



## A Glimpse of Growth: Stories of Phoenix

Through oral histories, students learn about the phenomenal growth of Phoenix in the 20<sup>th</sup> Century.

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| <b>Grade Level</b> | 6-8              |
| <b>Duration</b>    | 2-3 class period |

### National Geography Standards

**ELEMENT FOUR: HUMAN SYSTEMS**  
12. The processes, patterns, and functions of human settlement.

**ELEMENT SIX: THE USES OF GEOGRAPHY**  
17. How to apply geography to interpret the past.

### Arizona Geography Strand

**Grade 6**  
**Concept 4 Human Systems**  
PO 3 Analyze the causes and effects of settlement patterns

**Grade 7**  
**Concept 4 Human Systems**  
PO 3 Describe the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world  
PO 5 Analyze the effects of settlement on places (e.g. quality of life, transportation, population density)

**Grade 8**  
**Concept 4 Human Systems**  
PO 2 Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions

### Other Arizona Standards

**Grade 6**  
**Strand 1 American History**  
**Concept 1 Research Skills for History**  
PO 5 Describe the difference between primary and secondary sources

**Grade 7**  
**Strand 1 American History**  
**Concept 1 Research Skills for History**  
PO 5 Describe the relationship between a primary source document and a secondary source document

**Grade 8**  
**Strand 1 American History**  
**Concept 1 Research Skills for History**  
PO 6 Determine the credibility of primary and secondary sources  
**Concept 10 Contemporary United States**  
PO 8 Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)  
PO 9 Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)  
PO 10 Describe how key political, social, geographic and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States

### ELA Common Core Standards

**Reading**  
**Key Ideas and Details**  
**6-8.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources.  
**6-8.RH.2** Determine the central ideas or conclusions of a text; provide an accurate

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summary of the text distinct from prior knowledge or opinions.

### Writing

#### Text Types and Purposes

**6-8.WHST.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### Production and Distribution of Writing

**6-8.WHST.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Research to Build and Present Knowledge

**6-8.WHST.9** Draw evidence from informational texts to support analysis reflection, and research.

### Overview

Phoenix, Arizona, is the 6th largest city in the United States today. Phoenix has grown from a small agricultural community to a huge metropolitan area of over 1.3 million people in less than 100 years. This phenomenon of rural to urban migration and resulting settlement expansion, known as urbanization, is an increasing global trend.

### Purpose

This lesson gives students an understanding of how different social, cultural, technological, and economic factors have changed over the years and contributed to the urbanization of metropolitan Phoenix. After reading oral histories of long-time Phoenix residents, students will

complete a compare and contrast chart and write an interpretive response.

Note: These oral histories were told to the author and written down by her in 2002. Please stress that these are primary sources in the form of an oral history or spoken history.

### Materials

- Images of Phoenix's Growth
- Oral Histories (4):
  - Cliff H. - memories of Phoenix 1910s
  - Martha J. - memories of Phoenix 1930s
  - Viola G. - memories of Phoenix 1930s
  - Floyd P. - memories of Phoenix 1960s
- Metropolitan Phoenix Population 1900-1999 chart
- Growth of Phoenix Charts 1, 2, and 3 and their answer keys

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- Writing Prompt/Student Checklist Writing

*Phoenix - 2002 Population - over  
1,000,000 URBAN*

### Objectives

The student will be able to:

- identify and categorize the different social, cultural, technological, and economic characteristics of Phoenix during various historical time periods.
- compare and contrast historical factors of changes that contributed to the development of Phoenix from a rural community to an urban metropolitan area.
- compose an interpretive essay, in the format of a short script, explaining how one of the factors contributed to urbanization

### Procedures

*Prerequisite knowledge:*

*Reading: Students must understand how to compare and contrast.*

*Writing: Students must understand inferences and how to draw conclusions.*

*Geography: Students must be familiar with the following vocabulary terms:*

*rural - pertaining to the countryside or agricultural areas*

*urban - pertaining to a city or town which usually has a population of 2,000 or more*  
*urbanization - the movement of people to an urban area*

*city - a densely populated urban settlement, larger than a town*

*metropolitan - a large, sprawling population area of 100,000 or more inhabitants which includes an important city of at least 50,000 people*

*migration - movement of people to find a new place to live*

*street car line - mode of public transportation prior to the city bus where the cars moved on the main streets using electric connectors and wheel rails. Before this technology, the street cars were pulled by horses. (Also called trolleys)*

#### SESSION ONE

1. Write the following information on the board or overhead projector:

*Phoenix - 1885 Population - less than  
2,000 RURAL*

2. Discuss and define the geography vocabulary that will be used in this lesson: rural, urban, urbanization, city, metropolitan, migration, and street car line.

3. Explain that Phoenix has changed tremendously over the past 100 years and its growth has affected surrounding communities as well.

4. Show the "Metropolitan Phoenix Area - Population 1900-1999 Census Chart" as an overhead or handout. This illustrates the surrounding cities that have also had tremendous growth patterns that parallel Phoenix. All these cities are part of Maricopa County and are experiencing explosive growth. (This population chart may be used later for an extension activity).

5. Distribute copies of the hand- out "GROWTH OF PHOENIX - CHART 1 - METROPOLITAN PHOENIX GROWTH TODAY" to students. Read the factors of change on the left side, and, using student oral responses, list specific examples in the boxes. Students record this information on

their charts. (Make sure students save this chart! It will be used later to complete their writing assignment. It also models for students how to fill in their reading charts that follow.)

6. Distribute the oral histories. Each student will receive 2 histories and a corresponding "Growth of Phoenix Chart" as follows:

Cliff's Story / Martha's Story and Cliff and Martha - Growth of Phoenix - Chart 2

OR

Viola's Story / Floyd's Story and Viola and Floyd - Growth of Phoenix - Chart 3

(They will read the other 2 histories and complete the corresponding chart during Session 2.)

7. Students read the oral histories about Phoenix to learn what people experienced living in downtown Phoenix during the 1910's, 1930's, and 1960's. Students may work in small groups or individually.

8. After reading each story, students fill in the corresponding chart for each. Students should fill in at least one item per box, except the boxes noted as "Not given." (The chart helps students to categorize factors of change for different time periods. Students must make decisions regarding which box they should list their information. Factors of change may overlap and fit into more

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than one category. For example, Cliff went swimming. This could be categorized under Social-

Recreation - a leisure time activity or Human Adaptation - adapting to the hot climate.)

### SESSION TWO

1. Students continue with the assignment, reading the other 2 histories and completing the corresponding charts.

2. After the 4 stories are read, and Chart 2 and Chart 3 are completed, students discuss the contents of their charts and the rationale behind category placements. If students place items in different categories, note the reasons for choosing different categories. Emphasize the idea that factors of change can overlap into more than one area.

3. Instruct students to place Charts 1, 2, and 3 next to each other and read the factors of change from 1910 to 2002. (Remember that Chart 1 is year 2000, so place charts in this order: Chart 2, Chart 3, Chart 1. Then the charts will be in correct chronological order.) Students will compare and contrast the various changes that have occurred over the years in each category.

### SESSION THREE

4. Instruct students to take out the oral histories and three Growth Charts. Distribute the Writing Prompt/Student Checklist for the short script and discuss the criteria for the writing assignment.

**Writing Prompt: The Play: A Glimpse of Growth in Phoenix** You are in the school Drama Club, auditioning for the lead role of 90-year old, Grandpa Henry/Grandma Hazel, in the play, "A Glimpse of Growth in Phoenix."

For your audition, the director has asked you to: 1) choose ONE historical factor of change and 2) compose a short script in which lifelong Phoenix resident, Grandpa Henry/Grandma Hazel, reflects on how this factor of change has contributed to the urbanization of Phoenix over the years. Allow students to utilize the rest of the period as a work session to compose their short script interpretive essay.

## Assessment

The Growth of Phoenix Charts are graded per the Answer Keys and assessed based upon completeness and accuracy, with at least one content item per category box. Mastery should be considered 80% or higher.

The short script interpretive essays are assessed according to the Simplified 6-Traits Writing Rubric, in the areas of: 1) organization, 2) ideas and content, and 3) voice. A score of 4 or higher indicates mastery level for the particular writing trait.

## Extensions

Have students interview another person who has lived in Phoenix for many years and document his/her story of how Phoenix has grown.

After completing the lesson, analyze the growth of one decade due to various factors (i.e., 1920-WW1, 1960-Air Conditioning, interstate roads, military bases, etc., 1970 - tourism, air travel, industry development, etc.) using the maps and aerial photos provided:

\*Growth Maps and Aerial Photograph Examinations - City of Phoenix Planning Department 1885-2002. \*The black and white map shows the growth of Phoenix in black, as well as the area and population figures.

\*The color maps show changes in land use from 1955 through 1995 in the Phoenix Metropolitan area.

\*There are also comparisons of aerial photographs of the area of rapid urban growth.

Research metropolitan Phoenix today using the following websites:

[www.coppersquare.com](http://www.coppersquare.com)

[www.phoenixchamber.com](http://www.phoenixchamber.com)

Compare the population figures in the "Population 1900-1999 Census Table" to the surrounding areas of Phoenix and discuss reasons for the growth.

Urban sprawl has brought various problems to Phoenix, as well as neighboring cities. Identify some of these problems (air/noise pollution, transportation issues, lost land use, reduced desert vegetation, farming issues, higher taxes, water concerns, etc.) and research how cities are handling these problems.

## Sources

PERMISSIONS Thanks to the City of Phoenix Planning Department and ASUs CAP-LTER for permission to use their maps of Phoenix Growth.

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Land Use Changes in Phoenix, 1955-1995, from  
Arizona State University, CAP-LTER Program

Map of Phoenix Growth 1885-2002. Courtesy of  
City of Phoenix Planning Department

Hits and Misses: Fast Growth in Metropolitan  
Phoenix Morrison Institute for Public Policy.  
<http://morrisoninstitute.asu.edu/>