

A Town is Born

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| Grade Level | 5 |
| Duration | 1-2 class periods |

National Standards

GEOGRAPHY

Element 2: Places and Regions

4. The physical and human characteristics of places

Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

Element 5: Environment and Society

14. How human actions modify the physical environment

AZ Standards

ELA

Reading

Key Ideas and Details

5.RL.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing

Text Types and Purposes

5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

Arizona Social Science Standards

GEOGRAPHY

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

Overview

In 1881, the Atlantic and Pacific Railroad began building a bridge over a deep, wide canyon in northern Arizona known as the Devil's Canyon or Canyon Diablo. When construction halted due to financial troubles, a town sprang up around it filled with dance halls, saloons and rampant crime. The town was rumored to have been more dangerous than Tombstone. The bridge was finally completed, and on July 1, 1882, the first train crossed over the canyon.

Purpose

In this lesson students will learn about the effects of human migration on places and how changes in technology affect the location of economic activities in places.

Materials

- Major Arizona Railroads and Roads map

- 11 x 17 paper
- Colored markers
- Opinion and Bridge Highest Railway readings
- Reading Worksheet and Answer Key

Objectives

The student will be able to:

- Describe the push and pull factors that cause human migrations.
- Analyze the causes and effects of settlement patterns.
- Analyze how social, physical and economic resources influence where human populations choose to live.

Procedures

- Write on the whiteboard, "Why do people move?" As a group, discuss the factors that motivate people to relocate. 1) Who do they know that has moved?

2) Why did they move? Record the “Why did they move?” responses.

2. Now introduce the terms “push” and “pull.” “Push” are the factors that cause a person to move. “Pull” are the factors that draw a person to a different location. Now put two columns on the board with labels Push and Pull. Have the students look back at the original list and decide where these reasons would go (some will be under both headings).

3. Discuss the terms: social factors, economic factors, physical environment, and technology.

4. Project the Major Arizona Railroads and Roads map. Point out Canyon Diablo.

5. Distribute the Opinion and Bridge Highest Railway readings. Distribute the paper and markers. In pairs, have students create a graphic organizer to summarize the following aspects of both articles: social factors that cause humans move, economic factors that cause humans move, physical environment before and after humans moved there, and how changes in technology assist humans.

6. Using the information they identified in their graphic organizers, have students complete the *Outlaws* worksheet.

7. Discuss worksheet responses with class.

8. Assign students the writing prompt.

Assessment

ELA and Geography

- Students will score 80% or higher on the Reading Worksheet.
- Students will complete the graphic organizer and have all of the major headings listed and at least 2 details under each heading to be considered mastery.
- Students will score at least 40 points on the opinion paper to be considered mastery.

Extensions

1. Students can conduct research, and create and present a poster on how the train/railroad influenced human settlement throughout the west.
2. Students, using a variety of sources, can research what actually happened to the town following the passage of the train.

Sources

Contact Dianne McKee at diannebmckee@gmail.com to check on the availability of newspapers or website distribution of more of this lesson.