



About *Studies in Arizona History*

Studies in Arizona History presents history as many voices and points of view. It seeks to engage students through critical thinking and through stories about people who have contributed to Arizona's history. The book's fresh approach earned it an Award of Merit from the American Association for State and Local History. Both its factual content and its emphasis on historical analytical skills make it an excellent resource for teaching the new Arizona Department of Education Social Studies Standards.

Studies in Arizona History has been designed to be flexible and adaptable to different classroom needs. It can be used as a supplement in a general American history course, or as the main text in a course on Arizona or southwestern history. The chapters, arranged chronologically, contain thematic material showing local impacts of national trends and events. This allows easy integration into the study of American history of that time period. For example, Chapter 7 discusses Arizona, the Progressive Era, and World War I. In this chapter, students learn how the national progressive reform movement affected Arizona populations, both positively and negatively. Chapter 4 on the Civil War era discusses how Tucson citizens made choices between the Northern and Southern causes, reflecting debates taking place throughout the country at that time. Therefore, teachers will find that the Arizona information reinforces material learned from American history textbooks.

Each chapter is divided into five basic sections: *Historical Overview*, *Taking Issue*, *Examining Evidence*, *Focus On*, and *Main Street*. The *Historical Overview* section contains a summary of major events in the time period cov-

ered in the chapter. It provides background for understanding the other sections in the chapter. If just these sections are read, they can serve as a concise, conventional Arizona history text.

Taking Issue includes opposing viewpoints on a specific event or issue in Arizona history. Thematically, these often reflect larger issues occurring elsewhere in the country. Controversy should simulate students' own thinking about the issues, especially since most of these concerns have relevance to issues today. For example, *Taking Issue* in Chapter 3 on Manifest Destiny discusses the question of who has the right to claim territory. Are legal claims based on the current ruling government the most valid, such as Spain's and later Mexico's claim to the Southwest? Do large numbers of settlers, such as those who flocked from the United States to the Mexican territories in the early 1800s, make a better case? What about American Indians' claims based on prior occupation and use of the land? These issues form the basis of much territorial conflict around the world today.

By looking at the tools of historical research, *Examining Evidence* helps to reinforce students' understanding of how history gets written. Each chapter investigates the nature of different kinds of primary source documents (first hand accounts of an event or material created at the time of the event). These can include diaries, personal narratives, oral histories, autobiographies, contemporary newspaper stories, court records, maps, census data, archaeological data, photographs, songs, and artifacts. The sections apply to any study of history and therefore have application beyond a study of state history. They would form an excellent supplement to any history text. Both the *Taking Issue* and

Examining Evidence sections are well suited to fulfilling the Arizona State Social Studies Standards that emphasize research and analytical skills.

Focus On allows students to learn in greater detail about a particular person, ethnic group, or event in Arizona history. These are good opportunities for character education, such as studying the courageous journey of John Wesley Powell down the Grand Canyon, or learning how Chinese immigrant Soleng Tom worked to achieve the American dream.

Main Street profiles the history of ten different Arizona towns. It brings into the narrative more information on cities outside the metropolitan areas of Tucson and Phoenix. General themes covered in American and Arizona history are often echoed in the stories about specific towns. For instance, the piece on Kingman discusses route 66, famous as a road traveled by migrants escaping the dust bowl during the Great Depression.

Where possible all the supporting sections reflect themes in the chapter as a whole. For example, the chapter on "Arizona and the Rise of Industrial America" features Flagstaff, a town the railroad built, and a *Taking Issue* on Hispanics leaving family ranches for Tucson barrios. Both events reflect America's move from an agrarian to an industrial nation.

The end of each chapter contains review questions. These questions move from easier to greater difficulty. "Identify the following" questions are simple identifications of people or events covered in the chapter. "Focusing on Ideas" are compare-and-contrast type questions, including such concepts as turning points, the individual in history, etc. The next sections, "Geography in History," "Economics in History," and "Politics and Government in History" show connections between history and these other social studies disciplines. "Critical Thinking" emphasizes higher-level thinking skills, including: expressing problems clearly, identifying central issues, making

comparisons, determining relevance, formulating questions, distinguishing fact from opinion, identifying assumptions, recognizing bias, drawing conclusions, recognizing cause and effect, predicting consequences, identifying alternatives, testing conclusions, and demonstrating reasoned judgement. Critical thinking questions could be done as a classroom group exercise.

Teachers should note that practice in critical thinking skills provided by the textbook and activities in the teacher's manual do double-duty by also preparing students for many of the Language Arts Standards.

This teacher's guide provides activities and projects to enrich and enhance the textbook. Each chapter includes an icebreaker activity to jump start students' creative thinking skills, internet activities, projects, a classroom activity, answers to the review questions, and a comparative timeline showing events in the American Southwest, the Americas, and the world. The timelines have been designed to link up horizontally so they can be affixed in a continuous line along the classroom wall. Small arrows on the edge of the page show where the timelines connect. They also may be copied and used as a student handout, or made into a transparency for an overhead. Please note that there are no timelines at the end of chapters 7 and 9 because those time periods are covered in the previous chapter. In addition, the teacher's manual appendixes include a section that shows by page number where *Studies in Arizona History* addresses the Arizona Social Studies Standards, as well as a selected bibliography and a list of related websites.

Together, this manual and the textbook add up to an exciting resource to teach your students both about Arizona's past and the nature of historical inquiry.

Gwen Russell Harvey
Director of Education
Arizona Historical Society, Southern Arizona Division
April, 2000