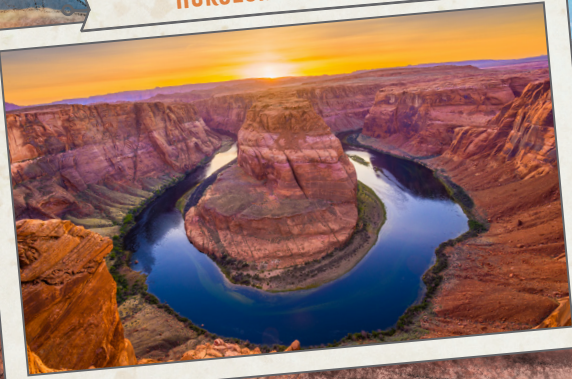


HORSESHOE BEND



COYOTE



◦ THE GOOD AND THE BEAUTIFUL ◦

ARIZONA

← STATE STUDY →

CAPITOL BUILDING



MONTEZUMA CASTLE





Course Overview

Arizona State Study consists of 20 lessons designed to foster a true love of learning through engaging lessons and activities, visually rich maps and illustrations, and stories of the people and events that have shaped the state. The course is designed to be completed by the student independently, but parents/guardians can choose to be as involved in the lessons as they would like to be.

Lesson Overview

Most lessons will take 20–25 minutes to complete. To keep the student focused and engaged with the material, activities and knowledge checks appear on most pages.

Getting Started

Simply open the course book and begin reading. Each lesson begins with a supply list showing what is needed for that specific lesson. Most lessons require only basic school supplies such as pencils, colored pencils, and highlighters. A complete list of supplies needed for the course can be found on the following page. Students will read each lesson and complete the activities directly in the course book.

Christian Worldview

The Good and the Beautiful curriculum takes a Christian worldview. With input from people with diverse ethnic, racial, and religious backgrounds on both our staff and our review panels, this course is built on the common ground and basic biblical principles that apply to all Christians. Rather than focusing on doctrine, the curriculum teaches Christlike character and principles of liberty.

SUPPLIES

Items to Always Have on Hand

- pencils
- highlighters
- colored pencils

Additional Supplies Needed

Lesson 1: none

Lesson 2: ruler

Lesson 3: laptop or computer (optional)

Lesson 4: none

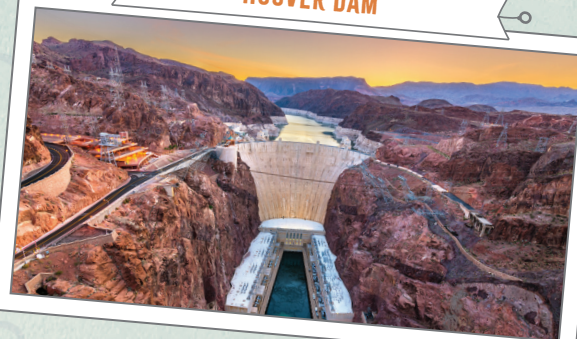
Lesson 5:

- several personal items such as photos, letters, or trinkets
- small container such as a shoebox or plastic zipper bag
- items for time capsule (newspaper articles, books, photos, drawings, small toys, clothing, etc.)

Lesson 6: none

Lesson 7: none

HOOVER DAM



Lesson 8: none

Lesson 9: none

Lesson 10: none

Lesson 11: ingredients for fry bread (optional)

Lesson 12: none

Lesson 13: none

Lesson 14: none

Lesson 15: none

Lesson 16: laptop or computer (optional)

Lesson 17: laptop or computer (optional)

Lesson 18: none

Lesson 19: laptop or computer (optional)

Lesson 20: laptop or computer (optional)

WUPATKI NATIONAL MONUMENT



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ARIZONA STATE FLAG





THE GRAND CANYON STATE

 **SUPPLIES:** colored pencils

Introduction

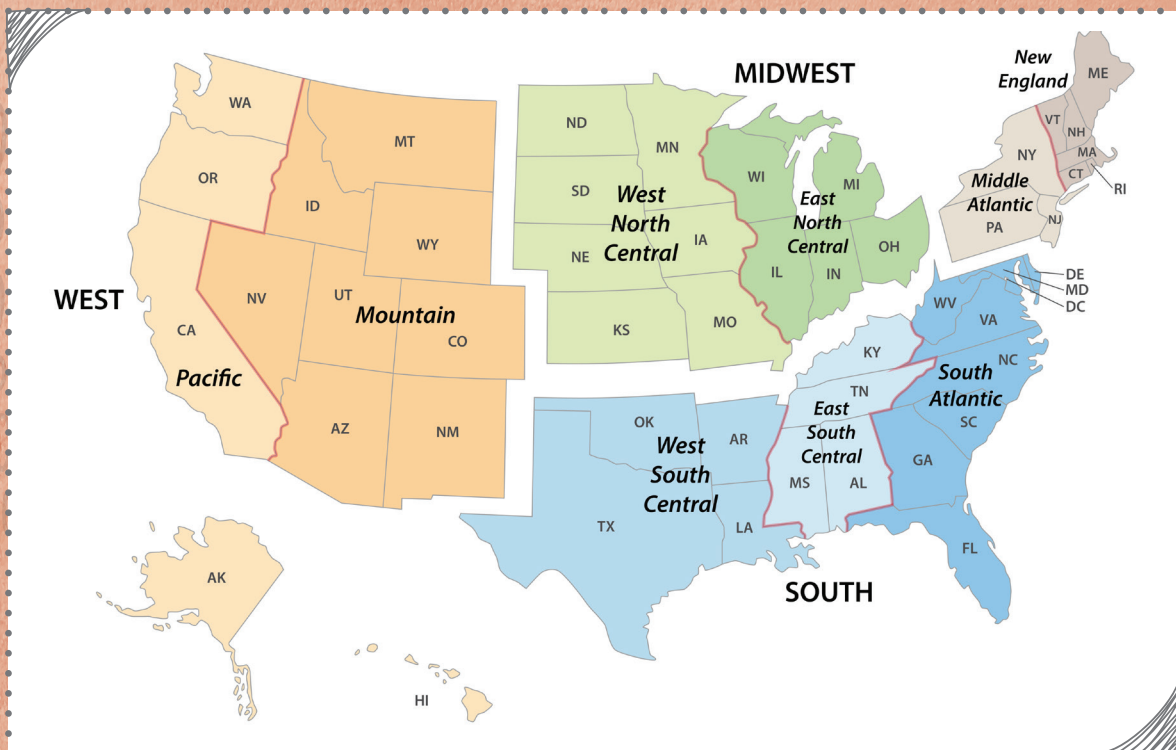
From the dry desert filled with rocky sand and tall cacti to snowcapped mountains, Arizona is teeming with wondrous sights to behold. Well known for the stunning beauty of the Grand Canyon, Arizona boasts distinctive landscapes, wildlife, and plants that are a testament to the greatness of God's creation. Let's explore the rich history of this stunning state!

On February 14, 1912, Arizona (AZ) became the 48th state of the United States of America—the sixth-largest state in the union, as well as its final contiguous state. **Contiguous states** are states whose borders touch without another country or ocean between them. If you look at the map below, you will see that Arizona is one of four states whose corners meet. This spot is known as the Four Corners, home to a monument where you can stand in four states at the same time.

contiguous states

[kun-TIG-yoo-us]

states whose borders touch without another country or ocean between them



- Draw a dot at the four corners.
- Circle the region in which Arizona lies.
- Write the abbreviations or names of the states that border Arizona.

Pacific West

Mountain West



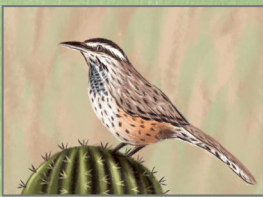
State Nickname and Symbols

As with all states in the United States of America, Arizona is represented by many things. This state's rich, diverse history of Indigenous peoples, Spanish explorers, and American settlers has given the area many names over the past two centuries. Because of the awe-inspiring size and view of the Grand Canyon, however, Arizona's most prominent title is the Grand Canyon State. This beautiful landmark also inspired the state **motto**: *Ditat Deus* (DEE-taht day-oos), Latin for "God Enriches." Let's take a look at a few other official symbols of Arizona.

THE GRAND CANYON



Read the descriptions of Arizona's state symbols below, then draw a line matching each description to the correct image.



- The state mammal is the ringtail. Named for its raccoon-striped tail, this nocturnal animal uses its large eyes and big round ears to search for insects, rodents, birds, reptiles, and fruit to eat.
- Not many states have an official state neckwear, but Arizona does. The bolo tie is made of braided leather straps held secure with a metal decorative slide, symbolic of the American Southwest culture.
- The state flower, the saguaro [sah-wah-roh] cactus flower, consumes only small amounts of water and is found on the tallest cactus in the desert, the giant saguaro. The large white saguaro blossoms with golden centers fill the cacti's outstretched arms every spring. Opening nightly and closing before the hot afternoon sun, these bright blooms are filled with nectar and pollen that attract birds, bats, and insects.
- This little songbird is the brown-speckled cactus wren, Arizona's state bird. It nests in the protective trunk of a cactus and searches for seeds and insects by turning over rocks on the ground.
- Arizona's state tree is the *palo verde*, meaning "green stick" in Spanish. While most trees collect the sun's energy in their leaves, palo verdes collect sunlight in their bark, leaving it a green color. In the spring they are filled with bright yellow flowers.

The Arizona State Flag

A flag is something to be honored, as it represents the people and history of a certain place. Arizona can thank Colonel Charles Harris for its symbolic state flag. As the captain of the state's National Guard rifle team, Harris saw that Arizona was the only state not yet represented by a state flag in the annual National Guard rifle competition, so he designed one himself. Seven years later, it became the official design of the state flag. The bottom half of the flag is the same shade of blue used in the US flag. The 13 alternating red and yellow stripes represent the state's Spanish heritage as well as the original 13 US colonies. The rust-colored star in the center represents copper, which is largely mined and produced in Arizona. Together, the star and stripes represent Arizona's beautiful sunsets.

ARIZONA STATE FLAG



allegiance [uh-LEE-jinse]

loyalty, commitment, and devotion



The Pledge of Allegiance



I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.



These words likely feel familiar to you. This is the Pledge of Allegiance, a promise of loyalty to our country that is often recited at schools and sports games. Baptist minister Francis Bellamy penned the original pledge in 1892, after which it was the subject of much debate and went through several rewordings.

In 1942 President Franklin D. Roosevelt signed the Flag Code, which included an official version of the pledge for people to recite. President Dwight D. Eisenhower asked Congress to add "under God" to the pledge in 1954, and thus the version people say today was finalized.

The Flag Code also included guidelines for how to display and treat the United States flag and state

flags respectfully. Have you ever seen someone take a flag down from a flagpole? If so, you may have noticed that they were careful to not let the flag touch the ground and folded it neatly to store it. A few other ways we show respect for these great symbols of our state and nation are making sure the flag is properly illuminated at night and disposing of a worn-out or damaged flag properly by burning it rather than throwing it away.

To show devotion to our country, we recite the pledge respectfully by standing, facing the flag, removing any hats, and placing our right hands over our hearts.

Think about the words "indivisible, with liberty and justice for all." What does that mean to you?

Climature

With an average of 300 dry, sunny days, Arizona is a lovely state to visit year-round! The desert region of the southern half of the state has an arid, or dry, climate. It receives an average of 7.5 centimeters (3 inches) of rainfall annually. The mountainous northern part of the state is semi-arid and averages around 1 meter (40 inches) of precipitation annually. Temperatures vary greatly throughout the state as well. The hottest recorded temperature was 53 °C (128 °F) at Lake Havasu City in 1994, and the coldest recorded temperature was -40 °C (-40 °F) at Hawley Lake in 1971.

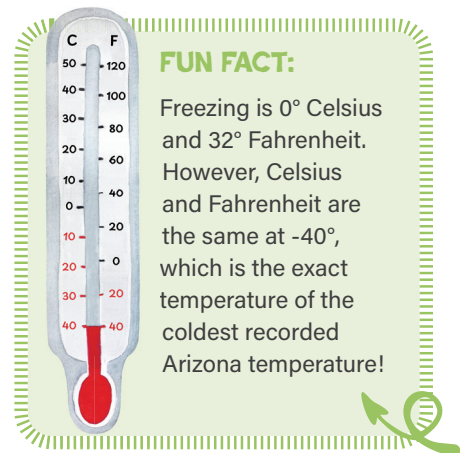
When we use the term **weather**, it refers to the conditions of the air at a particular time. Weather patterns tracked over a long period of time are called **climate**.

climate [KLY-mut]

weather patterns over a long period of time

weather [WETH-ur]

the conditions of the atmosphere at a particular time

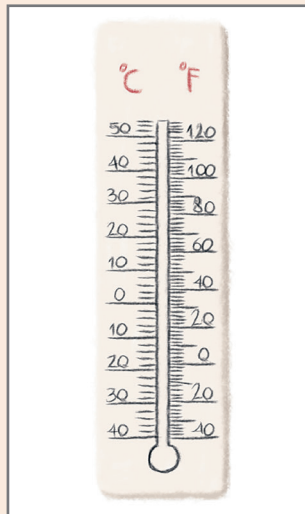


- Color in the blank thermometers below to show Arizona's highest and lowest recorded temperatures. Then write the names of the locations where those temperatures were recorded in the spaces provided.

SUMMER AND WINTER IN THE DESERT

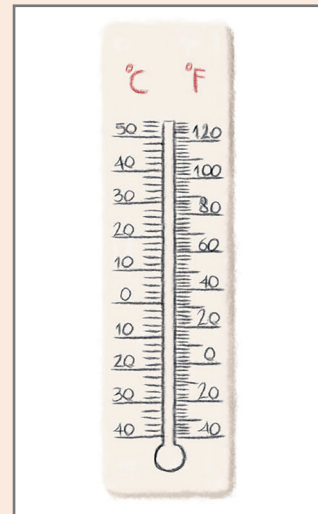


HOTTEST RECORDED TEMPERATURE



LOCATION

COLDEST RECORDED TEMPERATURE



LOCATION



Activity

THE GRAND CANYON STATE

- Write the name of each item on the provided line, and then draw it in the corresponding box. You may refer to the images on page 2 if needed. If you prefer, you may write three words about the item instead of drawing it.

STATE NECKWEAR

STATE MAMMAL

STATE BIRD

STATE FLOWER

STATE TREE

- Fill in the boxes with the correct answers.

STATE ABBREVIATION

STATE MOTTO

YEAR ARIZONA BECAME
A STATE

BEING A HISTORIAN



SUPPLIES: small container such as a shoebox or plastic zipper bag; several personal items such as photos, letters, or trinkets; items for time capsule such as newspaper articles, photos, etc.

In the very beginning, God created Adam and Eve, the first man and woman on Earth, and told them to multiply and replenish the earth (see Genesis 1:28). Now, after all this time, we see they have done exactly that: The earth went from having two inhabitants to several billion!

This doesn't even begin to cover how many people have lived throughout **history**. Our world has a long story, and thousands of people past and present

history

the record, study, or knowledge of events that happened in the past

have dedicated their lives to the study of it. Each state also has its own unique story.

To be a good historian, you'll need to know the difference between sources of information. A **primary source** is any record, account, or artifact that has a direct relationship to a historical event. For example, a letter written by an American woman to her husband fighting in World War I, a photograph taken of soldiers in France, and a British newspaper article written by a journalist reporting from the battleground are all primary sources. They were created during that time by people who were directly involved in or experienced the conflict.

A **secondary source** is one step removed from that, categorized as a source that may contain true information but is not a firsthand account. This is any article, report, study, or record of a history written by people who studied it but didn't directly experience it. For example, the lesson you are reading now could be considered a secondary source! The history you'll learn in this course is based on thorough research, but the writers aren't necessarily writing about things that they witnessed or experienced themselves.

**primary source**

any record, account, or artifact that has a direct relationship to a historical event

secondary source

any article, report, study, or record of a history written by people who studied it but didn't directly experience it

- Below are some examples of sources. Circle the primary source in each pair. (Remember, a primary source is a firsthand account.)



journal entry

textbook



history-class report

audio recording of a speech



interview transcript

famous person's biography





BE A HISTORIAN

Choose either this activity or the activity on the next page to complete, or do both of them if you'd like!

- Now that you have a background on the basics of being a historian, let's put your new skills to use! Today, you're going to be a historian for your family. Take a walk around your house and look for pieces of your family's history: These can be objects, photos, written accounts, or even oral stories from your family members. Record what you find below.



OBJECT DESCRIPTION

PRIMARY OR SECONDARY SOURCE?

WHAT DID YOU LEARN?

OBJECT DESCRIPTION

PRIMARY OR SECONDARY SOURCE?

WHAT DID YOU LEARN?

OBJECT DESCRIPTION

PRIMARY OR SECONDARY SOURCE?

WHAT DID YOU LEARN?

- If you feel comfortable, share your list of sources and what you learned about your family history with members of your family.

INDIGENOUS PEOPLES

 **SUPPLIES:** colored pencils

The Puzzle of History

Do you like puzzles? Many people find them challenging. Others, such as the 2024 World Jigsaw Puzzle Champion from Norway, can complete a 500-piece puzzle in less than 38 minutes! Recall that archaeologists piece together an area's history through the artifacts they uncover. Sometimes they find artifacts fully intact, but most of the time they find broken pieces. With great patience, archaeologists fit the fragments together like a jigsaw puzzle.

Modern cities grow and change very rapidly. Archaeologists race to preserve artifacts before new buildings, homes, and roads are built over undiscovered remains of past civilizations. Today, you will learn more about some of the oldest known **Indigenous**, or Native, people of the Southwest by uncovering some of the artifacts they left behind.

TUCSON, ARIZONA

This 2020 photo of Tucson shows how the city has spread toward the mountains. Imagine what this land may have looked like 100, 500, or even 1,000 years ago!



indigenous [in-DI-jin-us]

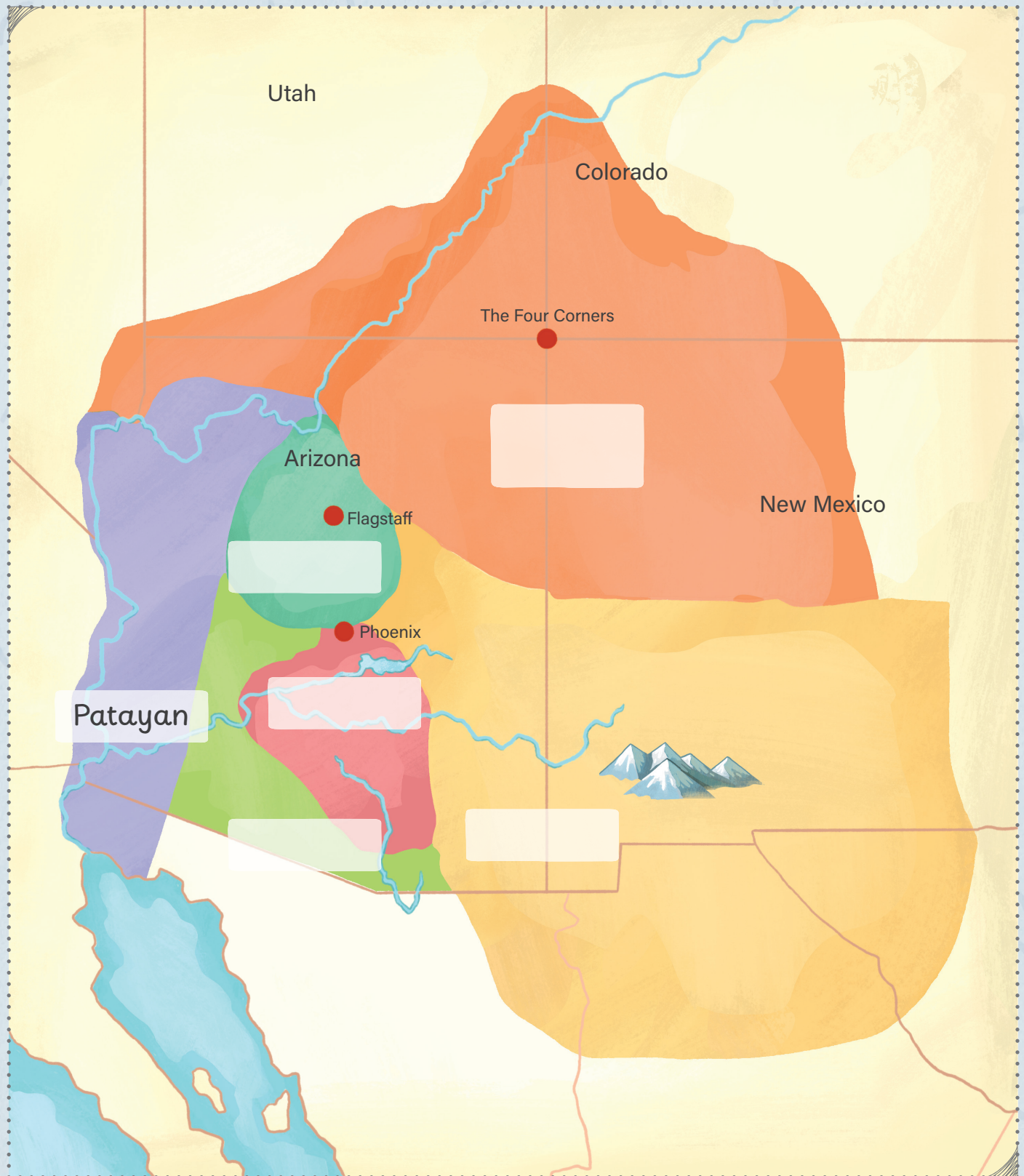
used to describe plants, animals, or people that live natively in a particular region



MEET THE INDIGENOUS PEOPLES OF ARIZONA

- On the map on the next page are the geographical areas where the Indigenous people of Arizona lived. Read the clues to discover which area each group lived in and label the map with the names of the groups. The first one has been done for you.
- ☒ The Patayan [pah-TA-yahn] lived along the lower Colorado River along the western border of Arizona.
- ☐ The name "Sinagua" [SEEN-aug-wah] is Spanish for "without water." This smaller group lived in the Verde Valley, near present-day Flagstaff and Sunset Crater.
- ☐ The Salado [sah-LA-doh] lived in the Tonto Basin, south of Phoenix, along the Rio Salado, or Salt River, near Roosevelt Lake.
- ☐ Settling in the Four Corners area, the Ancestral Pueblo [an-SES-trall PWEB-loh] are remembered as the "basket makers" for the detailed baskets they left behind.
- ☐ Named after the mountains in which they lived, the Mogollon [moh-go-YOHN], or "mountain people," lived along the Arizona-New Mexico border.
- ☐ Settling along the rivers in the southern portion of the state, the Hohokam [HOH-hoh-kahm] helped groups trade with one another.

- If you live in Arizona, find where your hometown would be on the map and see what Indigenous peoples lived there long ago. What do you think the land where you live looked like back then? This map shows where some of the oldest-known peoples lived more than a thousand years ago in relation to Arizona's modern cities, rivers, and borders.



NAME THAT HOME

- As you read about the three largest groups of early Indigenous people, fill in the chart below with details about the shapes of their homes and an interesting fact about each culture.

Indigenous Group	Pit House Shape	Interesting Fact
Ancestral Pueblo		
Mogollon		
Hohokam		

Ancestral Pueblo

Most ancient Indigenous peoples of the Southwest lived in **pit houses** that were built into the ground. The Ancestral Pueblo built their cone-shaped houses a few feet deep in order to keep them warm in the winter and cool in the summer. Later they built their homes, known as **pueblos**, into the cliffs using stonemasonry to make it easier for them to keep an eye on their fields of corn, beans, and squash that grew below. More elaborate buildings, called **kivas**, were built for religious ceremonies. Riverbeds in the area were often dry, so the Pueblo went to the kivas to pray for rain for their crops. In addition to farming, the community hunted and gathered food and

pit house [pit howz]

a home built partially into the ground; made of natural resources such as sticks, mud, and stones

pueblo [PWEB-loh]

communal dwelling made out of stone or adobe in which multiple families live together

kiva [KEE-vuh]

round, partially underground building used for religious ceremonies

supplies. Yucca plant fibers were woven into strong storage baskets. The Pueblo were also known for their black-on-white or black-on-red pottery designed for both cooking and storage.



This Ancestral Pueblo seed basket was made about 1,500 years ago by coiling natural fibers like grasses, willow, and yucca plants. Sometimes baskets were coated with pitch so they could hold water. Seed baskets were also used for gathering and storing food, carrying things, and even cooking.

MEXICO AND MOUNTAIN MEN

 **SUPPLIES:** colored pencils

Creating a Nation

If it wasn't for the courage and will of the American colonists in the late 18th century, the United States would look very different from how it does today. US citizens would be paying taxes to Britain, be ruled by a king, and be living in colonies rather than states. But because the colonists stood firm in their principles and created a constitution and government for the American people, the United States of America was born. A similar movement began in New Spain about 30 years after the United States gained its independence from Britain.

Mexican Independence

The men and women who bravely stood on the principles of freedom and liberty during the American **Revolution** are still remembered and honored today. Similarly, there were honorable men, such as Catholic priest Miguel Hidalgo, who inspired the Indigenous people of New Spain to speak up for their independence from Spain.

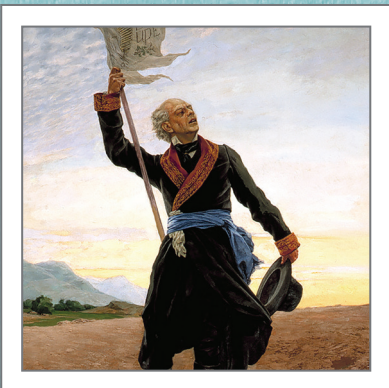
revolution [rev-uh-LEW-shun]

a fundamental change in principles, beliefs, or government

- Look at this map of North America in 1800. Who controlled Arizona?



MIGUEL HIDALGO Y COSTILLA: PRIEST AND FOUNDING FATHER OF MEXICO

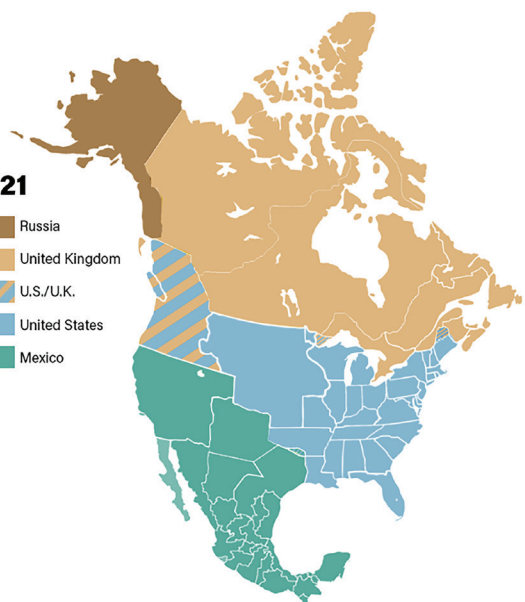


Miguel Hidalgo [mih-GEL ee-DAL-goh] was a priest in the little town of Dolores, New Spain. Having great compassion for the poor, he taught them skills such as woodworking, blacksmithing, and gardening so that they could make money and improve their living conditions. On September 16, 1810, he ignited a revolution with a speech that raised an army of 50,000 men who followed him to Mexico City. Unfortunately for Hidalgo, the Spanish army captured and killed this inspirational man. Others carried on the movement he started. In 1821, more than a decade after his famous speech, the Republic of Mexico was born. Mexico celebrates its independence on September 16 in honor of his efforts.

- Look at this map of North America in 1821. Who controlled Arizona?

1821

- Russia
- United Kingdom
- U.S./U.K.
- United States
- Mexico



Republic of Mexico

When you are older, you will move away from home for the first time. Though the independence and freedom may sound fun at first, adult responsibilities require planning and finances. How will you pay for it all? The newly formed Republic of Mexico ran into the same problem.

Spain was a wealthy country that had protected New Spain with a strong army. The Royal Spanish Presidio of Tucson did much to keep present-day Arizona at peace. Missions, like the ones you read about in the previous lesson, spread Christianity and taught valuable skills such as ranching to Indigenous peoples. Spain had also been supplying the Apache with food and gifts to keep them from raiding. Ranchers came to the area with herds of cattle, and gold and silver mines opened.

Upon Mexico's independence, most of the area we know today as Arizona was the Mexican state of Sonora [suh-NO-rah], which later split into two states. However, Mexico had little funds for an army of its own, nor did it have resources to offer the Apache to keep the peace. Mexico needed money! No longer seeing the benefits of missions, the Mexican government sold many of them to raise funds so they could offer Mexican ranchers free land in Sonora. Broken treaties, or agreements, with the Apache caused the raids to continue. With little to no way to defend their families, many Mexican ranchers returned to their homes in the south. Who would be bold enough to attempt living in this new frontier?

Mountain Men

Many young men seeking adventure in the mid-19th century headed west to the start of the Santa Fe Trail in Missouri. This trail crossed the Kansas plains and Colorado Rockies before ending in the Southwest desert at Santa Fe. Some bold frontiersmen continued on through Sonora (Arizona) and all the way to the coast of California. Along the way they faced many dangers: rough terrain, mountain lions, bears, rattlesnakes, and many other unexpected surprises. Why would these men risk their lives for such an adventure? Beaver pelts!

At the time beaver fur hats were very popular in the East, but beavers had been over-trapped there. So fur trappers or traders, also known as mountain men, followed the rivers westward, collecting beaver pelts, exploring the frontier, and trading with Native Americans. Mountaineers such as "Kit" Carson, "Old Bill" Williams, and James O. Pattie were some of the first American frontiersmen to explore and trade with the Mexicans and Native Americans in Arizona.



TRADING AT THE RENDEZVOUS

Mountain men and Native Americans met at annual trading gatherings called rendezvous [RON-day-voo] such as the one in Idaho shown below. Rendezvous usually took place in the spring, and everyone looked forward to going and seeing friends old and new.

- What items do you see available for trade in this illustration? List 4–6 items.

“THE FUR TRADERS” BY ELIZABETH LOCHRIE (1890–1981), 1938



- Below is an illustration of a mountain man, or mountaineer as they called themselves, on his way to a rendezvous. He has his survival gear and is also bringing items he found or traded for from his travels across Arizona. Circle each item listed as you find it in the illustration.



- pistol
- bullets
- knife
- blanket
- cooking pot
- compass
- saddle bags
- fur hat

NATIVE AMERICAN RESERVATIONS IN ARIZONA

Before you read about the difficulty of the walk and the hardships endured on the reservations, answer the questions using the map below.

- Trace the largest reservation with your pencil.
- Find the Hopi and Navajo reservations and circle them. How do you think the placement of these two reservations could be problematic for the tribes living there?
- Why do you think some reservations were established near a fort?



World War II

While the United States recovered from the Great Depression, a second world war was stirring in Europe and the Pacific. Once again countries formed alliances, and once again the US wanted nothing to do with the conflict. However, that changed on December 7, 1941, when Japan attacked US ships stationed in Hawaii. Many ships were damaged or destroyed during the attack, and more than 2,300 lives were lost. The USS *Arizona*, commissioned shortly after Arizona's statehood, was hit and destroyed. Today it rests on the ocean floor, serving as a memorial for the more than 1,000 servicemen who lost their lives aboard the ship that day.

The United States entered the war. Remembered as the "Greatest Generation," men and women readily served their country abroad and at home. More than 30,000 Arizonans signed up to fight. Families back home collected supplies; **rationed**, or limited, their resources; and bought US war bonds to fund the efforts. Many women went to work in factories when the men shipped out.

Growing Population

At the end of World War II, American families reunited and celebrated throughout the nation. People from all over the US as well as other parts of the world began moving to Arizona to work in new, growing industries.

USS ARIZONA MEMORIAL, PEARL HARBOR, HAWAII



ATTACK ON PEARL HARBOR, DECEMBER 7, 1941



WORLD WAR II AMERICAN TROOPS



WORLD WAR II AMERICAN TROOPS





NAVAJO CODE TALKERS

The US military communicated by using secret codes in the Pacific, but the Japanese decoded every one of them. Needing a new code the Japanese couldn't break, the US began coding in Native American languages such as Cherokee, Comanche, and Navajo.

Navajo Code Talkers, as they would be called, transmitted and translated messages during World War II. They used two types of codes. You will complete this activity using the Type One Code, which was based on 26 Navajo words that represented each English letter. To make it easy to remember, many of the words were names of animals, such as ant (WOL-LA-CHEE) for the letter A or cat (MOASI) for the letter C. Throughout the course of the war, they would change the Navajo words.

Use the chart to the right to decode the messages on the next page. Then write a coded message of your own and have someone in your family decode it.

NAVAJO CODE TALKERS, US MARINE CORPS



Letter	Navajo Word	Literal Translation
A	WOL-LA-CHEE	ANT
B	SHUSH	BEAR
C	MOASI	CAT
D	BE	DEER
E	DZEH	ELK
F	MA-E	FOX
G	KLIZZIE	GOAT
H	LIN	HORSE
I	TKIN	ICE
J	AH-YA-TSINNE	JAW
K	KLIZZIE-YAZZIE	KID
L	NASH-DOIE-TSO	LION
M	NA-AS-TSO-SI	MOUSE
N	A-CHIN	NOSE
O	NE-AHS-JAH	OWL
P	BI-SO-DIH	PIG
Q	CA-YEILTH	QUIVER
R	GAH	RABBIT
S	DIBEH	SHEEP
T	A-WOH	TOOTH
U	SHI-DA	UNCLE
V	A-KEH-DI-GLINI	VICTOR
W	GLOE-IH	WEASEL
X	AL-NA-AS-DZOH	CROSS
Y	TSAH-AS-ZIH	YUCCA
Z	BESH-DO-TLIZ	ZINC