

**TITLE: Early Arizonans - I Have Who Has?**  
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**Grade band: 3rd**

**Subject: Geo Civics**

**Topic: Early Arizonan**

**Introduction**

This activity focuses on the first inhabitants of the Arizona lands while engaging in a brief study about their culture in Arizona. They will also learn how to use online sources to determine the latitude and longitude of a place and to locate the lands Indigenous people lived on, as well to learn about these people groups.

**Purpose**

This activity may be used to activate pre-existing knowledge of Indigenous peoples, and what a land acknowledgement is.

**Materials**

- Set of Cards
- Scissors



## Instructions

**First:** Print the set of cards and cut out with scissors

### How to Play:

1. Have students sit or stand in a circle around the room.
2. For the game to work correctly, be sure to pass out ALL cards. Depending on class size, some students may have 2 cards. This is a great opportunity to differentiate.
3. If you know students that need a challenge, give them more than one card. You could also pair them with another student that may need extra support following directions or reading the card.
4. While calling out the cards, there are several ways you can manage your group of students.
5. For example, they can sit in a circle, stay seated, and simply read aloud their cards. Or, you can have them sit/stand only when it's their turn.
6. Whoever has the card that reads "I have the first card", will be the first player.
7. After the first player reads aloud the card, the student who has the word called out will read next.
  - a. (Ex: **Student 1** – "I have the first card. Who has" **Student 2** – "I have all. Who has are?) The end of the game will occur when a random student reads the last card : "I have the end."
  - b. They will then engage in a discussion with the teacher about the meaning of each vocabulary word.

### Tips for playing with a small group:

1. Distribute the cards to each player until there are no cards remaining (they will have nearly an equal amount of cards)
2. Have students lay their cards out flat in front of them to assure they can see all of them
3. Give them an opportunity to look over all of their words

4. Ask if they need help reading any of their words before getting started
5. The player who has the first card leads the game
6. The player with the end card will collect the cards when the game is over

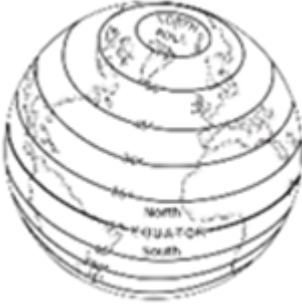
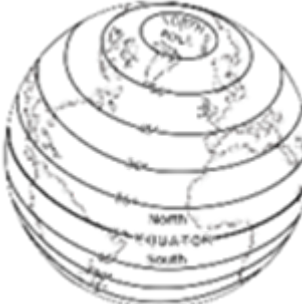

## Activity Materials & Answer Keys



### Key Vocabulary:

- **latitude:** the distance north or south of the equator
- **longitude:** the distance east or west of the equator
- **tribal nations:** citizens of three sovereigns: their tribe, the United States, and the state in which they reside.
- **colonialism:** control by one nation over a dependent area or people
- **land acknowledgement statement:** a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.
- **indigenous:** produced, growing, or living naturally in a particular region or environment
- **interaction:** the action or influence of people, groups, or things on one another
- **modification:** partial change
- **inhabit:** to live or dwell in

**I Have, Who Has? Vocabulary Cards** (Please cut before teaching the lesson)

<p><b>I have the first card</b></p>  <p><b>Who has Latitude?</b></p>	<p><b>I have latitude</b></p>  <p><b>Who has longitude?</b></p>	<p><b>I have longitude</b></p>  <p><b>Who has tribal nations?</b></p>
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**I have tribal nations**



**Who has colonialism?**

**I have colonialism**



**Who has land acknowledgement statement?**

**I have land acknowledgement statement**



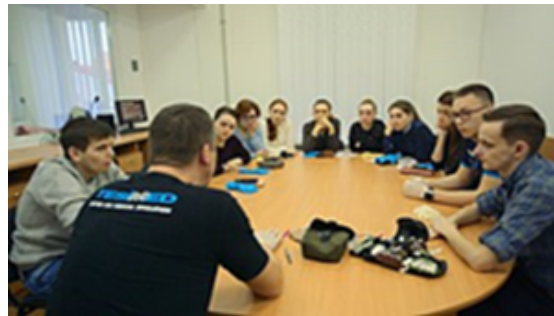
**Who has indigenous?**

**I have indigenous**



**Who has interaction?**

**I have interaction**



**Who has modification?**

**I have modification**



**Who has inhabit?**

**I have inhabit**



**I have the last card**