to hold on to their customs? (3.SP2.1)

- » Their customs were part of their history and who they were. They had been passed down through their families for a long time.

“Mexican Arizona,” pages 47–48

Scaffold understanding as follows:

Have students read the section on pages 47–48 independently.

CORE VOCABULARY—Point out the vocabulary term *pelt*, and explain its meaning.

 **SUPPORT**—Display the map of the Santa Fe Trail, and point out the path of the trail.

Online Resources



After students read the text, ask the following questions:

LITERAL—What was the purpose of the Santa Fe Trail? (3.E2.2)

- » The purpose of the Santa Fe Trail was to promote trade along the United States' western border.

EVALUATIVE—Why was it hard for Mexico to govern Arizona? (3.SP4.1)

- » Arizona was too far north for Mexico to send soldiers, and Native American groups such as the Apache resisted Mexican control and settlers.

“The Mexican-American War,” pages 48–49

Scaffold understanding as follows:

Read the section on pages 48–49 aloud.

CORE VOCABULARY—Point out the vocabulary term *annex*, and explain its meaning.

 **SUPPORT**—Direct students to the map on page 49. Have students find California on the map. Explain that in 1846, the area that became Arizona was part of California.

CORE VOCABULARY—Point out the vocabulary term *treaty*, and explain its meaning.

After you read the text, ask the following questions:

LITERAL—What does the term *Manifest Destiny* mean? (3.H3.1, 3.E2.2)

- » It is a belief that the United States was meant to expand all the way to the Pacific Ocean.

EVALUATIVE—What was a main cause of the Mexican-American War? (3.H2.1)

- » Mexico and the United States were arguing over control of the land in the Southwest and California. Mexico had not wanted Texas to be annexed by the United States. Mexican leaders feared the United States wanted to take Mexican territory. Mexico resisted American attempts to buy land. When the United States moved troops onto disputed territory, Mexico attacked them.

EVALUATIVE—How did the Mexican-American War affect Arizona? (3.G4.1)

- » It made Arizona part of the United States.

Timeline Cards

- Show students the Chapter 4 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did Arizona change under Spanish and then Mexican rule?”
- Invite a student to post the cards to the timeline under the dates referencing 1500–1848. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. (3.SP1.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How did Arizona change under Spanish and then Mexican rule?”
 - » Key points students should cite include: the arrival of the Spanish in the Americas in the sixteenth century led to the creation of missions and bases in North America; Spanish explorers moved throughout the American Southwest, encountering Native American peoples; Spanish settlers began to convert Native Americans to Christianity; illnesses brought to the Americas by the Spanish caused the deaths of many Native Americans; Native Americans resisted efforts by the Spanish to increase their control of Arizona but were not successful; Mexico became independent from Spain in 1821; American settlers began to move to the Southwest before the Mexican-American War made most of Arizona part of the United States.
- Choose two of the Core Vocabulary words (*expedition, mission, presidio, pelt, annex, treaty*), and explain the relationship between the two words.

To wrap up the lesson, invite several students to share their responses.

NOTE: You may wish to assign Domain Vocabulary: Chapters 3–4 (AP 4.2) at this time.

Activity Page



AP 4.2

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Arizona's Path to Statehood

The Big Question: How did Arizona become a U.S. state?

Primary Focus Objectives

- ✓ Describe the sequence of events that led to Arizona statehood. (3.SP1.1)
- ✓ Explain the conflicts between the United States and Mexico, and between settlers and Native Americans, and their impact on Arizona's growth. (3.SP1.3, 3.H2.1)
- ✓ Use primary and secondary sources to analyze the changes that have taken place in Arizona. (3.H3.2, 3.H2.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *feud*, *survey*, *negotiate*, *migration*, *inhabitant*, *tourism*, *boom*, *lobby*, *progressive*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About Arizona's Path to Statehood":

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Page



AP 5.1

- individual student copies of Analyze an Image (AP 5.1)

Core Vocabulary (Student Reader page numbers listed below)

feud, n. a long conflict between two people or two groups of individuals, often involving violence and acts of revenge (52)

Example: The two families had been in a feud for many years.

Variations: feud (v.)

survey, v. to study the condition or value of land (53)

Example: The city wanted to survey the land in the park to see how much it was worth.

Variations: surveys, surveying, surveyed, survey (n.)

negotiate, v. to discuss the terms of an agreement (54)

Example: The countries tried to negotiate peace to end the war.

Variations: negotiates, negotiating negotiated, negotiation (n.)

migration, n. the act of moving from one place to another to live or work (56)

Example: The migration of birds is a fascinating topic.

Variations: migrate (v.), migrant

inhabitant, n. a person who lives in a place (57)

Example: The inhabitant of the house was very friendly.

Variations: inhabitants, inhabit (v.)

tourism, n. the business of providing services—such as places to stay, eat, and play—for people who are traveling (59)

Example: Tourism provides a lot of money for the small country's economy.

Variations: tourist, tour (v.)

boom, n. a rapid increase of an activity, such as mining (60)

Example: Arizona saw a boom in mining in the nineteenth century.

Variations: booms

lobby, v. to use influence to try to change an opinion (61)

Example: The farmers decided to lobby the state government to make changes to farm policies.

Variations: lobbies, lobbying, lobbied, lobbyist (n.)

progressive, adj. moving toward new ideas, modern policies, or opportunities (62)

Example: The citizens wanted change, so they voted for a progressive candidate.

THE CORE LESSON

Introduce “Arizona’s Path to Statehood”

Introduce the chapter by reviewing what students read in Chapter 4 about Arizona’s experience as a Spanish and Mexican colony. At the end of that chapter, students read about how the United States acquired part of the land that would become Arizona. In this chapter, students will read about how Arizona was formed and how it became a U.S. state.

Call students' attention to the Big Question. Tell students to look for examples of events that helped Arizona to become a U.S. state and examples of things that got in the way of statehood.

Guided Reading Supports for "Arizona's Path to Statehood"

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Wild West," pages 50–53

Scaffold understanding as follows:

Invite volunteers to read the section on pages 50–53 aloud.

SUPPORT—Point out the section title "The Wild West." Ask: What does it mean when we call something wild? (*Possible answer: It means it's uncontrolled or untamed.*) What does it mean that the West was "wild"? (*It means it was uncontrolled or lawless.*)

SUPPORT—Note the mention of the nineteenth century on page 50. Explain that the nineteenth century means the 1800s.

SUPPORT—Direct students to the timeline on page 52. Ask: What took place in 1853? (*The Gadsden Purchase created the current boundary of Arizona.*) When did copper become the main mineral mined in Arizona? (*1888*) In what century did Arizona become a state? (*the twentieth century*)
(3.SP1.1)

SUPPORT—Direct student attention to the word *corral*. A corral is a place where livestock are kept together. The O.K. Corral was a place where cattle were kept.

CORE VOCABULARY—Point out the vocabulary term *feud*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What industries drove the growth of Arizona in the nineteenth century? **(3.E1.1)**

» Mining and cattle ranching drove Arizona's nineteenth-century growth.

LITERAL—What happened at the O.K. Corral on October 26, 1881? **(3.H1.1)**

» On October 26, 1881, two rival groups got into a gunfight that the Earps won.

“Arizona After the Mexican-American War,” pages 53–55

Scaffold understanding as follows:

Have students read the section on pages 53–55 independently.

CORE VOCABULARY—Point out the vocabulary term *survey*, and explain its meaning.

SUPPORT—Remind students that Mexico and America had fought a war only a few years before these events, ending in 1848.

 **SUPPORT**—Direct students to the map on page 54. Have them find the blue area on the map. Explain that the blue area is the Gadsden Purchase.

CORE VOCABULARY—Point out the vocabulary term *negotiate*, and explain its meaning.

After students read the text, ask the following questions:

EVALUATIVE—What caused tensions to rise between the United States and Mexico after the Mexican-American War? (3.SP4.1)

» Both sides claimed the land in southern Arizona/northern Mexico.

EVALUATIVE—How did the Gadsden Purchase benefit the United States? (3.G4.1)

» The United States got the land it wanted to build a southern railroad line to California.

“The Arizona Territory,” pages 55–57

Scaffold understanding as follows:

Read the section on pages 55–57 aloud.

SUPPORT—Point out the term *transcontinental railroad* on page 55. Explain that a transcontinental railroad is a railroad that goes across a whole continent. The prefix *trans-* means across. In this instance, the railroad spanned the North American continent from one coast of the United States to the other.

SUPPORT—Point out the word *stagecoach* in the second paragraph of the section on page 55. Have students turn to page 57 and point out the stagecoach in the image.

CORE VOCABULARY—Point out the vocabulary word *migration*, and explain its meaning.

SUPPORT—Direct students to the image of the stagecoach on page 57. Explain that this photograph was taken in the 1800s. It shows us what life looked like back then. That makes it a primary source. Primary sources



are photos and documents from a time and place in the past that tell us about that time and place. A secondary source is a source that is written after the time or event by people who were not there. Secondary sources often use primary sources. Ask: Is your Student Reader a primary source or a secondary source? (*a secondary source*) How do you know? (*It was written after the events it describes. It uses primary sources such as the stagecoach image.*) (3.SP3.3)

ACTIVITY—Have students complete an Analyze an Image (AP 5.1) about the image of the stagecoach on page 57. (3.H3.2)

After you read the text, ask the following questions:

EVALUATIVE—Why was a transcontinental railroad so important for the United States? (3.G3.1, 3.E2.2)

- » to move people and goods from one part of the country to another more quickly

LITERAL—How did Arizona handle transportation before the transcontinental railroad? (3.G3.1)

- » Before the transcontinental railroad, stagecoaches were used for transportation.

“The Apache Wars,” pages 57–59

Scaffold understanding as follows:

Ask students to read the section on pages 57–59 with a partner.

CORE VOCABULARY—Point out the vocabulary term *inhabitant*, and explain its meaning.

SUPPORT—Note that at the time of some of the conflicts noted, such as the Battle of Apache Pass in 1862, the United States was fighting the American Civil War.

SUPPORT—Note that at this point in time, American settlers were afraid of raids by the Apache. Part of the reason for these raids was the movement of American settlers west, where they both came into contact with Native Americans more regularly and also encroached on their lands. The United States sent armed forces to support the settlers as they moved west, which encouraged conflict with Native Americans.

SUPPORT—Ask students to look at the picture of Geronimo on page 59. Point out that this is a photograph taken of Geronimo in traditional dress, after he had surrendered. Geronimo lived until 1909, and he became famous for his exploits. Ask: What about this image shows that Geronimo was a warrior? (*He has a gun on his belt.*) Does he look old or young? (*old*) What do you think his clothes are made of? (*skins or pelts; leather*) (3.SP3.6, 3.H1.1)

After students read the text, ask the following questions:

LITERAL—How long did the Apache Wars last? (3.H1.1.d, 3.H2.1)

- » The Apache Wars lasted forty years, from 1846 to 1886.

LITERAL—Who were the two main leaders of the Apache in the Apache Wars? (3.H1.1.d, 3.H2.1)

- » Cochise and Geronimo

INFERENTIAL—Why do you think the Apache were able to fight the United States for so long? (3.H1.1, 3.H2.1)

- » Answers will vary but may include that they were skilled warriors, they had good leaders, they knew the land well, and they could travel fast and far on horses.

“Continued Growth and Change,” pages 59–61

Scaffold understanding as follows:

Read the section on pages 59–61 aloud.

CORE VOCABULARY—Point out the vocabulary terms *tourism* and *boom*, and explain their meanings.

ELL SUPPORT—Point out the word *boom*. Explain that *boom* is a word with multiple meanings and sometimes describes a loud sound. Ask students to give an example of something that makes a *boom* sound. (*fireworks, thunder*)

SUPPORT—Point out that Arizona, like other western states, had a lot of mineral wealth (such as gold, silver, copper) that was discovered in this period. These metals were valuable to the United States as its economy expanded and industrialized.

After you read the text, ask the following questions:

LITERAL—What drew settlers to Arizona in this period? (3.H3.2)

- » Tourism and mining drew settlers to Arizona.

EVALUATIVE—How did the railroad change mining in Arizona? (3.H3.2)

- » The railroad allowed ore to be transported from Arizona to other places more easily and cheaply, which made mining more profitable. This also encouraged more mining.

EVALUATIVE—Why was it difficult for early miners to spend the money they earned? (3.E1.3)

- » It was difficult for early miners to spend money because they lived so far away from towns.

“The Path to Statehood,” pages 61–63

Scaffold understanding as follows:

Have students read the section on pages 61–63 independently.

CORE VOCABULARY—Point out the vocabulary terms *lobby* and *progressive*, and explain their meanings.

SUPPORT—Have students identify the two flags in the image on page 63. Ask: What are these flags? (*U.S. and Arizona state flags*)

After students read the text, ask the following questions:

LITERAL—What happened in Arizona in 1912, a few months after statehood? (3.H2.2)

» Women were granted the right to vote.

EVALUATIVE—Why did President Taft reject the first Arizona constitution? (3.C3.1, 3.H1.1)

» President Taft thought the first Arizona constitution was too progressive.

INFERENTIAL—Why do you think the people of Arizona agreed to drop the part about recalling judges in their constitution? (3.C3.1)

» Possible answer: They really wanted to become a state, so they were willing to compromise.

Timeline Cards

- Show students the Chapter 5 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did Arizona become a U.S. state?”
- Invite a student to post the cards to the timeline under the dates referencing 1848–1912. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. (3.SP1.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How did Arizona become a U.S. state?”
 - » Key points students should cite include: Arizona became part of the United States after the Treaty of Guadalupe Hidalgo in 1848 and the Gadsden Purchase of 1854; Arizona’s resources including minerals

such as copper brought settlers and businesses to the state; Arizona was organized as a territory in 1863, during the Civil War; migration and settlement grew in the 1870s; the federal government fought the Apache and gradually defeated them by the 1880s; tourism, settlement, and business made Arizona's economy and population grow throughout the second half of the nineteenth century; Arizona campaigned for statehood in the early twentieth century but was at first seen as too small or progressive; Arizona achieved statehood in 1912.

- Choose one of the Core Vocabulary words (*feud, survey, negotiate, migration, inhabitant, tourism, boom, lobby, progressive*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Wartime Arizona

The Big Question: How did global and national events affect Arizona in the first half of the twentieth century?

Primary Focus Objectives

- ✓ Explain the causes and effects of events such as the two world wars and the Great Depression. (3.SP4.1)
- ✓ Describe the impact of different groups of people, including Native Americans, on Arizona’s history. (3.H1.1.a)
- ✓ Evaluate how individual rights and freedoms can be subject to challenge, such as with Japanese internment camps. (3.H3.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *recruit, draft, pandemic, poverty, drought, civilian, internment.*

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Wartime Arizona”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Page



AP 5.1
AP 6.1

- individual student copies of the National Archives Analyze a Cartoon worksheet
- individual student copies of Analyze an Image (AP 5.1)
- individual student copies of Domain Vocabulary: Chapters 5–6 (AP 6.1)
- map of Route 66

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this book, where the specific links to the worksheet and map may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

recruit, n. a new member of the military (64)

Example: The army recruit knew he had a lot to learn about military life.

Variations: recruits, recruit (v.)

draft, n. a system that requires individuals to serve in the military (67)

Example: Registering for the draft meant that people might be required to go to war.

Variations: draftee, draft (v.)

pandemic, n. a disease that suddenly strikes multiple countries or continents (71)

Example: The influenza outbreak of 1918 was a pandemic that took lives around the world.

Variations: pandemics

poverty, n. a state of extreme lack or scarcity; very poor (72)

Example: During the Great Depression, many people lived in poverty.

drought, n. a long period of dry conditions (73)

Example: The long drought made farming conditions very difficult.

Variations: droughts

civilian, n. a person who is not part of the military (77)

Example: There were many ways a civilian could contribute to the war effort.

Variations: civilians, civilian (adj.)

internment, n. the act of confining or imprisoning someone during a war for political reasons (78)

Example: The internment of Japanese Americans took place during World War II.

Variations: internment (adj.)

THE CORE LESSON

Introduce “Wartime Arizona”

Introduce the chapter by reviewing how Arizona became a U.S. state. Explain that two years after Arizona became a state, a war broke out. The war started in Europe but soon spread around the world. Even Arizona was affected. In this chapter, students will read about Arizona’s involvement in that war and the war that followed it twenty years later.

Call students’ attention to the Big Question. Tell students to look for evidence of how global and national events affected Arizona in the first half of the twentieth century.

Guided Reading Supports for “Wartime Arizona”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“An Uncrackable Code,” pages 64–66

Scaffold understanding as follows:

Read the section on pages 64–66 aloud.

SUPPORT—Explain that World War I and World War II were two wars that happened in the first half of the twentieth century. World War I lasted from 1914 to 1918. World War II lasted from 1939 to 1945. Students will learn more about both wars in this chapter.

CORE VOCABULARY—Point out the vocabulary term *recruit*, and explain its meaning.

SUPPORT—Direct students to the timeline on page 66. Ask: What event took place between 1929 and 1941? (*the Great Depression*) When were the Poston and Gila River internment camps established? (1942) (3.SP1.1)

After you read the text, ask the following question:

LITERAL—How did the Navajo code talkers help the United States win World War I and World War II? (3.H1.1)

- » The Navajo code talkers helped the United States win both world wars by using their native languages to send secret military communications.

“The First World War,” pages 66–70

Scaffold understanding as follows:

Have students read the section on pages 66–70 with a partner.

SUPPORT—Explain to students that World War I was fought for almost three years before the United States joined in 1917.

CORE VOCABULARY—Point out the vocabulary term *draft*, and explain its meaning.

ACTIVITY—Have students work in pairs to complete a National Archives Analyze a Cartoon worksheet about the editorial cartoon on page 68. The worksheet is available in English and in Spanish.

SUPPORT—Note the use of the word *colored* on page 68. Explain that *colored* was once used to refer to African Americans. Today, we do not use the word in that way.

Online Resources





ACTIVITY—Have students complete an Analyze an Image (AP 5.1) about the image of the Bisbee Deportation on page 69.

SUPPORT—Point out the word *sacrifice* on page 70. Explain that *sacrifice* means giving up or giving away something valuable in order to get or achieve something else. Provide an example of a sacrifice, such as donating a favorite toy or book to someone who needs it. Ask: What are some examples of sacrifice that you can think of? (*Students should identify a sacrifice correctly, such as giving away something or giving something up.*)

After the students read the text, ask the following questions:

LITERAL—What were some of the sacrifices Arizonans had to make during World War I? (3.H2.2)

- » They had to eat different foods and less food and sometimes go without electricity.

LITERAL—For how many years was the United States involved in World War I? (3.H3.2)

- » less than two years

EVALUATIVE—What is one reason that the United States decided to enter World War I? (3.SP4.1)

- » The United States learned that Germany wanted to work with Mexico and had promised Mexico control over Arizona and other parts of the Southwest.

“Arizona Between the War and the Crash,” pages 70–73

Scaffold understanding as follows:

Read the section on pages 70–73 aloud.

CORE VOCABULARY—Point out the vocabulary term *pandemic*, and explain its meaning.

SUPPORT—Draw students’ attention to the designation of the Grand Canyon as a national park on page 71. Make sure students realize that the Grand Canyon already existed before it became a national park. What Presidents Harrison, Roosevelt, and Wilson did was make sure the Grand Canyon was protected against people damaging or destroying it.

CORE VOCABULARY—Point out the vocabulary term *poverty*, and explain its meaning.

After you read the text, ask the following questions:

EVALUATIVE—Why did Arizona’s economy suffer after World War I? (3.H2.1)

- » There was not as much demand for Arizona’s products and services.

LITERAL—What other challenge did Arizonans face after the war? (3.H2.1)

- » The 1918 influenza pandemic killed a lot of people.

INFERENTIAL—What might have happened if the Grand Canyon had not been named a national park? (3.G1.1)

- » Possible answer: Too many visitors may have damaged the environment and harmed wildlife.

“Arizona in the Great Depression,” pages 73–76

Scaffold understanding as follows:

Invite volunteers to read the section on pages 73–76 aloud.

SUPPORT—Note the name “Great Depression” in the section title on page 73. Explain that the word *great* has more than one meaning. It can mean really good, or it can mean large in size or importance. In this instance, the second meaning applies. Similarly, *depression* also has more than one meaning. It can refer to a severe economic slowdown in which many people lose their jobs, or it can mean feeling sad and hopeless. In this instance, the first meaning applies. So the Great Depression was a severe economic slowdown that was large in size or importance during which many people lost their jobs.

CORE VOCABULARY—Point out the vocabulary term *drought*, and explain its meaning.

SUPPORT—Direct students to the image of the migrant family on page 74. Give students a moment to study the image. Ask: How do the people in the image feel? How do you know? (*Possible answers: They feel sad. They are frowning. There is nothing cheerful about their expressions. The father looks worried.*) (3.SP3.6, 3.H1.1, 3.H3.2)

Online Resources



 **SUPPORT**—Display the map of Route 66. Trace the route from Chicago, through Arizona, to Los Angeles.

 **SUPPORT**—Point out the word *glimpse* on page 74. Explain that a glimpse is a quick look. Have students act out taking a glimpse at their Student Readers.

 **SUPPORT**—Have students turn back to the map in Chapter 1 on page 7 and find the Hoover Dam.

 **SUPPORT**—Point out the phrase “bounce back” on page 76. Explain that “bounce back” is an idiom or expression that means to return to a previous good condition after a difficult period.

After the volunteers read the text, ask the following questions:

EVALUATIVE—What event helped start the Great Depression? (3.SP4.1)

» The stock market crash of 1929 helped start the Great Depression.

EVALUATIVE—What made the country’s economic problems worse after the crash? (3.SP4.1, 3.E1.3)

» People rushed to try to get their money from the banks, and the banks didn’t have enough money. Many people lost their savings. Also, the government did not get involved right away.

EVALUATIVE—What caused the Dust Bowl? (3.SP4.1)

» Drought, overuse of soil, and removal of too many trees caused the Dust Bowl.

EVALUATIVE—What are some of the benefits of the Hoover Dam? (3.G1.1)

» Possible answers: It created jobs during the Great Depression. It provides electricity and water.

LITERAL—What programs tried to end the Great Depression in the United States? (3.C3.2, 3.H2.2)

» New Deal programs such as the WPA and CCC tried to end the Great Depression.

“The Second World War,” pages 76–77

Scaffold understanding as follows:

Read the section on pages 76–77 aloud.

SUPPORT—Point out the image of the USS *Arizona* memorial. Explain that the structure students see was placed above the wreckage of the ship, which was sunk in the Pearl Harbor attack. Viewing platforms let people view the ship in the water below.

CORE VOCABULARY—Point out the vocabulary term *civilian*, and explain its meaning.

SUPPORT—Point out the word *neutrality* on page 76. Remind students that neutrality means not taking sides.

SUPPORT—Mention that in the 1930s, Japan had launched a series of attacks on its neighbors, especially the regions of Manchuria and China. These attacks made the United States view Japan’s actions in East Asia and the Pacific as a threat. The competition between the two led to Japan launching the Pearl Harbor attack as an attempt to try to dissuade the United States from intervening against Japan.

After you read the text, ask the following questions:

EVALUATIVE—Why did the United States stay out of World War II at the start? (3.H2.1)

- » Congress had passed a law keeping the United States from getting involved in conflicts of other countries.

LITERAL—What were some of the ways the United States helped the war effort before getting directly involved? (3.H2.2)

- » The United States sent weapons to the Allies (countries fighting Germany and Japan), and they stopped trading with Japan.

“Japanese American Internment in Arizona,” pages 78–79

Scaffold understanding as follows:

Have students read the section on pages 78–79 with a partner.

ELL SUPPORT—Point out the word *disloyal* on page 78. Ask: What does it mean to be loyal? (*It means to be steady in your support for something.*) Explain that disloyal is the opposite of that. Ask: What does it mean to be disloyal? (*It means taking away or not being true to your support of something or someone.*)

CORE VOCABULARY—Point out the vocabulary term *internment*, and explain its meaning.

SUPPORT—Point out the word *offended* on page 78. Explain that being offended means feeling insulted or disrespected.

SUPPORT—Point out the word *harassed* on page 79. Explain that to harass someone is to attack or bother them over and over again.

ACTIVITY—Have students complete an Analyze an Image (AP 5.1) about the image on page 79 of people arriving at an internment camp.

Activity Page



AP 5.1

After students read the text, ask the following questions:

EVALUATIVE—Why did the United States government put Japanese Americans in internment camps? (3.H3.1)

- » The government feared that Japanese Americans would be loyal to Japan and not to the United States.

EVALUATIVE—What were some of the long-term consequences of the internment of Japanese Americans? (3.H3.1)

- » People lost their property and businesses. There was a lot of distrust for many years.

LITERAL—What did Japanese Americans do after they were released from the internment camps? (3.H3.1, 3.H2.1)

- » Some became more focused on their Japanese heritage and had trouble forgiving the government for their treatment. Others became more involved in their new American communities after they were released.

Timeline Cards

- Show students the Chapter 6 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did global and national events affect Arizona in the first half of the twentieth century?”
- Invite a student to post the cards to the timeline under the dates referencing 1912–1946. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. (3.SP1.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How did global and national events affect Arizona in the first half of the twentieth century?”
 - » Key points students should cite include: Arizona’s role in the First World War; Arizonans serving in the war in Europe and also in factories and farms at home; miners campaigning for better rights at the Bisbee mines being rounded up and sent to New Mexico; Arizona’s economic boom as a result of the war; difficulties in the 1920s caused by economic problems after the war and social problems such as Prohibition; the Great Depression causing widespread economic and social problems worldwide, nationwide, and in Arizona; responses

to the Great Depression including the New Deal programs to build infrastructure and provide work in the state; Arizona's role in World War Two; the role of Native American "code talkers" in both world wars; Arizona as home to internment camps for Japanese Americans.

Activity Page



AP 6.1

- Choose one of the Core Vocabulary words (*recruit, draft, pandemic, poverty, drought, civilian, internment*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

NOTE: You may wish to assign Domain Vocabulary: Chapters 5–6 (AP 6.1) at this time.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 7

Arizona in the Late Twentieth Century

The Big Question: How did Arizona grow and change in the second half of the twentieth century?

Primary Focus Objectives

- ✓ Understand the impact of influential people in Arizona history. (3.H1.1.d)
- ✓ Explain probable causes and effects of events in the late twentieth century. (3.SP4.1)
- ✓ Evaluate how people's rights varied depending on individuals' community, state, and nation. (3.H3.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *radiation, missile, communist, boycott, media, sector, hydroelectric plant, canal, discrimination.*

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About Arizona in the Late Twentieth Century":

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Page



AP 5.1

- individual student copies of Analyze an Image (AP 5.1)

Core Vocabulary (Student Reader page numbers listed below)

radiation, n. a type of dangerous and powerful energy (80)

Example: The radiation from a nuclear explosion can hurt plants and animals.

missile, n. a weapon that is launched at a distant target (80)

Example: The president hoped not to have to launch a missile at the enemy.

Variations: missiles

communist, adj. relating to communism, an economic system based on community ownership of property and industry (83)

Example: A communist government can take away people's freedoms.

Variations: communist (n.)

boycott, n. a form of organized protest in which people refuse to buy goods or to have anything to do with a particular group or country (85)

Example: The students held a boycott of the guest speaker because of her views.

Variations: boycotts, boycott (v.)

media, n. ways that information is communicated to the public, such as newspapers, television, and the Internet (86)

Example: The media covered the debate so that everyone would know what the candidates said.

sector, n. a part of an economy, usually focused around one type of job or industry (87)

Example: The technology sector has grown a lot in recent years.

Variations: sectors

hydroelectric plant, n. a place that uses the force of moving water to power generators that make electricity (88)

Example: The hydroelectric plant provides power for many towns in the area.

Variations: hydroelectric plants

canal, n. a channel dug by people, used by boats or for irrigation (89)

Example: The new canal made it possible for more boats to reach the small towns far from the city.

Variations: canals

discrimination, n. unfair treatment of a person or group because of beliefs about that group of people (90)

Example: Many groups have experienced discrimination because of their identity.

Variations: discriminate (v.)

Introduce “Arizona in the Late Twentieth Century”

Introduce the chapter by reviewing what students read about Arizona during the first half of the twentieth century. Explain that World War II changed the world forever. In this chapter, students will read about some of those changes.

Call students’ attention to the Big Question. Tell students to watch for examples of how Arizona grew and changed during the second half of the twentieth century.

Guided Reading Supports for “Arizona in the Late Twentieth Century”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Defending the Nation,” pages 80–82

Scaffold understanding as follows:

Invite volunteers to read the section on pages 80–82 aloud.

CORE VOCABULARY—Point out the vocabulary terms *radiation* and *missile*, and explain their meanings.

SUPPORT—Remind students that the twentieth century means the 1900s.

SUPPORT—Explain that nuclear weapons are weapons that suddenly release the energy in certain types of atoms. Atoms are small particles that make up many of the things that exist in our world.

SUPPORT—Direct students to photograph of the Titan II missile silo on page 81. Explain that a missile silo is like a hidden storage space that keeps the missiles safe and ready to use if needed. Explain that the name *Titan* comes from Greek mythology and is also the name of one of Saturn’s moons. Ask: Why might a missile be named Titan? (*The Titans of Greek mythology were large, powerful beings; the missile is large and destructive.*)
(3.SP3.6)

After the volunteers read the text, ask the following questions:

LITERAL—How many Titan II missile sites were in Arizona? (3.E1.1)

» There were eighteen Titan II missile sites in Arizona.

LITERAL—What is the last remaining missile site used for now? (3.E1.1)

» It is a museum.

“Arizona in the Cold War,” pages 82–84

Scaffold understanding as follows:

Have students read the section on pages 82–84 with a partner.

SUPPORT—Point out “Cold War” in the section title on page 82. Explain that cold wars are wars in which the two sides do not fight each directly. They compete in other ways, such as economic policy, diplomacy, and by supporting countries and groups hostile to their rivals. When two sides fight directly, it is called a hot war. Examples of hot wars include the American Civil War, the Apache Wars, World War I, and World War II.

SUPPORT—Direct students to the timeline on page 82. Ask: When did the population of Arizona reach one million people? (1960) When was Sandra Day O’Connor appointed to the Supreme Court? (1981) How long did it take from the start of construction for the Central Arizona Project to deliver water? (twelve years) (3.SP1.1)

CORE VOCABULARY—Point out the vocabulary term *communist*, and explain its meaning.

SUPPORT—Note the mention of the Korean War on page 84. Remind students that one way the United States and Soviet Union “fought” in the Cold War was by supporting opposite sides in other countries’ conflicts. The Korean War was one of those conflicts. The Korean War was a fight between North Korea and South Korea. The Soviet Union helped North Korea, and the United States, as part of the United Nations, helped South Korea. No one won the war, which ended with a ceasefire rather than a peace treaty, and Korea is still divided today.

ACTIVITY—Have students complete an Analyze an Image (AP 5.1) about the duck-and-cover image on page 84. (3.SP3.6, 3.H1.1, 3.H2.1)

After students read the text, ask the following questions:

EVALUATIVE—Why were military bases in Arizona important during the Cold War? (3.SP4.1)

- » Arizona’s military bases were used to train Air Force personnel and other troops. Arizona was also used to house nuclear missiles.

LITERAL—How did the Cold War change the daily lives of people in Arizona, especially in schools? (3.SP4.1, 3.H3.2)

- » People had to prepare for the possibility of an attack using nuclear weapons. Families built bomb shelters, and children in schools practiced “duck and cover” drills to help protect themselves.

Activity Page



AP 5.1

LITERAL—What is the Palo Verde Generating Station, and why is it important to Arizona? (3.SP4.1, 3.E2.2, 3.G2.1)

- » It is a nuclear power station. It provides electricity for parts of several southwestern states, including Arizona.

“Civil Rights in Arizona,” pages 85–87

Scaffold understanding as follows:

Read the section on pages 85–87 aloud.

SUPPORT—Note the phrase “civil rights” in the section title. Explain that civil rights are certain rights, such as the right to vote or to a fair trial, that are guaranteed by the U.S. Constitution and its amendments.

CORE VOCABULARY—Point out the vocabulary term *boycott*, and explain its meaning.

 **SUPPORT**—Note the usage of the terms *legislature* and *legislative branch*. Remind students that they read about these terms in Chapter 2.

CORE VOCABULARY—Point out the vocabulary term *media*, and explain its meaning.

SUPPORT—Remind students that although slavery was abolished after the Civil War, this did not mean that African Americans were treated equally. For a century after the Civil War, African Americans across the country faced laws, policies, and attitudes that discriminated against them. In Arizona, schools were segregated (divided between schools for white students and separate schools for others) until this was officially ended in 1954 by the *Brown v. Board of Education* decision.

After you read the text, ask the following questions:

LITERAL—What kinds of unfair laws and rules did the civil rights movement work to change? (3.H3.1)

- » Possible answers: African Americans faced discriminatory laws and rules that prevented them from voting or from sharing public spaces and facilities with white people. African Americans did not have equal protections under the law.

EVALUATIVE—Why did Cloves Campbell Sr. want more media coverage of African Americans’ accomplishments? (3.H3.1, 3.H1.1, 3.SP2.1)

- » He felt that African Americans were not being recognized enough.

LITERAL—What important decision did the U.S. Supreme Court make about Ernesto Miranda’s case? (3.C1.1, 3.H3.1)

- » The court ruled that Miranda and all other people under arrest must be informed of their constitutional rights.

LITERAL—How did the civil rights movement inspire other groups of people? (3.H2.2, 3.H3.1)

- » Other groups, including Latinos, Native Americans, people with disabilities, and farmworkers, were inspired by the tactics, message, and successes of the civil rights movement to campaign for their own rights.

“Growth and Change in the Twentieth Century,” pages 87–89

Scaffold understanding as follows:

Have students read the section on pages 87–89 independently.

CORE VOCABULARY—Point out the vocabulary terms *sector* and *hydroelectric plant*, and explain their meanings.

SUPPORT—Review the definition of *sector* on page 87. Explain that technology is only one sector in Arizona’s economy.

 **SUPPORT**—Direct students to the map on page 89. Mention that this map shows the extent of the Colorado River Storage Project and where the major dams are. Point out that several states are covered by the project, not just Arizona. Ask: What states are involved in this project? (*Utah, Wyoming, Colorado, Arizona, New Mexico*) Which dam is farthest north in the Colorado River Storage Project? (*Flaming Gorge Dam*) Which dam is located in Arizona? (*Glen Canyon Dam*) (3.G1.1, 3.G2.1, 3.E2.1)

CORE VOCABULARY—Point out the vocabulary term *canal*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—How did Arizona’s economy change after 1949? (3.E1.1)

- » After 1949, the technology sector became an important part of Arizona’s economy. Today, it is the state’s largest employer.

LITERAL—What is the Central Arizona Project? Why was it needed? (3.E2.1, 3.G2.1)

- » The Central Arizona Project is a canal system that brings water from the Colorado River and Lake Havasu to parts of central and southern Arizona. It was needed because central Arizona needed safe drinking water, but it was too far from the Colorado River Storage Project.

Scaffold understanding as follows:

Read the section on pages 89–91 aloud.

CORE VOCABULARY—Point out the vocabulary term *discrimination*, and explain its meaning.

SUPPORT—Point out the vocabulary words *radiation* and *discrimination*. Ask students what these words have in common. (*-tion*) Explain that this ending indicates that a word is a noun. Ask students if they know any other words that end in *-tion*. (*Possible answers: action, education, segregation, imagination*)

SUPPORT—Remind students that challenging discrimination was a central goal of the civil rights movement. African Americans faced discrimination across the United States.

 **SUPPORT**—Point out the reference to the federal government. Remind students that they learned about the federal government in Chapter 2. (The federal government is the national government, or the government for the whole country.)

After you read the text, ask the following questions:

LITERAL—What did Margaret Taylor Hance do before she joined the federal government? (3.H1.1)

» She was the first female mayor of Phoenix.

LITERAL—How did Sandra Day O’Connor make history? (3.H1.1)

» She became the first female Supreme Court justice.

INFERENTIAL—Why do you think Adam Diaz promoted education for Mexican Americans? (3.SP3.6, 3.H3.1)

» Possible answer: so that they could improve their lives

Timeline Cards

- Show students the Chapter 7 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did Arizona grow and change in the second half of the twentieth century?”
- Invite a student to post the cards to the timeline under the dates referencing 1946–2000. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. (3.SP1.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “How did Arizona grow and change in the second half of the twentieth century?”
 - » Key points students should cite include: the Cold War that broke out after World War II made Arizona the site of many important military and missile bases; the Cold War changed the lives of Arizonans and people around the country; the civil rights movement challenged discrimination and segregation across the country; Arizona’s population grew in number and diversity; new projects such as the Colorado River Storage Project help to secure water for Arizona; Arizonans such as John McCain and Sandra Day O’Connor became national figures.
- Choose one of the Core Vocabulary terms (*radiation, missile, communist, boycott, media, sector, hydroelectric plant, canal, discrimination*), and write a sentence using the term.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 8

Looking Ahead

Big Question: What challenges does Arizona face in the twenty-first century?

Primary Focus Objectives

- ✓ Describe and discuss industries that have shaped Arizona. (3.E1.1)
- ✓ Understand the impact of Arizona’s changing and increasing population. (3.G4.1)
- ✓ Examine how individuals and groups have worked together in the twenty-first century. (3.H2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *telescope, evidence, official, microchip, pollution, preservation, reform.*

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Looking Ahead”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Page



AP 8.1

- individual student copies of Domain Vocabulary: Chapters 7–8 (AP 8.1)

Core Vocabulary (Student Reader page numbers listed below)

telescope, n. a long, tube-like object used for seeing things at far distances (92)

Example: The scientist used the telescope to look at the stars.

Variations: telescopes, telescope (v.)

evidence, n. facts and information used to show if an idea is true or not (92)

Example: The jury used the evidence to decide if the defendant was guilty.

official, n. a person who holds an office, like a mayor or member of Congress (95)

Example: The elected official wanted to hear ideas from the citizens.

Variations: officials, official (adj.)

microchip, n. a small piece of material that stores information (96)

Example: The microchip in the smartphone helped it operate faster.

Variations: microchips

pollution, n. something that makes land, water, or air dirty and unsafe (97)

Example: Pollution is harmful to the environment.

Variations: pollute (v.)

preservation, n. action to keep or save something (98)

Example: The preservation of water is important in dry climates.

Variations: preserve (v.)

reform, n. an improvement (99)

Example: The mayor proposed a reform to the school budget.

Variations: reforms, reform (v.)

THE CORE LESSON

Introduce “Looking Ahead”

Introduce the chapter by reviewing what students read in Chapter 7 about Arizona during the Cold War and civil rights movement. Explain that in this chapter, students will look at Arizona today and what its future might hold.

Call students’ attention to the Big Question. Tell students to look for information about the challenges facing Arizona in the twenty-first century.

Guided Reading Supports for “Looking Ahead”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“An Eye to the Future,” pages 92–94

Scaffold understanding as follows:

Have students read the section on pages 92–94 independently.

CORE VOCABULARY—Point out the vocabulary terms *telescope* and *evidence*, and explain their meanings.

SUPPORT—Explain to students that NASA is an acronym for National Aeronautics and Space Administration.

SUPPORT—Direct students’ attention to the timeline on page 94. Ask: What happened in 2007? (*The Phoenix Mars lander was launched.*) When did Arizona celebrate 100 years of statehood? (2012) (3.SP1.1)

After students read the text, ask the following question:

EVALUATIVE—How does Arizona’s role in the Phoenix Mars lander mission show that the state had changed over time? (3.H3.2)

- » The role of Arizona in sending a survey robot to Mars shows that the state had become a center of high technology and a major part of world events.

“A Changing Population,” pages 94–95

Scaffold understanding as follows:

Invite volunteers to read the section on pages 94–95 aloud.

SUPPORT—Direct students to the graph on page 95. Explain that the graph shows how Arizona’s population has grown over the course of a hundred years, starting with the 1920 Census (the first after Arizona became a state). The vertical line on the left (y-axis) shows the population in millions. The horizontal line at the bottom (x-axis) shows ten-year increments, from 1920 to 2020. Below that is a line of numbers that shows Arizona’s rank among other states for population.

CORE VOCABULARY—Point out the vocabulary term *official*, and explain its meaning.

- ELL SUPPORT**—Point out the phrase “housing shortage.” Explain that a shortage means there is not enough of something. If you have ten students and five pencils, you have a shortage of pencils. There are not enough pencils for all ten students. Ask: What do you think the term “housing shortage” means? (*There are not enough houses for everyone.*) Guide students to understand that a housing shortage means there are not enough places for people to live.

After the volunteers read the text, ask the following questions:

LITERAL—In what period did Arizona reach one million inhabitants? (3.SP1.1, 3.G4.1)

- » 1950s–1960s

EVALUATIVE—How has Arizona’s ranking among states for total population changed over time? (3.G3.1, 3.G4.1)

- » It has steadily increased from near the bottom to almost making the top ten.

“Arizona’s Modern Economy,” pages 95–97

Scaffold understanding as follows:

Read the section on pages 95–97 aloud.

CORE VOCABULARY—Point out the vocabulary term *microchip*, and explain its meaning.

SUPPORT—Ask students to raise their hand if they have a cell phone. Ask them to raise their hand if they have a computer at home. Ask them to raise their hand if they have a television at home. Explain that all of these things—cell phones, computers, televisions, even cars—contain microchips.

After you read the text, ask the following questions:

EVALUATIVE—Why did Arizona leaders push to increase microchip production in the state? (3.E1.1, 3.H1.1)

- » Most companies had moved their factories that produce microchips to other countries.

EVALUATIVE—Why does Arizona help people to pursue further education? (3.E1.1, 3.H1.1)

- » Arizona helps people further their education because many jobs in the modern world, especially productive, high-paying jobs in technology and other industries, require qualifications and training that education provides.

INFERENTIAL—Why do you think it was important to bring microchip production back to Arizona? (3.E1.1)

- » It was important because it would provide jobs and help the economy, as well as secure supplies of these important components for the United States.

“Environmental Challenges,” pages 97–99

Scaffold understanding as follows:

Have students read the section on pages 97–99 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *pollution* and *preservation*, and explain their meanings.

SUPPORT—Point out the phrase “clean energy” on page 97. Remind students that they read about nuclear energy at the start of Chapter 7. Explain that in addition to wind energy and solar energy, nuclear energy is also considered “clean” because it produces few greenhouse gas emissions. However, note that the waste from nuclear power plants is dangerous and must be stored very carefully for a very long time.

After students read the text, ask the following questions:

LITERAL—What makes an energy source clean? (3.E1.1)

- » It has less environmental impact, or gives off less pollution, than other energy sources.

LITERAL—What makes an energy source renewable? (3.E1.1)

- » It will never run out.

EVALUATIVE—Why will renewable and clean energy sources be important for Arizona’s future? (3.E1.1, 3.E2.1, 3.G2.1)

- » Answers will vary but should show awareness that clean, renewable energy sources reduce pollution and our impact on the environment. They are also more sustainable to provide the energy that Arizonans will continue to need long into the future.

“Arizonans Making an Impact,” pages 99–101

Scaffold understanding as follows:

Invite volunteers to read the section on pages 99–101 aloud.

CORE VOCABULARY—Point out the vocabulary term *reform*, and explain its meaning.

SUPPORT—John McCain died in 2018.

After the volunteers read the text, ask the following questions:

LITERAL—How did John McCain support Native Americans in Arizona? (3.H1.1)

- » He supported Native American rights in Arizona in his role as a member of the Senate Committee on Indian Affairs. He supported water rights and the rights of Native American veterans to receive benefits.

LITERAL—What did Gabby Giffords support? (3.H1.1)

- » She supported health care, including the Affordable Care Act, education, and renewable energy.

EVALUATIVE—How have the representatives mentioned in this section worked for Arizonans? (3.H1.1)

- » They have supported issues that affect Arizona and Arizonans as part of the federal government. An example is Senator Mark Kelly helping to pass relief money for Arizona’s small businesses during the COVID-19 pandemic.

“Arizona Faces the Future,” pages 101–102

Scaffold understanding as follows:

Have students read the section on pages 101–102 with a partner.

After students read the text, ask the following questions:

EVALUATIVE—How will the plans described in this section affect Arizonans? (3.E2.2, 3.H3.2)

- » Plans to expand and improve transportation in Arizona will help people and things move around the state and between the state and other places.

INFERENTIAL—What are some ways you think Arizona will continue to change in the future? (3.H3.2)

- » Answers will vary but may include the impact of new technologies, changes in the population, changes in the climate, and changes in the work available or that people want to do.

Timeline Cards

- Show students the Chapter 8 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What challenges does Arizona face in the twenty-first century?”
- Invite a student to post the cards to the timeline under the dates referencing 2000–Present Day. Refer to the diagram in the book Introduction for guidance on the placement of each card to the timeline. (3.SP1.1)



CHECK FOR UNDERSTANDING

Ask students to do the following:

- Write a short answer to the Big Question: “What challenges does Arizona face in the twenty-first century?”
 - » Key points students should cite include: demand on resources from growing population; staying competitive in technology and innovation; environmental and resource challenges such as the need for clean energy and to conserve water; preservation of Arizona’s landscape; the need for new infrastructure to keep up with Arizona’s growth.

Activity Page



AP 8.1

- Choose one of the Core Vocabulary words (*telescope, evidence, official, microchip, pollution, preservation, reform*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

NOTE: You may wish to assign Domain Vocabulary: Chapters 7–8 (AP 8.1) at this time.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

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Assessment: Chapter 1—A Place Called Arizona

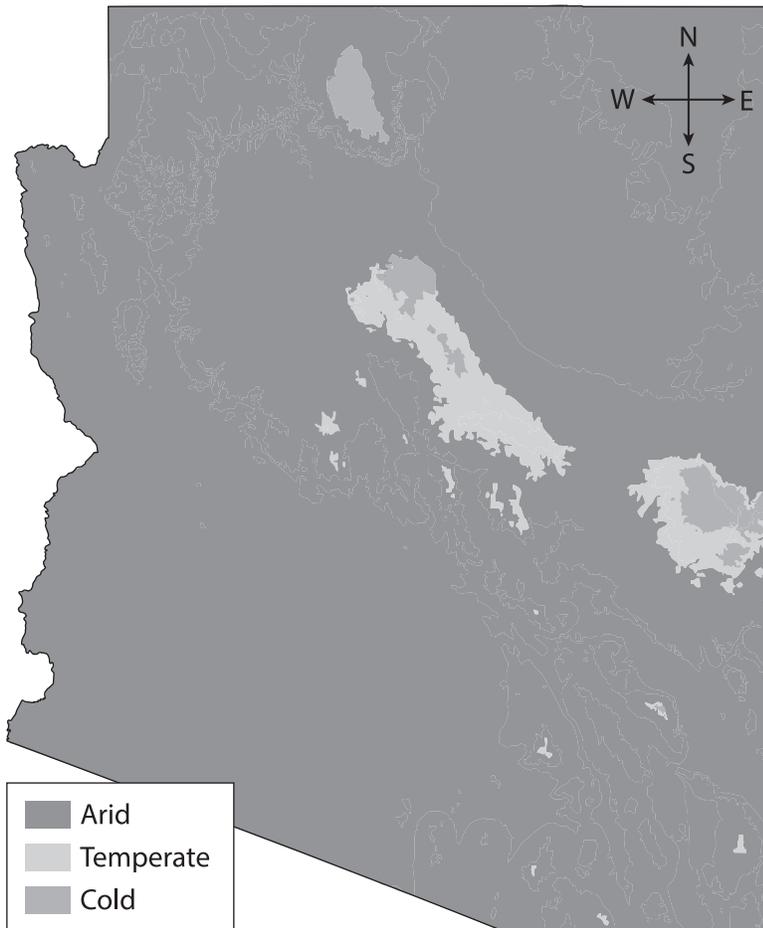
A. On your own paper, write the letter that provides the best answer.

1. What are “hoodoos”? (3.G1.1)

- a) rock formations
- b) desert animals
- c) cactus flowers
- d) sand dunes

2. Use the map to answer the question.

Climate Types of Arizona



What type of climate covers the most area in Arizona? (3.G2.1)

- a) hot and dry
- b) cool and dry
- c) cold and rainy
- d) hot and rainy

3. What is Arizona's highest peak? (3.G1.1)

- a) Camelback Mountain
- b) Red Rock Summit
- c) Humphrey's Peak
- d) Paradise Butte

4. Use the map to answer the question.

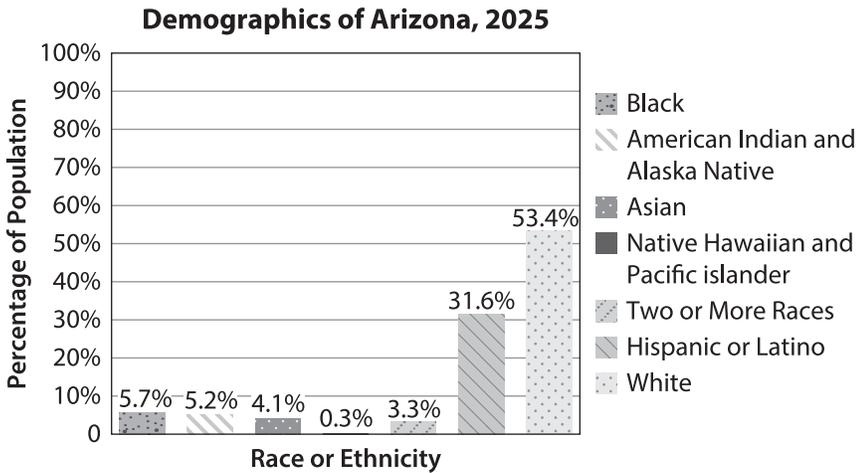


Which major river flows through northern Arizona and helped form the Grand Canyon? (3.G1.1.a)

- a) Colorado River
- b) Missouri River
- c) Gila River
- d) Salt River

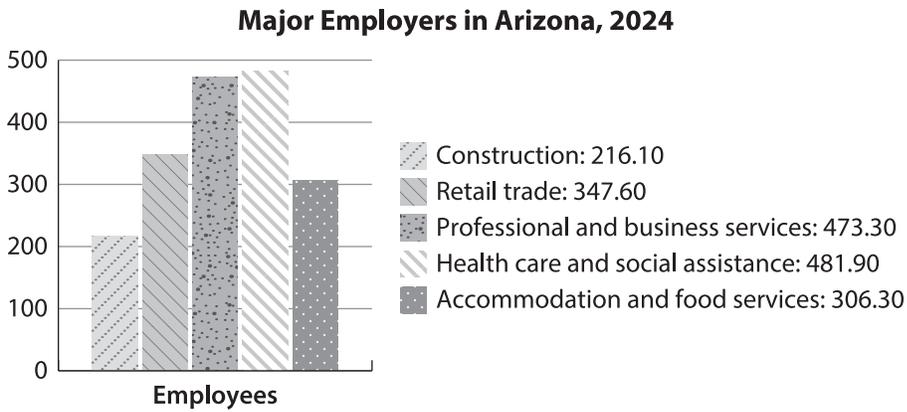
5. What is special about the Four Corners Monument? (3.G1.1.b)
- It has a statue of a cowboy.
 - Four states meet at one point.
 - It's where the Grand Canyon begins.
 - It marks the coldest place in Arizona.

Use the chart to answer questions 6 and 7.



6. According to the chart, what group constitutes the smallest percentage of Arizona's population? (3.G1.1.c)
- Asian
 - Native American
 - Black or African American
 - Native Hawaiian or Pacific Islander
7. What percent of people in Arizona identify as Hispanic or Latino? (3.G1.1.c)
- almost 5 percent
 - around 30 percent
 - almost 10 percent
 - around 15 percent
8. What parts of Arizona's history are represented on the state seal? (3.E1.1)
- the Five Cs
 - major landmarks
 - groups of people
 - historic achievements

9. Use the chart to answer the question.



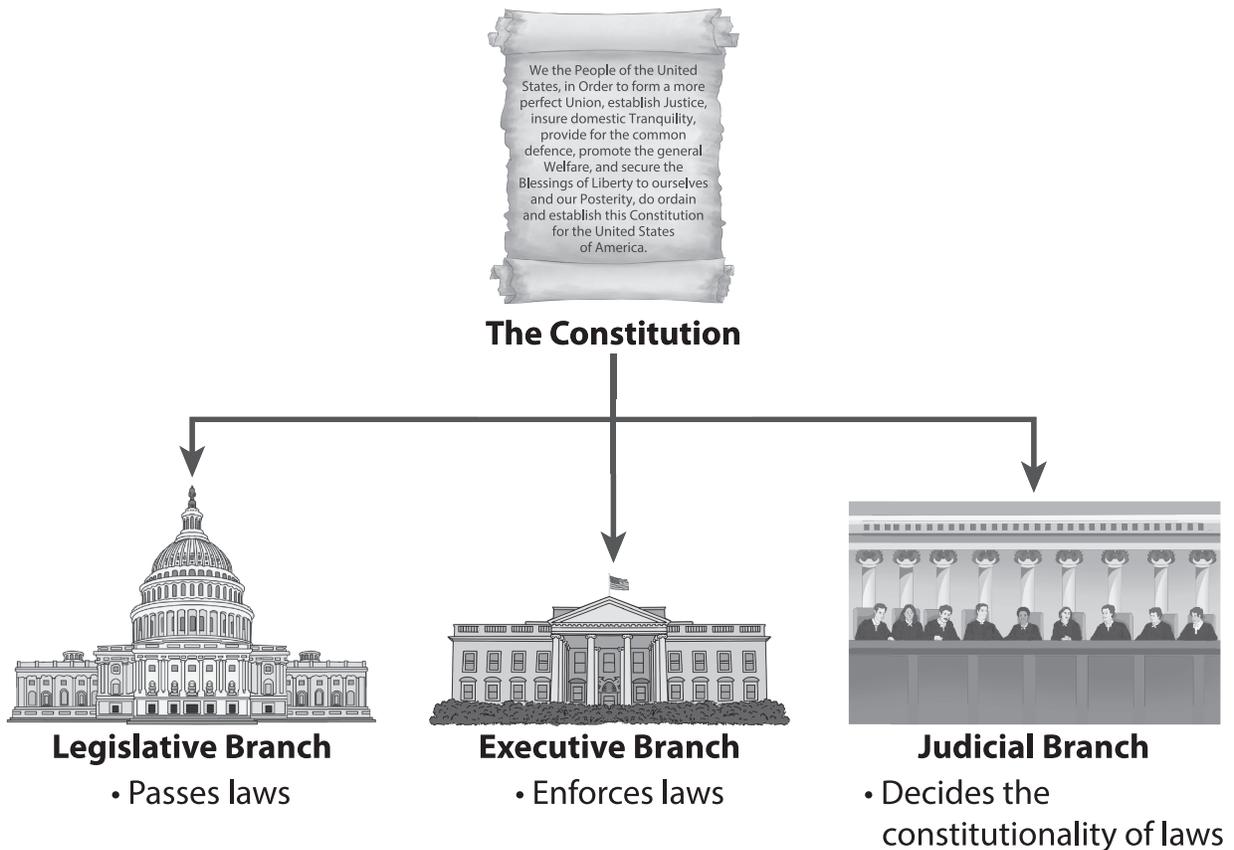
According to the chart, about how many people were employed in professional and business services in 2024? (3.E1.1)

- a) 306,300
- b) 473,300
- c) 216,100
- d) 481,900

Assessment: Chapter 2—Arizona's Governments

On your own paper, write the letter that provides the best answer.

1. Who is in charge of Arizona's executive branch? (3.C3.1)
 - a) judge
 - b) mayor
 - c) governor
 - d) president
2. Use the diagram to answer the question.



Which branch of government interprets the laws? (3.C3.1)

- a) legislative
- b) executive
- c) judicial
- d) federal

3. Which statement correctly describes a ballot initiative? (3.C3.2)

- a) Judges decide the fairness of laws.
- b) Citizens suggest and vote on laws.
- c) The governor reviews the laws.
- d) Legislators vote on new laws.

4. How are tribal nations governed in Arizona? (3.C3.1.c, 3.H3.1)

- a) They are self-governing nations.
- b) They report directly to the governor.
- c) They are run by the federal government.
- d) They send representatives to the legislature.

5. Use the image to answer the question.

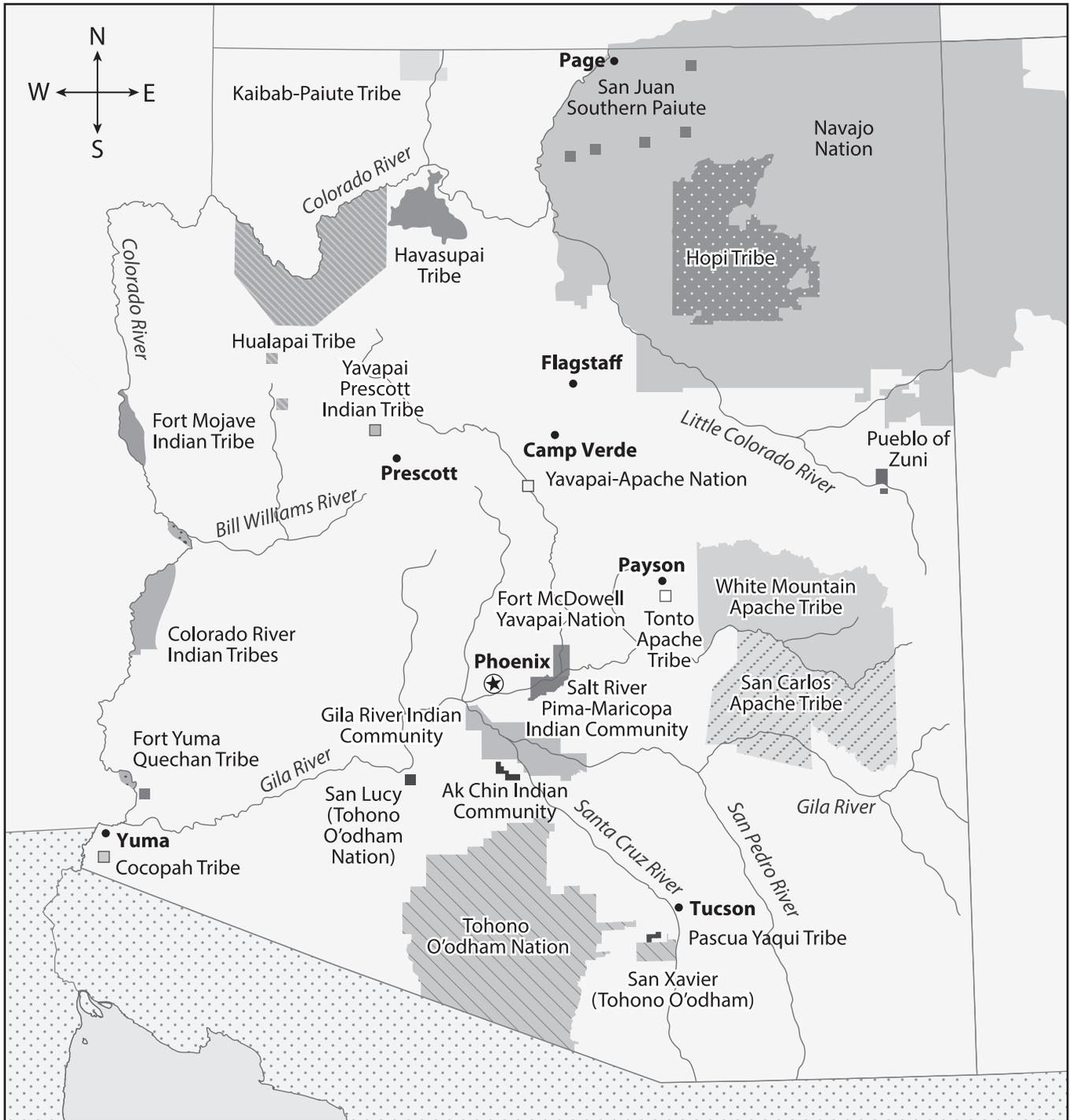


Which part of the flag represents the mining industry in Arizona? (3.G1.1)

- a) red rays
 - b) blue bar
 - c) yellow rays
 - d) copper star
6. What level of government would handle construction of a new playground in Tucson? (3.C3.1.b)
- a) federal
 - b) state
 - c) local
 - d) tribal
7. What is one way that citizens can get actively involved in their government? (3.C3.2)
- a) watching the news
 - b) running for office
 - c) going to school
 - d) paying taxes

8. Use the map to answer the question.

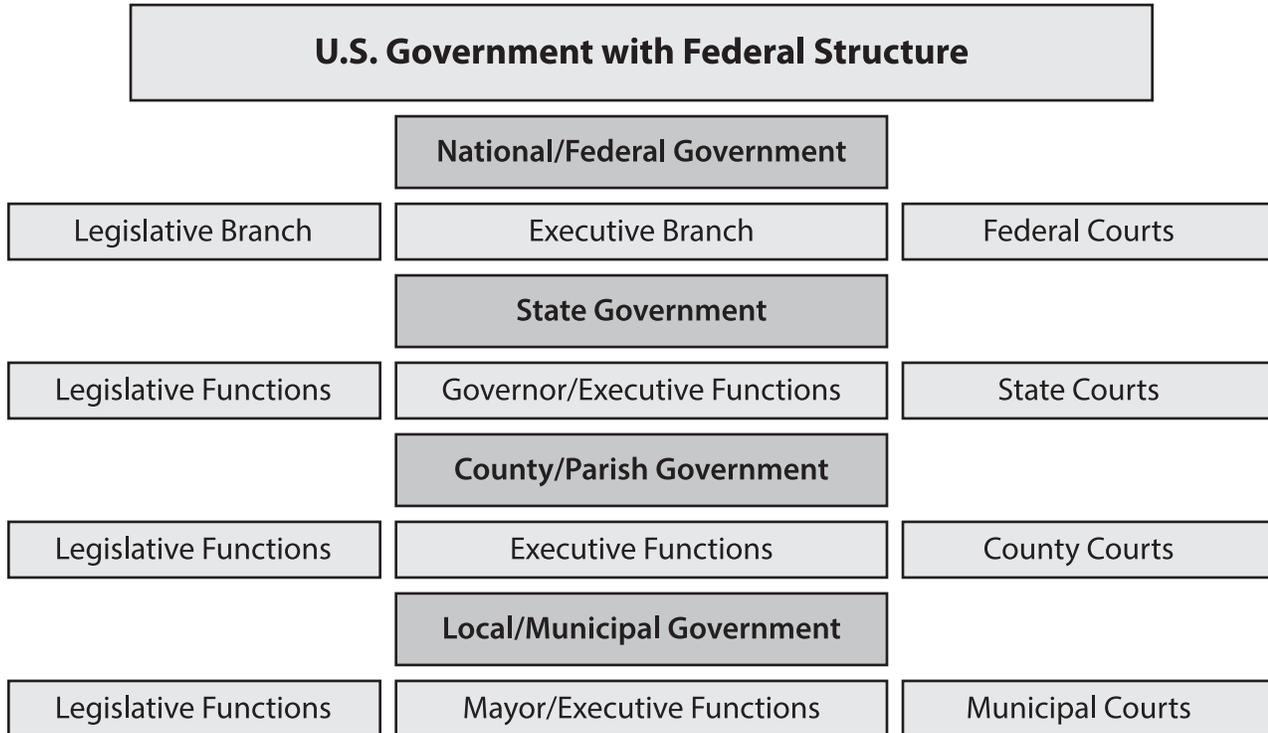
Native Nations of Arizona



What Native nation is closest to Phoenix? (3.G1.1)

- a) Gila River Indian Community
- b) Ak Chin Indian Community
- c) Fort McDowell Yavapai Nation
- d) Salt River Pima-Maricopa Indian Community

9. Use the chart of government powers to answer the question.



What is the same at all levels of government? (3.C3.1)

- a) They all have three branches.
 - b) They all have the same names.
 - c) They are all the same size.
 - d) They have the same court structure.
10. What are volunteering, obeying the law, and voting examples of? (3.C1.1)
- a) social rules
 - b) civic virtues
 - c) public services
 - d) government jobs

Assessment: Chapter 3—Arizona's First Peoples

On your own paper, write the letter that provides the best answer.

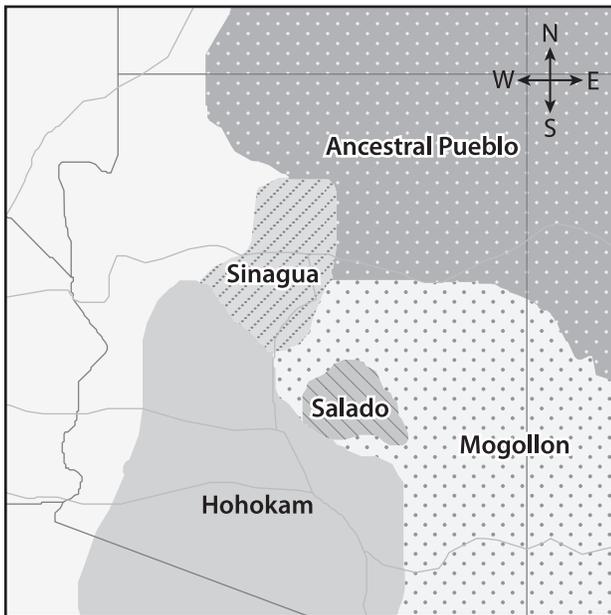
1. Who were the first people to live in Arizona? (3.G3.1, 3.H1.1)
 - a) Hohokam
 - b) Apache
 - c) Navajo
 - d) Clovis
2. What was the main crop grown by early farmers in Arizona? (3.H1.1.a, 3.G2.1)
 - a) wheat
 - b) beans
 - c) maize
 - d) rice
3. What helped Clovis people hunt large animals? (3.G2.1)
 - a) wide nets
 - b) land traps
 - c) bows and arrows
 - d) sharp spearheads
4. Use the image to answer the question.



- What material was the Clovis point likely made from? (3.G2.1)
- a) stone
 - b) wood
 - c) glass
 - d) metal
5. Why did people build irrigation ditches? (3.H1.1.a, 3.G2.1)
 - a) to stop floods
 - b) to water crops
 - c) to create lakes
 - d) to expand rivers

Use the map to answer questions 6 and 7.

Territories of Arizona's Early Peoples



6. What information does the map provide? (3.G1.1)
 - a) where cities developed
 - b) where extinct animals lived
 - c) where ancient peoples lived
 - d) where deserts and mountains are
7. Which group lived in central Arizona near the Tonto Basin? (3.G1.1, 3.G3.1)
 - a) Sinagua
 - b) Salado
 - c) Mogollon
 - d) Ancestral Pueblo
8. Why did the Ancestral Pueblo build homes in cliffs? (3.G2.1, 3.H1.1)
 - a) to grow more food
 - b) to find cleaner water
 - c) to keep homes warm
 - d) to make homes secure
9. What happened to many early cultures around 1400 CE? (3.G3.1)
 - a) They moved to new areas.
 - b) They started farming maize.
 - c) They returned to their homes.
 - d) They built permanent dwellings.

Assessment: Chapter 4—Arizona's Colonial History

On your own paper, write the letter that provides the best answer.

1. Who claimed to see the Seven Cities of Cibola? (3.H1.1.b, 3.H1.1.d)
 - a) Father Kino
 - b) Juan de Oñate
 - c) Francisco Coronado
 - d) Friar Marcos de Niza
2. Use the image to answer the question.



- What is the most likely purpose of the two towers on the mission church? (3.H1.1)
- a) to house bells
 - b) to be a lookout
 - c) to show dominance
 - d) to impress Native peoples
3. What happened when the Spanish met Native Americans? (3.H3.1)
 - a) They had peaceful relations.
 - b) The Spanish built new cities.
 - c) The Native Americans conquered Spain.
 - d) The Spanish claimed land and brought disease.

4. What did Antonio de Espejo discover that encouraged the Spanish to take more of an interest in Arizona? (3.H1.1.a, 3.H1.1.d)
- a) silver
 - b) maize
 - c) the Grand Canyon
 - d) the Colorado River
5. Use the map to answer the question.



- What major event happened shortly after the map was created? (3.E2.2, 3.SP1.1)
- a) Texas War of Independence
 - b) American Civil War
 - c) Mexican-American War
 - d) Apache Wars
6. What did the Spanish build to claim land and spread Christianity? (3.H1.1.a)
- a) missions
 - b) statues
 - c) farms
 - d) cities

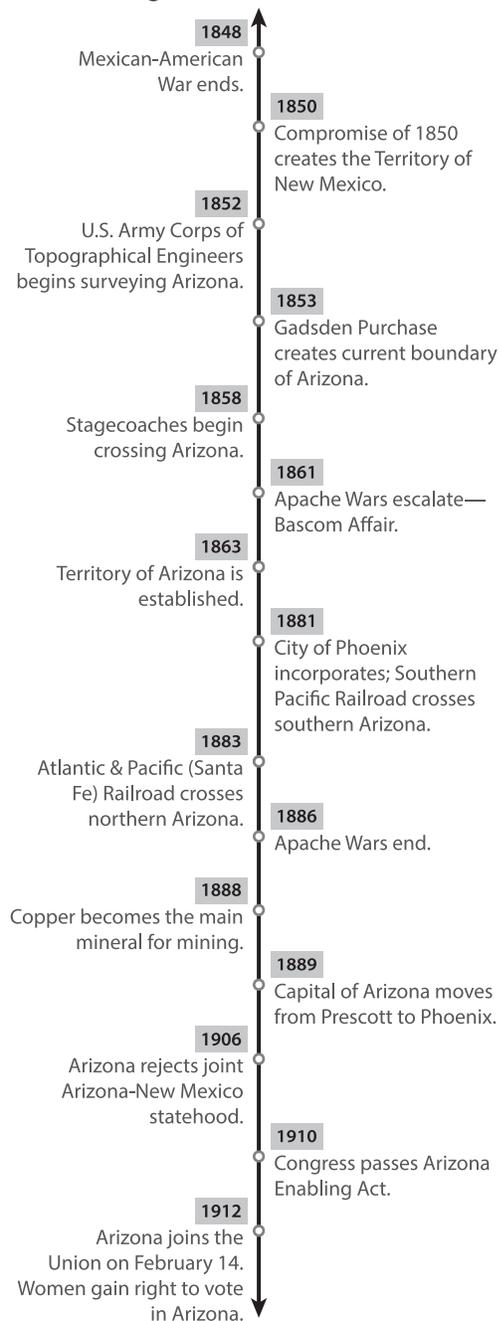
7. Who was Father Kino? (3.H1.1.d)
- a) a Spanish soldier
 - b) a Native American leader
 - c) an explorer who found gold
 - d) a missionary who helped Native Americans
8. What is a presidio? (3.H1.1.b)
- a) animal
 - b) church
 - c) river
 - d) fort

Assessment: Chapter 5—Arizona's Path to Statehood

On your own paper, write the letter that provides the best answer.

1. Why is the O.K. Corral famous? (3.SP1.2)
 - a) It was the site of a major gunfight and a symbol of the American West.
 - b) It was the site of a copper ore deposit.
 - c) It was the site of an Apache Wars battle.
 - d) It was the site of Arizona's first legislature.
2. Use the timeline to answer the question.

Arizona During the Territorial Period, 1848–1912



When did stagecoach travel first begin crossing Arizona? (3.SP1.1)

- a) 1848
- b) 1858
- c) 1863
- d) 1881

3. Which city became the capital of Arizona in 1889? (3.SP1.1)

- a) Tucson
- b) Phoenix
- c) Prescott
- d) Tombstone

4. Why did Arizona voters reject the idea of joining New Mexico as one state? (3.E2.2)

- a) They had nothing in common with New Mexico.
- b) They wanted to keep their own identity.
- c) They could not agree on a constitution.
- d) They wanted to have more senators.

5. Use the image to answer the question.



How was the stagecoach roof used? Choose **two** correct answers. (3.E2.2)

- a) to carry luggage
- b) to help it move faster
- c) to shelter passengers
- d) to hold food and water
- e) to provide extra seats

6. What did President Taft ask Arizona to change before becoming a state? (3.E1.3)

- a) its mining industry
- b) its property laws
- c) its constitution
- d) its capital city

7. What industry had a major boom in Arizona in the late 1800s? (3.E1.1)
- a) mining
 - b) tourism
 - c) farming
 - d) ranching
8. Use the image to answer the question.

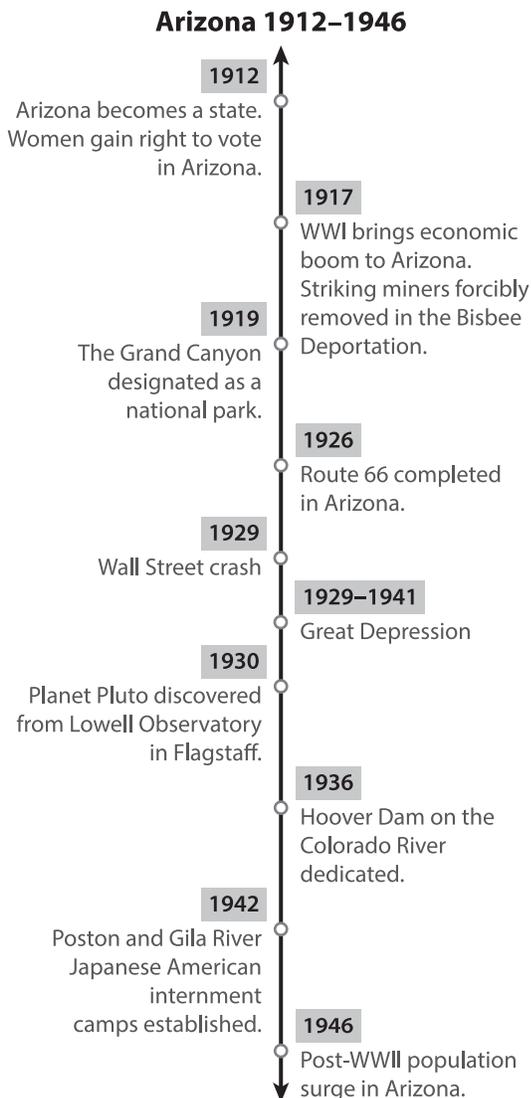


- What does the image of Geronimo suggest about him? (3.SP1.3, 3.H1.1.d)
- a) He was a farmer.
 - b) He was a warrior.
 - c) He was wealthy.
 - d) He was peaceful.
9. How did Arizona's population change after statehood? (3.G3.1)
- a) The Native American population began to grow.
 - b) The population grew as more people moved to the state looking for work.
 - c) The population shrank as the government restricted who could move there.
 - d) The population shrank as conflicts began to develop between different groups.

Assessment: Chapter 6—Wartime Arizona

On your own paper, write the letter that provides the best answer.

1. What special service did the Navajo (Diné) provide in World War II? (3.H1.1.a, 3.SP1.3)
 - a) They delivered mail on the front lines on horseback.
 - b) They sent secret messages using their language.
 - c) They built airplanes for use by the military.
 - d) They served as pilots during the war.
2. Use the timeline to answer the question.



What happened first, according to the timeline? (3.SP1.1)

- a) World War II began.
- b) Pluto was discovered.
- c) Arizona became a state.
- d) Internment camps opened.

3. What was one reason the United States joined World War I? (3.SP4.1)
 - a) The Japanese air force attacked the United States.
 - b) Germany tried to get Mexico to attack the United States.
 - c) France and England asked the United States for money.
 - d) The United States wanted to end the Great Depression.

4. Why were some Japanese Americans sent to internment camps during World War II? (3.H3.1)
 - a) They were working as spies for Japan.
 - b) The government wanted to protect them.
 - c) They expressed fear about public opinion.
 - d) The government worried about their loyalty.

5. Use the cartoon to answer the question.



- Why were Americans upset by the message shown in the cartoon? (3.H3.2, 3.H2.1)
- a) It showed that the United States was weak on the war front.
 - b) It showed Mexico's plan for an alliance with the United States.
 - c) It showed Germany's plan to help Mexico attack the United States.
 - d) It showed that Mexico would have trouble fighting Germany.
-
6. How did the two world wars impact Arizona's development? (3.G4.1, 3.SP4.1)
 - a) They ended Arizona's mining industry.
 - b) They provided a boost to the tourism industry.
 - c) They increased the amount of usable farmland.
 - d) They brought new industries and manufacturing.

7. Which two locations were sites of internment camps in Arizona? (3.H3.1)
- a) Yuma and Phoenix
 - b) Hoover and Flagstaff
 - c) Gila River and Poston
 - d) Tucson and Winslow
8. How did the Great Depression affect Arizona? (3.H1.1)
- a) Many people lost work.
 - b) Some people migrated out of Arizona.
 - c) Arizona's wealthiest people made a lot of money.
 - d) The federal government took control of Arizona industries.
9. Use the image to answer the question.



In the image, what does the line of soldiers standing across from the Japanese American families suggest? (3.SP2.1, 3.H3.1)

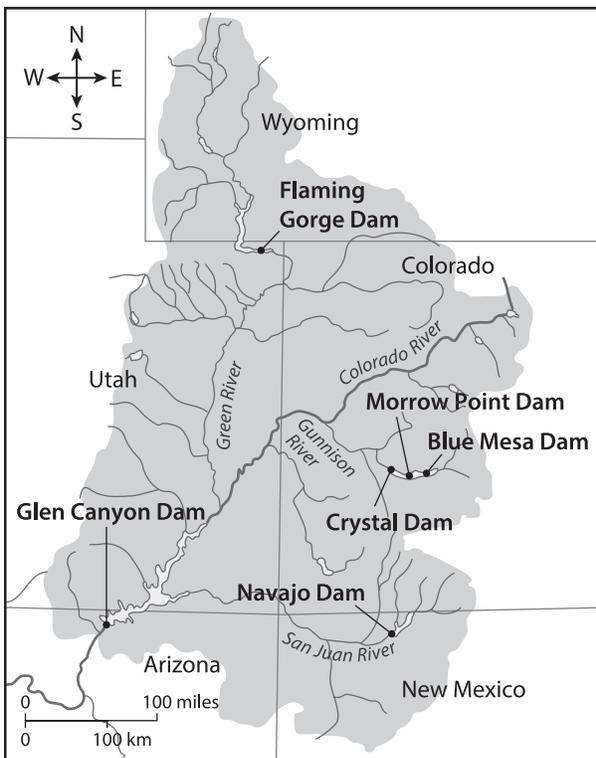
- a) The military was welcoming families to their new homes.
 - b) The military was controlling where the families could go.
 - c) The military was assisting with the families' move.
 - d) The military was offering relocation assistance.
10. What honor did the U.S. government give to the surviving Navajo code talkers in 2001? (3.H1.1.a)
- a) a national holiday
 - b) financial payment
 - c) full-time military jobs
 - d) Congressional Gold Medals

Assessment: Chapter 7—Arizona in the Late Twentieth Century

On your own paper, write the letter that provides the best answer.

1. What does the word *radiation* mean as it is used in the chapter? (3.E1.1)
 - a) a way to send messages
 - b) a warm light from the sun
 - c) a type of dangerous energy
 - d) a cooling system for rockets
2. Where were Titan II missiles stored? (3.E1.1, 3.H1.1)
 - a) inside military planes
 - b) on ships in the ocean
 - c) in underground silos
 - d) on Arizona farmland
3. Use the map to answer the question.

Dams of the Colorado River Storage Project



Which state is at the southwestern end of the Colorado River Storage Project map? (3.G1.1, 3.E2.1)

- a) Utah
- b) Arizona
- c) Colorado
- d) New Mexico

4. What did students practice during the Cold War? (3.SP1.2, 3.H1.1)

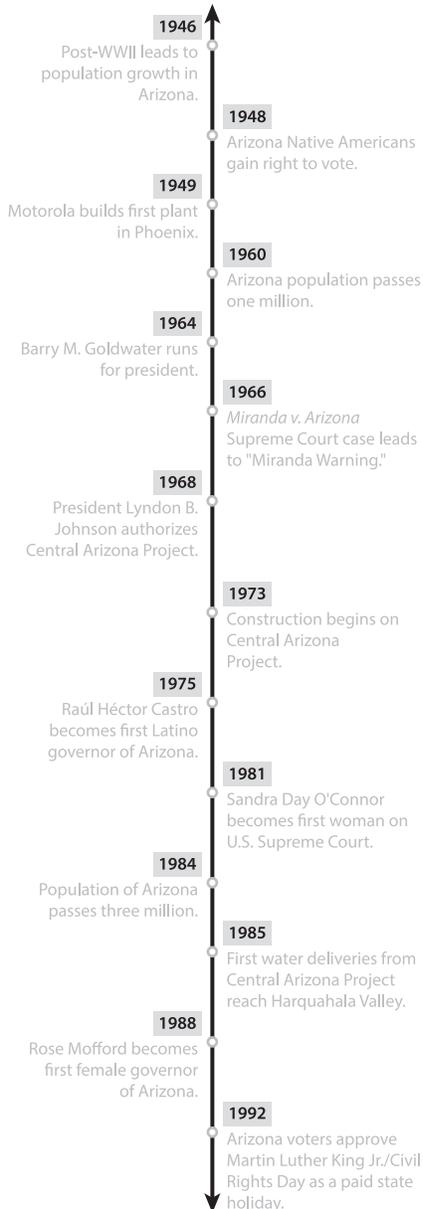
- a) civics lessons
- b) duck-and-cover drills
- c) voting for the president
- d) singing the national anthem

5. What was *Miranda v. Arizona* about? (3.H1.1.a, 3.H3.1)

- a) arrested people being informed of their rights
- b) striking down segregation in schools
- c) securing voting rights
- d) creating safer roads

6. Use the timeline to answer the question.

Arizona in the Mid to Late Twentieth Century



According to the timeline, which event happened first? **(3.SP1.1)**

- a) Sandra Day O'Connor becomes Supreme Court Justice.
- b) Martin Luther King Jr. holiday is created.
- c) Construction begins on Central Arizona Project.
- d) Arizona Native Americans gain the right to vote.

7. Why was the Central Arizona Project important? **(3.E2.1, 3.G2.1)**

- a) It provided water.
- b) It built new airports.
- c) It protected animals.
- d) It created a new highway.

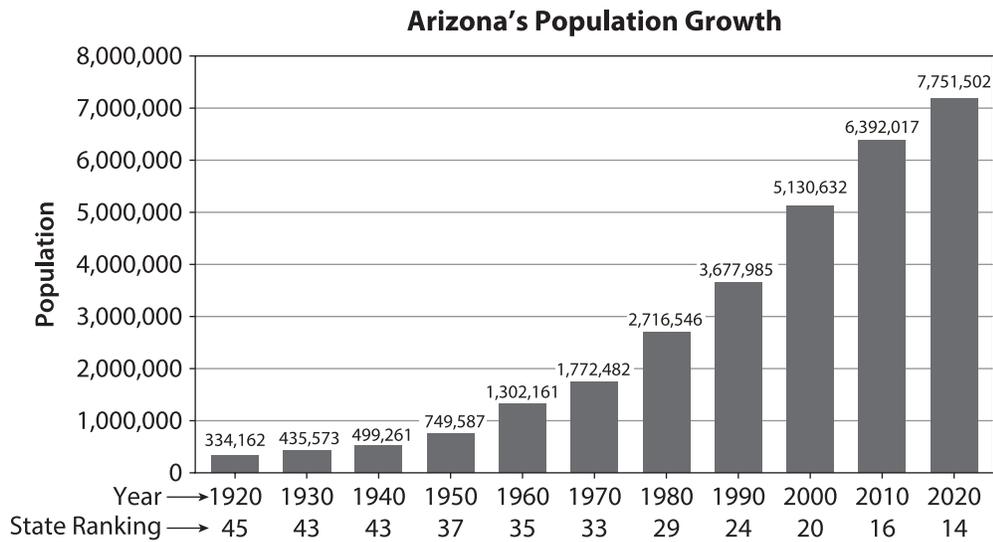
8. What does a hydroelectric plant use to create power? **(3.E2.1, 3.G2.1)**

- a) sunlight
- b) water
- c) wind
- d) oil

Assessment: Chapter 8—Looking Ahead

On your own paper, write the letter that provides the best answer.

1. What did the Phoenix Mars lander mission try to find on Mars? (3.E1.1)
 - a) water
 - b) alien life
 - c) vegetation
 - d) old settlements
2. Use the chart to answer the question.

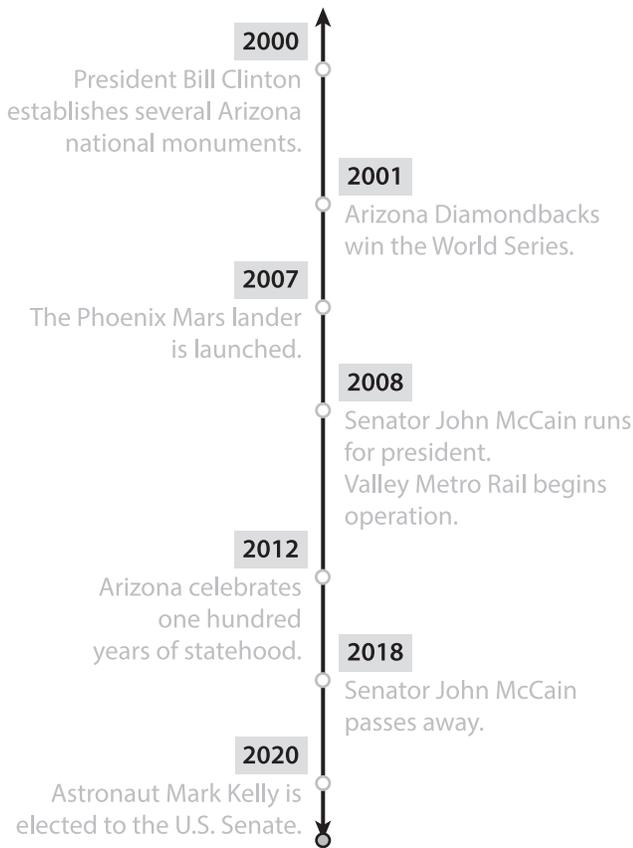


According to the chart, what was Arizona's population in the first census after it became a state? (3.G4.1, 3.E2.2)

- a) 334,162
 - b) 749,587
 - c) 1,772,482
 - d) 5,130,632
3. Which industry in Arizona has seen the most growth in the twenty-first century? (3.E1.1, 3.G4.1)
 - a) mining
 - b) ranching
 - c) agriculture
 - d) technology
 4. What is the CHIPS Act helping Arizona do? (3.E1.1)
 - a) provide training for NASA astronauts
 - b) increase potato farming opportunities
 - c) build more microchip factories in Arizona
 - d) partner companies with overseas microchip factories

Use the timeline to answer questions 5 and 6.

Arizona in the Twenty-First Century



5. According to the timeline, when did the Valley Metro Rail begin? (3.SP1.1)
- a) 2000
 - b) 2007
 - c) 2008
 - d) 2018
6. When did Arizona celebrate its hundredth year of statehood? (3.SP1.1, 3.H1.1.d)
- a) 2000
 - b) 2001
 - c) 2008
 - d) 2012
7. When completed, what will the Magellan Telescope do? (3.E1.1, 3.E2.2)
- a) find evidence of life on Mars
 - b) help launch a new space shuttle
 - c) search for water on other planets
 - d) provide views farther out into space

8. What has been a negative consequence of the Arizona population boom? (3.G3.1, 3.G4.1)
- a) less innovation
 - b) housing shortage
 - c) weakening economy
 - d) higher unemployment
9. Which **two** choices are examples of clean energy? (3.E2.1, 3.G2.1)
- a) oil
 - b) coal
 - c) wind
 - d) solar
 - e) natural gas
10. What rights did Senator John McCain help Native Americans defend? (3.H1.1.d, 3.SP1.3)
- a) water rights
 - b) hunting rights
 - c) housing rights
 - d) farming rights

Performance Task: *The Story of Arizona*

Teacher Directions: Throughout this volume, students have encountered a timeline in most chapters. Timelines help organize historical information and illustrate the chronology of events. They can sometimes help historians see patterns.

In this task, students will create their own illustrated timeline. Have students choose fifteen events from the Student Reader and place those events on a timeline. The events should be spread across time and place. Each event should also be accompanied by an original illustration (i.e., not a copy of an illustration used in the Student Reader.)

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their illustrated timelines using the rubric.

Above Average	Timeline is accurate, detailed, and thorough. It demonstrates thought and creativity. The timeline is clear and well organized.
Average	Timeline is mostly accurate and somewhat detailed. It demonstrates some thought and effort. The timeline is clear and well organized; some minor errors may be present.
Adequate	Timeline is mostly accurate but lacks some details. The timeline may exhibit issues with organization or presentation quality.
Inadequate	Timeline is incomplete. The timeline may exhibit major issues with organization and presentation quality.

Name _____

Date _____

Performance Task Activity: *The Story of Arizona*

Throughout this volume, you have encountered a timeline in most chapters. Timelines help organize historical information and illustrate the chronology of events. They can sometimes help historians see patterns.

In this task, you will create your own illustrated timeline.

1. Choose fifteen events from the Student Reader. The events should be spread across time and feature different places and groups in Arizona's history.
2. Place those events on a timeline.
3. Create or find an original illustration to accompany each event.

Use the table on the next page to take notes before creating your timeline.

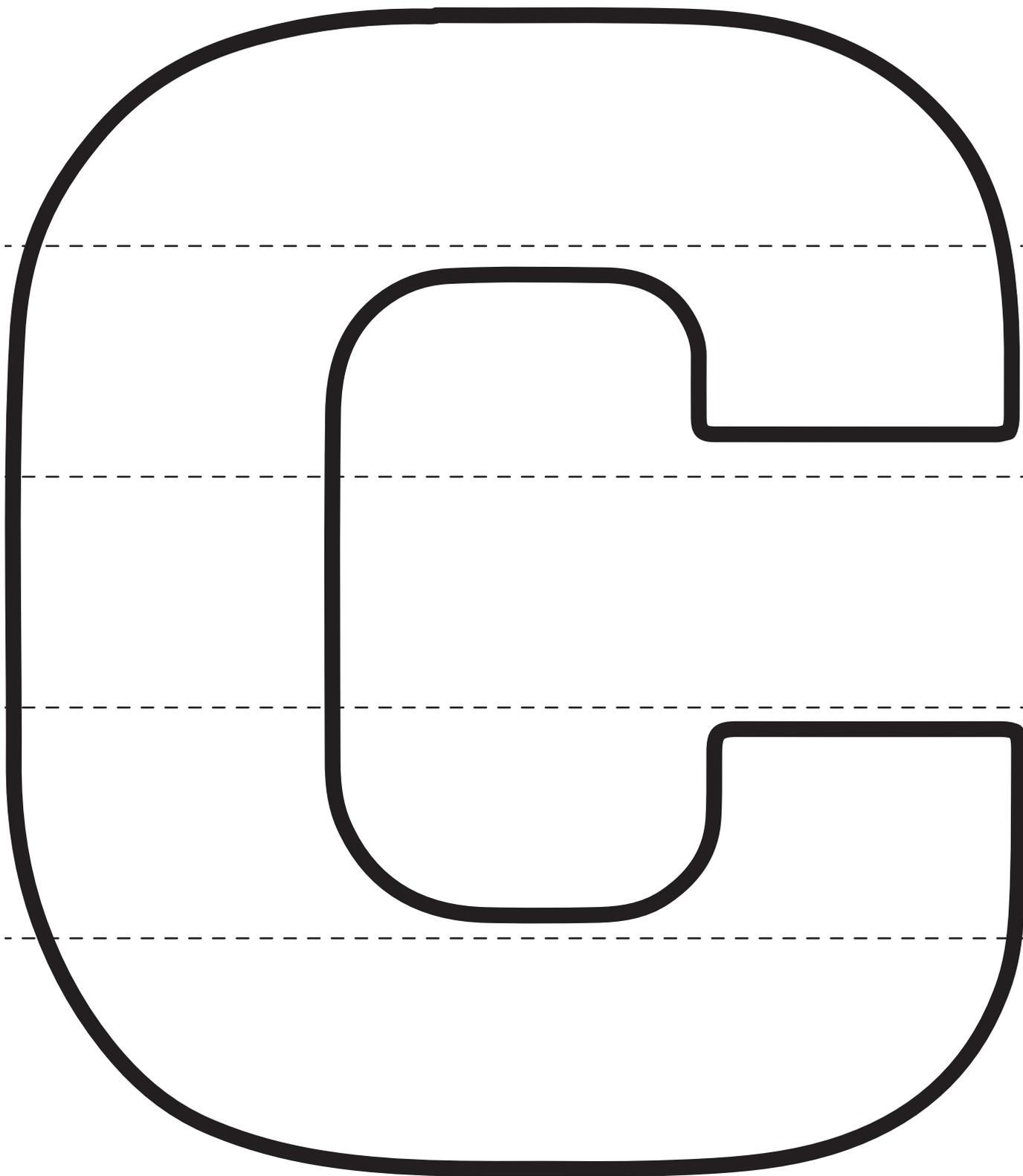
Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

The 5 Cs



Name _____

Date _____

Activity Page 1.2

Use with Chapter 1

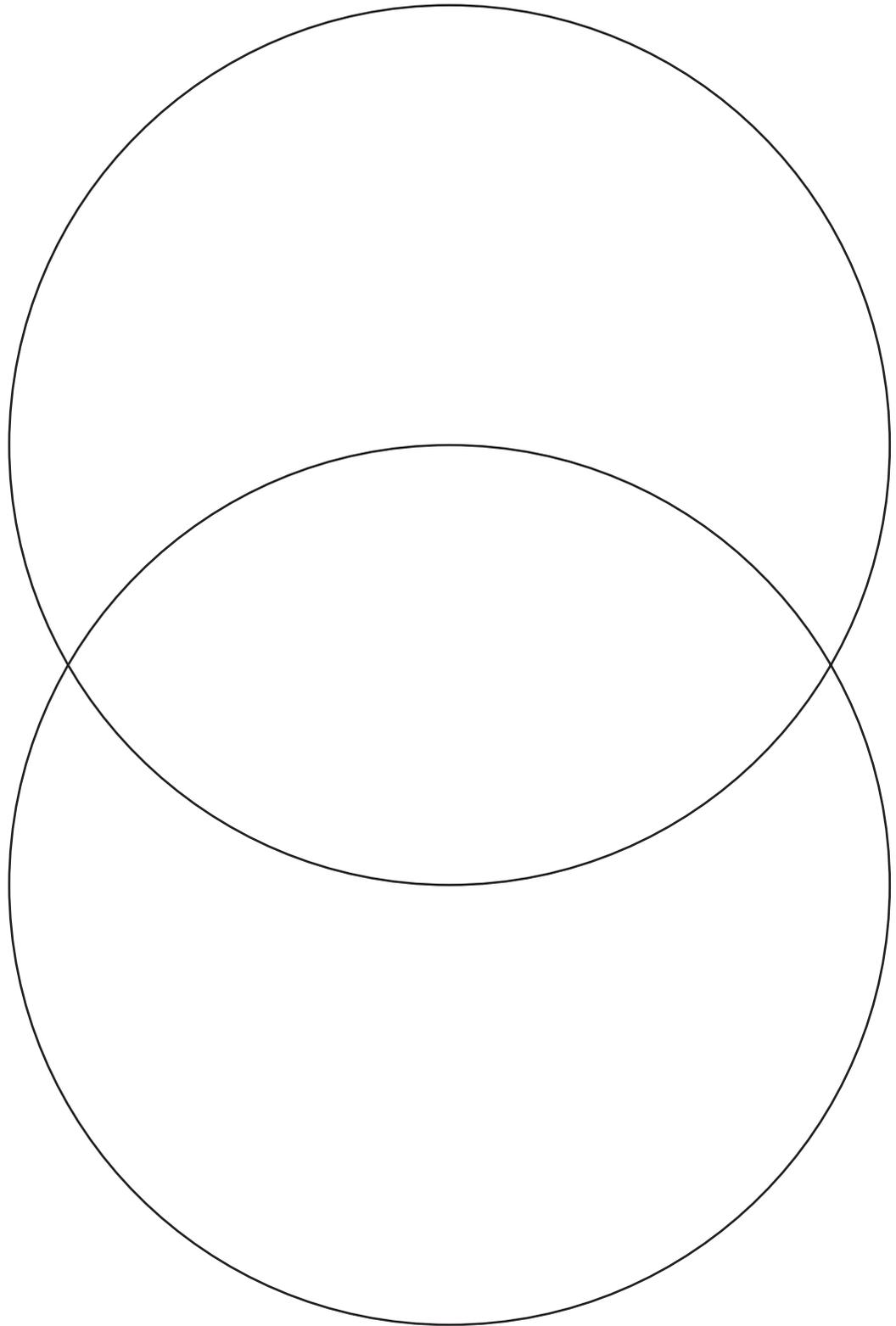
Map of Arizona



1. Label the following bodies of water and trace them in blue:
Colorado River Gila River Salt River
2. Label the Grand Canyon. Trace it in orange.
3. Label the areas of the following features:
Colorado Plateau Mogollon Rim Sonoran Desert Chihuahuan Desert
4. Draw a dot on the locations of the following cities. Label each dot with the city's name:
Tucson Prescott Flagstaff
5. Draw a star on the location of Phoenix. Label the star.

Name _____ Date _____

Venn Diagram



Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

My Representatives

Fill in the table below with your representatives at each level of government.

Federal: President	
Federal: Senators	
Federal: Representative	
State: Governor	
State: Senator	
State: Representative	
Local: Mayor/Village President	
Local: City Council	
Local: School Board	
Tribal: Tribal Leader(s)	

Name _____

Date _____

Activity Page 2.3

Use with Chapter 2

Whose Job Is It?

Below are four headlines describing the work done by different levels of government: tribal, local, state, and federal. Cut on the dotted lines, then sort each job description according to the level of government to which it belongs.

- Legislature debates creation of three new state parks.
- Council approves funding for a new public library.
- Federal Department of Transportation announces funding for a new interstate construction project.
- Arizona Department of Education announces new science standards beginning next school year.
- Congress approves funds for interstate highway repairs.
- Mayor announces opening of a new downtown bus line for next year.
- Tribal council announces new educational initiative about Tohono O’odham culture to begin this summer.

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- | | | |
|-------|----------------------------|---|
| _____ | 1. tax | a) an area of dry land, usually with little rainfall or plant life |
| _____ | 2. diverse | b) money that people pay to the government that supports the workings of government |
| _____ | 3. city council | c) the government of a county, city, or town |
| _____ | 4. desert | d) having the power to carry out and enforce laws |
| _____ | 5. local government | e) the watering of crops by moving water from a well, a river, or a lake |
| _____ | 6. humid | f) a freedom that is protected by law |
| _____ | 7. executive | g) the group of people who make laws for a city; a local legislature |
| _____ | 8. judicial | h) having a lot of moisture in the air |
| _____ | 9. irrigation | i) the period of time that something lasts |
| _____ | 10. elevation | j) having many different types or parts |
| _____ | 11. right | k) money given for a specific reason or goal |
| _____ | 12. term | l) having the power to decide questions of law |
| _____ | 13. grant | m) the height of a land formation, measured in distance above sea level |
| _____ | 14. economy | n) a meeting of government leaders |
| _____ | 15. crop | o) a government in which people elect representatives to rule for them |
| _____ | 16. republic | p) a plant that is grown in large quantities for food or other use |
| _____ | 17. summit | q) the way a state or country manages its money and resources to produce, buy, and sell goods and services |

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Arizona's First Peoples

	When	Where	What They Are Known For
Ancestral Pueblo			
Hohokam			
Mogollon			
Sinagua			
Salado			
Cohonina			
Patayan			
Navajo (Diné)			
Apache			

Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it need to be made by a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 3.2 *(continued)*

Use with Chapter 3

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Cause and Effect

Definitions:

- *cause*: something or someone that makes an action or event occur
- *effect*: the result of something that is done or that happens
- *cause and effect*: the relationship between something that happens and its result

Cause

Effect



Activity Page 4.2

Use with Chapter 4

Domain Vocabulary: Chapters 3–4

For each word, write the letter of the definition.

- | | |
|---------------------------|---|
| _____ 1. expedition | a) someone who is related to a person or group of people who lived in the past |
| _____ 2. extinct | b) small groups of people who feed themselves by hunting animals and gathering plants |
| _____ 3. mission | c) an object used during a past period in history |
| _____ 4. agriculture | d) a structure where people live |
| _____ 5. nomadic | e) a fort |
| _____ 6. presidio | f) the skin and fur of an animal |
| _____ 7. hunter-gatherers | g) moving around often in search of food; not settled in one place |
| _____ 8. custom | h) to take over territory |
| _____ 9. pelt | i) what remains of an old building or structure |
| _____ 10. kiva | j) a traditional way of acting or doing something |
| _____ 11. adobe | k) having died out completely |
| _____ 12. annex | l) a large pit house used by the Ancestral Pueblo as a gathering place |
| _____ 13. dwelling | m) a person who looks after herds, or groups, of animals |
| _____ 14. petroglyph | n) a picture or design that is carved into a rock surface |
| _____ 15. artifact | o) a type of brick made from sun-dried clay |
| _____ 16. treaty | p) a settlement built for the purpose of converting Native Americans to Christianity |
| _____ 17. ruin | q) the growing of crops and raising of livestock for food and other purposes |
| _____ 18. herder | r) a formal agreement between two or more groups, especially countries |
| _____ 19. descendant | s) a special journey taken by a group that has a clear purpose or goal |

Name _____

Date _____

Activity Page 5.1

Use with Chapters 5, 6, 7

Analyze an Image

1a. Does this image show a place? _____

1b. What does the place look like? _____

2a. Are there people in the image? _____

2b. What are the people doing? _____

3a. Are there objects in the image? _____

3b. What are the objects being used for? _____

4a. What time period does the image show? _____

4b. What does the image show you about that time period? _____

Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

Domain Vocabulary: Chapters 5–6

Use the words in the word bank to complete the crossword puzzle.

feud	tourism	draft	civilian
survey	boom	pandemic	recruit
negotiate	lobby	poverty	internment
migration	progressive	drought	inhabitant

Down:

- 1. to discuss the terms of an agreement
- 2. the business of providing services—such as places to stay, eat, and play—for people who are traveling
- 6. a rapid increase of an activity, such as mining
- 7. a system that requires individuals to serve in the military
- 9. a person who lives in a place
- 12. a person who is not part of the military
- 13. a state of extreme lack or scarcity; very poor
- 14. to study the condition or value of land

Across:

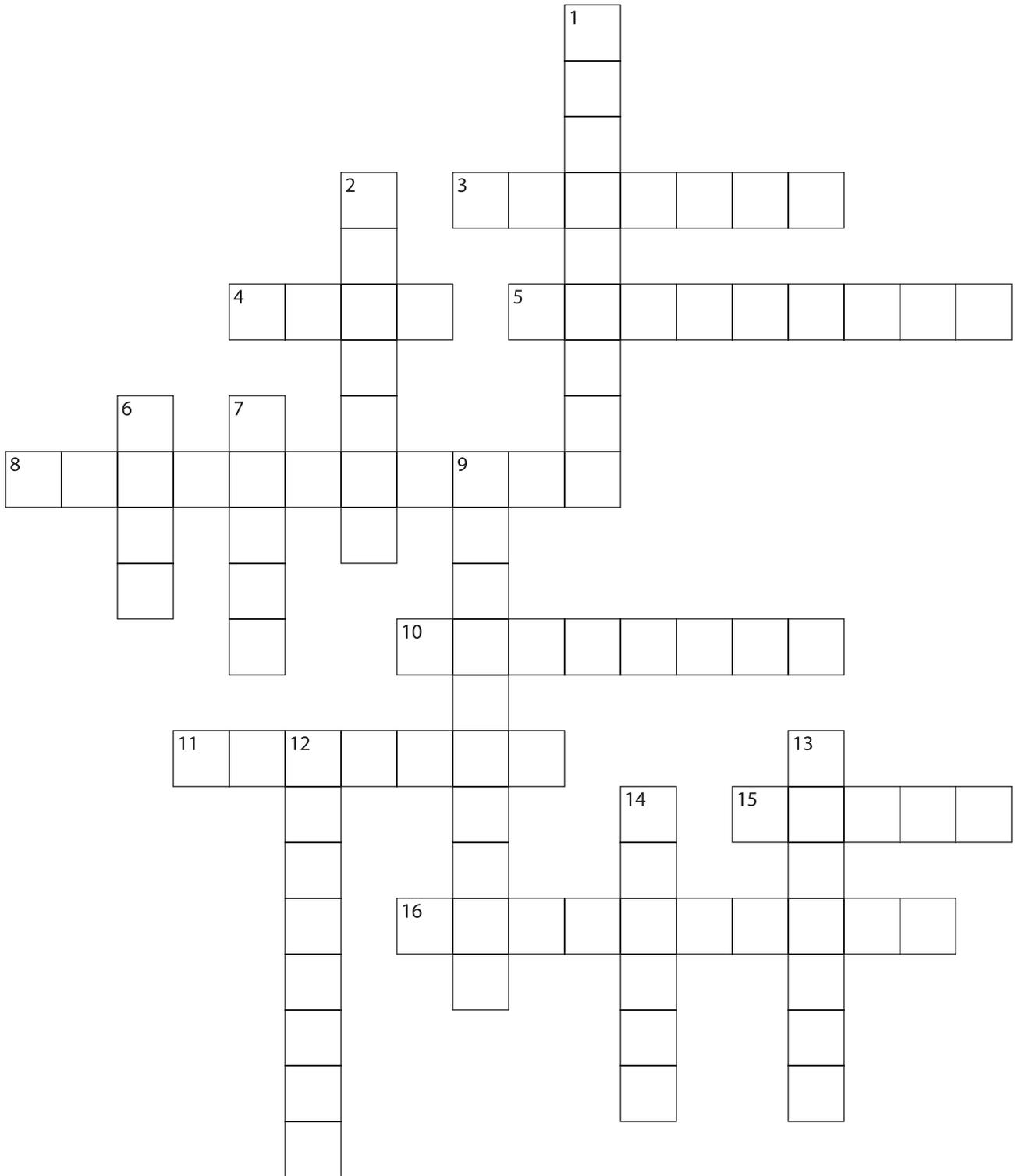
- 3. a long period of dry conditions
- 4. a long conflict between two people or two groups of individuals, often involving violence and acts of revenge
- 5. the act of moving from one place to another to live or work
- 8. moving toward new ideas, modern policies, or opportunities
- 10. a disease that suddenly strikes multiple countries or continents
- 11. a new member of the military
- 15. to use influence to try to change an opinion
- 16. the act of confining or imprisoning someone during a war for political reasons

Name _____

Date _____

Activity Page 6.1 (Continued)

Use with Chapter 6



Activity Page 8.1

Use with Chapter 8

Domain Vocabulary: Chapters 7–8

For each word, write the letter of the definition.

- | | |
|-------------------------------|---|
| _____ 1. telescope | a) unfair treatment of a person or group because of beliefs about that group of people |
| _____ 2. evidence | b) a part of an economy, usually focused around one type of job or industry |
| _____ 3. official | c) a form of organized protest in which people refuse to buy goods or have anything to do with a particular group or country |
| _____ 4. microchip | d) an improvement |
| _____ 5. pollution | e) facts and information used to show if an idea is true or not |
| _____ 6. preservation | f) a channel dug by people, used by boats or for irrigation |
| _____ 7. reform | g) a type of dangerous and powerful energy |
| _____ 8. radiation | h) relating to communism, an economic system based on community ownership of property and industry |
| _____ 9. missile | i) action to keep or save something |
| _____ 10. communist | j) something that makes land, water, or air dirty and unsafe |
| _____ 11. boycott | k) a place that uses the force of moving water to power generators that make electricity |
| _____ 12. media | l) a small piece of material that stores information |
| _____ 13. sector | m) a weapon that is launched at a distant target |
| _____ 14. hydroelectric plant | n) a person who holds an office, like a mayor or member of Congress |
| _____ 15. canal | o) ways that information is communicated to the public, such as newspapers, television, and the Internet |
| _____ 16. discrimination | p) a long, tube-like object used for seeing things at far distances |

DISCIPLINARY SKILLS AND PROCESSES

- 3.SP1.1** Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 3.SP1.2** Compare life in specific historical time periods to life today.
- 3.SP1.3** Generate questions about individuals and groups who have impacted history.
- 3.SP2.1** Explain why individuals and groups have different points of view on the same event.
- 3.SP3.1** Develop questions about Arizona history, geography, government, and economics.
- 3.SP3.2** Distinguish between primary and secondary sources.
- 3.SP3.3** Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.
- 3.SP3.4** Compare information provided by various sources about Arizona.
- 3.SP3.5** Generate questions about multiple historical sources.
- 3.SP3.6** Construct arguments and explanations using reasoning, examples, and details from sources.
- 3.SP3.7** Present summaries of arguments and explanations using print, oral , and digital technologies.
- 3.SP4.1** Explain probable causes and effects of events.
- 3.SP4.2** Summarize the central claim in a secondary source.

CIVICS

- 3.C1.1** Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.
- 3.C1.2** Use listening, consensus-building, and voting procedures to decide on and act in their classrooms.
- 3.C3.1** Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments.
- 3.C3.2** Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.

ECONOMICS

- 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.
- 3.E1.3** Identify positive and negative incentives that influence financial decisions people make to save and spend money.
- 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.

GEOGRAPHY

- 3.G1.1** Use and construct maps and graphs to represent changes in Arizona over time.
- 3.G2.1** Explain how people modify and adapt to the Arizona environment.
- 3.G3.1** Describe the movement of people in and out of Arizona over time.
- 3.G4.1** Describe how Arizona has changed over time.

HISTORY

- 3.H1.1** Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.
- 3.H2.1** Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.
- 3.H2.2** Examine how individuals and groups have worked together throughout Arizona's history.
- 3.H3.1** Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.
- 3.H3.2** Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.

Answer Key: *The Story of Arizona*

Chapter Assessments

Chapter 1:

1. a 2. a 3. c 4. a 5. b 6. d 7. b 8. a 9. b

Chapter 2:

1. c 2. c 3. b 4. a 5. d 6. c 7. b 8. a 9. a 10. b

Chapter 3:

1. d 2. c 3. d 4. a 5. b 6. c 7. b 8. d 9. a

Chapter 4:

1. a 2. a 3. d 4. a 5. c 6. a 7. d 8. d

Chapter 5:

1. a 2. b 3. b 4. b 5. a/c 6. c 7. a 8. b 9. b

Chapter 6:

1. b 2. c 3. b 4. d 5. c 6. d 7. c 8. a 9. b 10. d

Chapter 7:

1. c 2. c 3. b 4. b 5. a 6. d 7. a 8. b

Chapter 8:

1. a 2. a 3. d 4. c 5. c 6. d 7. d 8. b 9. c/d 10. a

Activity Pages

The 5 Cs (AP 1.1), Chapter 1

Each segment should be labeled with one of the 5 Cs: cotton, citrus, climate, cattle, copper and include an illustration of that C (for example, of cotton plants, lemons or limes, sunshine, cattle, and copper mines or copper wire).

Venn Diagram (AP 2.1), Chapter 2

Left circle: Powers and responsibilities of the federal government, such as federal taxes, federal laws, foreign policy, national defense, federal education policy

Right circle: Powers and responsibilities of the state government, such as state taxes, state education standards, state laws

Center circle: Managing national parks such as Grand Canyon, road safety

My Representatives (AP 2.2), Chapter 2

Federal: President	President of the United States, correctly named
Federal: Senators	Arizona U.S. senators, correctly named
Federal: Representative	Arizona district congressional representative, correctly named
State: Governor	Arizona state governor, correctly named
State: Senator	Arizona state senator, correctly named
State: Representative	Arizona state legislator, correctly named
Local: Mayor/Village President	Local mayor or village president, correctly named
Local: City Council	Local city councilmember(s), correctly named
Local: School Board	Local school board member(s), correctly named
Tribal: Tribal Leader(s)	Arizona tribal leader or leadership body, correctly named

Domain Vocabulary: Chapters 1–2 (AP 2.4)

- | | |
|------|-------|
| 1. b | 10. m |
| 2. j | 11. f |
| 3. g | 12. i |
| 4. a | 13. k |
| 5. c | 14. q |
| 6. h | 15. p |
| 7. d | 16. o |
| 8. l | 17. n |
| 9. e | |

Arizona's First Peoples (AP 3.1), Chapter 3

	When	Where	What They Are Known For
Ancestral Pueblo	1500 BCE	Northeast Arizona	Cliff villages, pit houses (kiva), adobe
Hohokam	300–1500 CE	Near rivers	Villages, ball games
Mogollon	200 CE	Nomadic roaming	Nomadic lifestyle, black-and-white pottery
Sinagua	650–1400 CE	Verde Valley	Connected dwellings such as Montezuma Valley; colorful pottery
Salado	1250–1450 CE	Tonto Basin	Cliff dwelling; pottery
Cohonina	700–1175 CE	North-central Arizona	Maize farming
Patayan		Western Arizona	Some nomads, some villages; decorated pottery
Navajo (Diné)	Arrived 1300–1500 CE	Four Corners region	Largest Native territory in the United States; herding animals
Apache		Around southwestern United States	Nomadic hunters and warriors; widespread use of horses

Artifact Study (AP 3.2), Chapter 3

Describe the artifact.

1. What type of object is it? A jar or vase
2. Where is it from? The Salado people of the Tonto Basin, Arizona
3. When was it made? 1250 to 1450 CE
4. What color is it? White and black
5. What shape is it? Rounded; regular; a jar shape
6. What size is it? The size of a jar or vessel used to store food or liquid
7. What is it made of? Pottery; clay; ceramics

Think about the artifact.

8. What knowledge or experience was needed to create it?
 Knowledge of how to shape clay into a round vessel and to set the clay until it's hard; knowledge of how to glaze, or paint, the pottery with different colors and designs
9. Why was it made? What is its purpose?
 It was made to hold food or liquids; it was made to be a nice object in the home; it was made to display the painted designs and to show the expertise of the maker.

10. Could it have been made by one person, or did it need to be made by a group?

This was probably made by one person, but the glazes, fires, materials may have been gathered by multiple people; the maker may have worked with a mentor or apprentice.

11. How has the artifact changed over time?

It is now on display in a museum rather than being actively used.

Think about context.

12. What do you know about the time and place the artifact was created?

This object shows that the people who made it had the time and expertise to make such pots; it also shows they had things they needed to store. It shows they probably settled in one place because the pot is fragile and not particularly transportable. It was made by people who settled and practiced agriculture. It was made by people who valued skill and decoration.

Draw a conclusion about the artifact.

The Salado pottery shows us that the Salado people had the time, expertise, and desire to make fine, decorated storage objects such as this jar. It shows that objects were not only valued for their use but also for their quality as works of art.

Domain Vocabulary: Chapters 3–4 (AP 4.2)

- | | |
|-------|-------|
| 1. s | 11. o |
| 2. k | 12. h |
| 3. p | 13. d |
| 4. q | 14. n |
| 5. g | 15. c |
| 6. e | 16. r |
| 7. b | 17. i |
| 8. j | 18. m |
| 9. f | 19. a |
| 10. l | |

Analyze an Image (AP 5.1), Chapter 5

- 1a. Does this image show a place?** Yes
- 1b. What does the place look like?** It looks like an old-fashioned road or town in the west. It has dirt roads and wooden buildings.
- 2a. Are there people in the image?** Yes
- 2b. What are the people doing?** They are driving a coach.
- 3a. Are there objects in the image?** Yes
- 3b. What are the objects being used for?** The main object in the image is a coach, which is used for transporting people and goods. The coach is pulled by horses.
- 4a. What time period does the image show?** The nineteenth century
- 4b. What does the image show you about that time period?** It shows one of the main ways people moved around in the nineteenth century—by taking coaches. It also shows how many horses were needed to pull a coach of this size.

Domain Vocabulary: Chapters 5–6 (AP 6.1), Chapter 6

- | Across | Down |
|----------------|---------------|
| 3. drought | 1. negotiate |
| 4. feud | 2. tourism |
| 5. migration | 6. boom |
| 8. progressive | 7. draft |
| 10. pandemic | 9. inhabitant |
| 11. recruit | 12. civilian |
| 15. lobby | 13. poverty |
| 16. internment | 14. survey |

Domain Vocabulary: Chapters 7–8 (AP 8.1)

- | | |
|------|-------|
| 1. p | 9. m |
| 2. e | 10. h |
| 3. n | 11. c |
| 4. l | 12. o |
| 5. j | 13. b |
| 6. i | 14. k |
| 7. d | 15. f |
| 8. g | 16. a |



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