

Lesson One
If at First You Don't Succeed:
Arizona Constitutional History

Teacher Procedures

Standards and Performance Objectives:

1SS-D1. Analyze historical and current events as a historian using primary and secondary sources to evaluate the legitimacy of the commentaries of an event and draw conclusions, with emphasis on:

(PO1) what happened, drawing from both written sources and narratives

(PO2) what is accurate information and what is inaccurate information

(PO3) what was the significance of the event with focus on what can legitimately be concluded as impacts or results of the event

2SS-D5. Analyze the interactions, dynamics, actors, interests, institutions and processes that result in the formation of policy in the United States, with emphasis on:

(PO1) the development of policy agendas

(PO2) the role and processes in policymaking of the Congress, president, bureaucracy and the courts

Objectives:

Students will sequence significant events in the steps to Arizona's statehood and to the creation of the 1910 Arizona Constitution.

Students will examine the Arizona territorial history as it relates to Arizona's long road to statehood.

Students will participate in a dramatization identifying the key highlights of Arizona's territorial days and constitutional history.

Students will analyze primary documents relevant to Arizona territorial days and Arizona's struggle for statehood.

Lesson Description:

The unit is introduced with an anticipation/reaction guide to check student prior knowledge. Then, student actors dramatize Arizona's long struggle for statehood in a three act play, beginning with Arizona's effort to become a separate territory. Students interweave placards and sound effects with the reading of the script. The placards can easily be arranged for use in the dramatization and can also serve as text for a bulletin board time line. A True/False quiz is provided as an optional evaluation tool for the next class period.

Time Required:

One 50 minute class period (Evaluation using the T/F Quiz would take an additional 10 or 15 minutes at the start of a second class period.)

Materials Required:

Anticipation/Reaction Guides for all students

Be It Enacted Dramatization (play scripts for actors) and accompanying Arizona Constitutional History placards (Photocopied on different colors of paper.)

CD of sound effects and CD player

Primary Documents & Analysis Worksheets

Optional: Copies of the True/False Quiz

Procedures:

1. Run copies of Arizona Constitutional History placards on different colors of duplicating paper. You may wish to preserve the copies by laminating them.
2. Run off copies of the “Be It Enacted – A Dramatization,” for each student.
3. Introduce the unit by informally checking students’ prior knowledge of the subject using the Anticipation/Reaction Guides. Refer students to the guides again at the end of the lesson to confirm new information gained.
4. Assign student roles for each of the three scenes in the dramatization. Assemble props and distribute them to the appropriate students.
5. Perform the dramatization and have all class members follow along with the script.
6. After performing the play, display the Arizona Constitutional History Cards on a Bulletin Board, white board or classroom wall for students to view.
7. During a second class period, assess student understanding of the information using the T/F Quiz or revisit the Anticipation/Reaction Guides allowing students to change answers.

Assessment

1. Distribute the True/False Quiz. Grade together.
2. Return to the Anticipation/Reaction Guide and allow students to change their original answers to reflect new knowledge.

Extension Activity Suggestions:

1. Have students create a comic book version illustrating Arizona’s territorial and statehood struggle.
2. Ask students to create a history vocabulary list or a crossword puzzle containing key words and concepts from the lesson. (For example, Organic Act of 1863, Joint Statehood Resolution, Foraker Amendment, etc.)