# A Town is Born

Students learn about migration in the Old West.

<table>
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<tr>
<th>Author</th>
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<tr>
<td>Grade Level</td>
<td>4-12</td>
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<tr>
<td>Duration</td>
<td>1-2 class periods</td>
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## National Geography Standards

**ESSENTIAL ELEMENT TWO: PLACES AND REGIONS**
4. The physical and human characteristics of places.

**ESSENTIAL ELEMENT FOUR: HUMAN SYSTEMS**
9. The characteristics, distribution, and migration of human populations on Earth's surface.

**ESSENTIAL ELEMENT FIVE: ENVIRONMENT AND SOCIETY**
14. How human actions modify the physical environment.

## Arizona Geography Strand

**Concept 4 Human Systems**
**GRADE 4**
PO3: Describe how the building of transportation routes (e.g., trails, stage routes, and railroad) resulted in human settlement and economic development in Arizona.

**GRADE 5**
PO2: Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.

**GRADE 6**
PO2: Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.
PO3: Analyze the causes and effects of settlement patterns.

**GRADE 7**
PO2: Describe the push and pull factors (e.g., need for raw materials, etc.) that cause human migrations.
PO4: Analyze how social, physical and economic resources influence where human populations choose to live.
PO5: Analyze the effects of

## Other Arizona Standards

**Strand 1: American History**
**Concept 7: Emergence of the Modern United States**
**GRADE 4**
PO 1. Describe the economic development of Arizona:
- mining
- ranching
- farming and dams
PO 2. Describe the advent of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona's growth and economy.

**ELA Common Core Standards**
**Arizona's College and Career Ready Standards**
**Reading**

- **Key Ideas and Details**
  4. RL.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  5.RL.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.
settlement (e.g., quality of life, transportation, population density) on places.
PO2: Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.
PO7: Describe how changes in technology, transportation, communication, and resources affect economic development.

HIGH SCHOOL
PO2: Analyze push/pull factors that contribute to human migration.

Writing
Text Types and Purposes
4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
   a. Provide reasons that are supported by facts and details.
   a. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
   a. Provide a concluding statement or section related to the opinion presented
5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. 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.
   a. Provide logically ordered reasons that are supported by facts and details.
   a. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
   a. Provide a concluding statement or section related to the opinion presented.
6-8.WHST.1 Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   a. Provide a concluding statement or section that follows from and supports the argument presented.

Research to Build and Present Knowledge
4. W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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

- Set of *The Outlaws of Canyon Diablo* (enough to work in groups) (optional)
- 11 x 17 paper
- Colored markers
- Opinion and Bridge Highest Railway readings (if you do not have a set of newspapers)
- Reading Worksheet and Answer Key

Objectives

The student will be able to:

1. Describe the push and pull factors that cause human migrations.
2. Analyze the causes and effects of settlement patterns.
3. Explain the effects of human migration on places.
4. Analyze how social, physical and economic resources influence where human populations choose to live.
5. Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions.

Procedures

1. 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. Distribute a copy of Outlaws to each group and have them read only the following articles: Opinion on the front page, and Bridge Highest Railway on the 2nd page.

4. 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 factors that cause humans move, the effects of humans moving, how and changes in technology assist humans in moving.

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

6. Discuss worksheet responses with class.

7. Give the students the following writing prompt: If you lived in the times that the bridge was being built over Canyon Diablo, would you want to move to the town of Canyon Diablo? Have students write an opinion piece or an argument using the information from the readings and their graphic organizers. They should also include how they think the town changed after the bridge was built based on how the town was already developing.

8. If desired, you can explain what happened to the town of Canyon Diablo following the passage.
of the train, distribute the article, or have students conduct their own research to find out.

Assessment

Writing, Reading, and Social Studies:

- 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 or argument to be considered mastery.
- Students can define “push” and “pull” in the context of this lesson. Mastery will be considered 100%.

Extensions

1. Students can read entire newspaper and select one article that is relative to a comparable current issue to research (i.e., immigration, women in business, Native Americans, etc.). Students can write a report that compares and contrasts the issues.
2. Students can conduct research, and create and present a poster on how the train/railroad influenced human settlement throughout the west.
3. 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.