

The Story of Allenville, Arizona: 1945-1978

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Grade Level	7
Duration	3 class periods

National Standards

GEOGRAPHY

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

15. How physical systems affect human systems

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

AZ Standards

ELA

Reading

Key Ideas and Details

RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.

Writing

Production and Distribution of Writing

7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SCIENCE

Core Ideas for Knowing Science

Earth and Space Science

E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Arizona Social Science Standards

GEOGRAPHY The use of geographic representations and tools helps individuals understand their world.

7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments. Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.

7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.

SIOP Elements

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Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona English Language Proficiency Standards

Grade 6-8

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. .

B-2: recount specific details and information in a variety of texts.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Standard 6 participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions

B-1: participate in discussions about familiar topics and texts.

Overview

In 1978, the metropolitan Phoenix area endured several storms that lead to the release of water from the state's reservoirs and multiple dams into its streams and rivers. Without proper drainage systems, this water lead to severe flooding causing damage and lost of roads, bridges devastating the town of Allenville which was established on a flood plain. The story of Allenville is a good example of how human settlement is affected by physical and cultural conditions.

Purpose

In this lesson, students will learn about the settlement of Allenville, a predominately African American community located in the Phoenix metro area. Students will learn the origins of this

community, and how it vanished due to a devastating flood and a changing political/economic landscape.

Key Vocabulary

devastation - to destroy much or most of something

migration - to move from one country or place to live or work in another

environment - all of the surroundings and conditions that affect living things, such as water, soil, land and air

community - a group of people who live in the same area such as a city, town, or neighborhood

relocation- to move to a new place

Materials

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- Galley Walk graphic organizer
- Gallery Walk Photos
- Projection device, computer, internet
- Vocabulary Cards
- Arizona's Cities, with Compass Rose map
<http://geoalliance.asu.edu/sites/default/files/maps/AzcitiesCompassLatLong.PDF>
- Arizona's Watersheds map
https://geoalliance.asu.edu/sites/default/files/maps/AZ_Watersheds_COLOR.pdf
- Location of Allenville Google Earth
<https://earth.google.com/web/search/Allenville,+AZ/@33.3522664,-112.5862905,256.67550187a,1906.9761066d,35y,0h,45t,0r/data=CnkaTxJJCiUweDg3MmlzNDIjOWNkODBkMGQ6MHHiZjA5MTdiZDUxODBkNzU0GSnSWFb1rEBAIdlnhG16JVzAKg5BbGxlbNzpbGxlLCBBWhgCIAEiJgokCR3V-DzsWEIAEcIGkxc2UKIAGXQA8cRHgmNAIRdmEk68f2NAKA1>
- Average Litchfield Park Rainfall
- Notebook and plain paper
- News Clip & Podcast worksheet
- Allenville: History of the all-Black community near Buckeye (6.34 min)
<https://www.abc15.com/news/region-west-valley/buckeye/allenville-history-of-the-all-black-community-near-buckeye>
- Valley 101 remembers history of lost all-Black community in Arizona (22 min)
<https://podcasts.apple.com/us/podcast/valley-101-remembers-history-lost-all-black-community/id1451650012?i=1000521967762>
- Writing Assignment and Scoring Guide
- Final Assessment
- Vocabulary Test and Answer Key

Objectives

The student will be able to:

1. Analyze the impact of the certain actions on the environment.
2. Identify and clarify lesson vocabulary.
3. Track rain fall in the year 1978.
4. Create and discuss questions in a Socratic seminar.

Procedures

Prior to class: Post Gallery Walk Photos on classroom walls.

Prior to lesson: If you are not familiar with the Library of Congress Analyzing Primary Sources materials where students are asked to Observe, Reflect, and Questions, go to
<https://www.loc.gov/static/programs/teachers/getting>

[-started-with-primary-sources/documents/Analyzing_Primary_Sources.pdf](#)

SESSION ONE

1. Introduce the lesson by explaining to the students that they will Observe, Reflect and Question by focusing on the pictures posted on the walls. While they are doing this, they should also think, "Where did this happen and when?"
2. Distribute the Galley Walk graphic organizer. Allow Students 20 minutes to Observe, Reflect, and Question about what they see in the pictures and record their work on the graphic organizer.
3. Have the students share out (what they observed, reflection and questions) with a partner for five minutes. Monitor students comments on the topic. (**Preparation: Linking to background, Linking to past knowledge; Integrating Processes: Reading, Writing, Speaking**)
4. Project the Vocabulary Cards. Review the words and definitions with students. Have students look for examples of the Vocabulary Card in the photos posted on the walls.
5. On notebook paper, have students write out the vocabulary terms along with its part of speech and create a clarifying sentence--a sentence showing the meaning of each vocabulary word.
6. If time, have students illustrate their sentences. (**Grouping Option: Independent; Scaffolding: Independent Practice, Comprehensible input**)

SESSION TWO

7. Have students now guess the location of the photos on the wall and when did this flood happen. Discuss their guesses. Share the answers: Allenville, AZ and 1978.
8. Project the Arizona's Cities, with Compass Rose map
<http://geoalliance.asu.edu/sites/default/files/maps/AzcitiesCompassLatLong.PDF> Have students locate Phoenix. Allenville is located at 33.35°N and 112.6° W near Buckeye, AZ. Find the coordinates on the map and place a dot.
9. Now project the Arizona's Watersheds map
https://geoalliance.asu.edu/sites/default/files/maps/AZ_Watersheds_COLOR.pdf and locate Allenville. Point out the Gila River is just south of the town.
10. Explain that natural disasters can affect human life and settlements. One of these natural disasters is flooding. Project the graph showing the Average Litchfield Park Rainfall for in recent years (2000-2021). Explain that the Weather

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Service doesn't publish the data for Allenville or Buckeye, but Litchfield Park is nearby. Model how to read the data for each month and for each year. **(Scaffolding: Modeling)**

11. Distribute blank paper and rulers and keep projecting the data sheet on rainfall for Litchfield Park. Allow students to pair up.
12. Instruct students to turn their paper in the landscape (hamburger) position, create a horizontal line, and draw twelve 1-inch vertical lines through the horizontal line. Each vertical line will be a month and should be labeled January to December.
13. Have students create a timeline showing the rainfall for the year. The timeline should have a title, appropriate labels, and rainfall amounts.
14. When done, have students circle the 5 highest months. (Jan, Feb, Mar, Nov, Dec) Then write a statement comparing the total rainfall of 1978 to the Mean total for years 200-2021. (1978 Mean average was 16.43 inches compared to current years of 7.67 inches of rainfall. **(Integrated Processes: Reading, Writing, Listening; Application: Hands on; Grouping Option: Partners)**
15. Distribute the News Clip & Pod worksheet and instruct students to complete the Observe, Reflect, and Question sections. Project Allenville: History of the all-Black community near Buckeye (6.34 min)
<https://www.abc15.com/news/region-west-valley/buckeye/allenville-history-of-the-all-black-community-near-buckeye>
16. Project the second video. Have students complete the second part of the worksheet. Valley 101 remembers history of lost all-Black community in Arizona (22 min)
<https://podcasts.apple.com/us/podcast/valley-101-remembers-history-lost-all-black-community/id1451650012?i=1000521967762>
(Integrated Process: Listening and Writing)
17. For the Socratic Seminar have students create 3 questions:
 - an open question – this is a question that is citable in the information. (Example: Why was the water not drinkable in Allenville?)
 - a closed question – this is a question that can be answered with a yes or no. (Example: Were families prepared to leave with each flood?)
 - a core question – this is a question based of background knowledge of the topic. That may include why people are relocated. (Have you ever been affected by a flood?)
18. Check questions for viability: questions must be on topic and no redundant questions.

19. Conduct the Socratic Discussion in the following manner.
 - Have students sit in a semi-circle so that everyone can see one another
 - Open with a question such as could the water problem of Allendale been prevented?
 - Monitor the discussion of the students.
 - Begin with one student answering the teacher question.
 - Then that student will ask a prepared question.
 - Another student will answer that question.
 - Continue until all students have had a chance to ask one of their three questions. **(Application: Promotes Engagement; Integrated Processes: Speaking, Listening)**
20. Distribute the Writing Assignment and explain the assignment and how it will be graded.
21. Give the Final Assessment.

Assessment

Geography, ELA, and Science

The Gallery Walk and News Clip & Podcast worksheets can be graded for completeness. Mastery will be considered a score of 90% or higher.

The Writing Assignment can be graded using the Scoring Guide. Mastery will be considered a score of 80% or higher.

The Final Assessment can be graded. Mastery will be considered a score of 80% or higher.

The Vocabulary Test can be used to measure language acquisition. Mastery will be considered a score of 80% or higher. **(Assessment: Written, Individual)**

Extensions

Students can write a friendly letter to Rachel Lee or Alfred Anderson (former residents of Allenville)

Students can research to see if they live in a flood plain using the internet and website.
<https://maricopa.maps.arcgis.com/apps/webappviewer/index.html?id=f1fd72bdc75f4b3982e0058f1beba159>

Students can watch and write a reflection to the movie "While I Run this Race." This YouTube Video uses a documentary format of VISTA volunteers from Stanfield, AZ, and others working in Allenville to assist the community members and the migrant

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workers. It was produced by the US Dept of Economic Opportunity. (28.34 min)

<https://www.youtube.com/watch?v=4oEQ-0GFGoo&t=133s>

Sources

Allenville Populated Place Profile

<https://arizona.hometownlocator.com/az/maricopa/allenville.cfm>

Need an AZ Republic subscription to view. Can get a free 7 day subscription.

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