



A Glimpse of Growth: Oral Histories about Phoenix

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Grade Level	7-8
Duration	2-3 class periods

National Standards	AZ Standards	Arizona Social Science Standards
<p>GEOGRAPHY Element 2: Places and Regions 4. The physical and human characteristics of places 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</p>	<p>ELA Reading Key Ideas and Details 7.RI.1 and 8.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Writing Production and Distribution of Writing 7.W.4 and 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>GEOGRAPHY Human-environment interactions are essential aspects of human life in all societies. 7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places. 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different. 8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. Global interconnections and spatial patterns are a necessary part of geographic reasoning. 7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.</p>

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 1.4 million people in the last century. This phenomenon of rural to urban migration and resulting settlement expansion, known as urbanization, is an increasingly global trend.

Purpose

In this lesson, students will examine different social, cultural, technological, and economic factors that have contributed to the urbanization of metropolitan Phoenix. After reading oral histories of long-time Phoenix residents, students will complete a comparison chart and write a summary about one

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factor of change. This lesson has adaptations for diverse learners (ELLs).

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. Please stress that oral histories give us much information that would be lost if not recorded.

Also Note: The materials in this lesson are current for 2010 census. When new 2020 census data is released, please add that information to the lesson.

Key Vocabulary

rural - pertaining to the countryside (population less than 2,000)

urban - pertaining to a town that has a population of 2,000 or more

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 a new place to live

Materials

- Vocabulary PreTest
- Vocabulary Cards
- Metropolitan Phoenix Population 1900-2010 Census Chart
- Metropolitan Phoenix Growth Today and Answer Key
- Oral Histories (Complete and Adapted versions)
 - Cliff H. - memories of Phoenix 1910s
 - Martha J. -memories of Phoenix 1930s
 - Viola G. - memories of Phoenix 1930s
 - Floyd P. - memories of Phoenix 1960s
- Phoenix Growth 1910-1930 Answer Key
- Phoenix Growth 1930-1960 Answer Key
- Adapted Version of the Oral Histories Answer Keys
- Writing Prompt and Scoring Guide
- Assessment (Adapted)

Objectives

The student will be able to:

- categorize factors of change during various historical time periods.
- compare historical factors of change that contributed to the development of Phoenix from

a rural community to an urban metropolitan area.

- compose a short script for a play.

Procedures

SESSION ONE

1. Write the following information on the board.

- Phoenix - 1885 population - less than 2,000 people = **RURAL**
- Phoenix – 2020 estimated population - over 1,600,000 people = **URBAN and METROPOLITAN**

2. Discuss and define the geography vocabulary that will be used in this lesson by first projecting or distributing the Vocabulary PreTest and having the students self-assess their knowledge of the words. Then project the Vocabulary Cards.

(Preparation: Linking to Background; Scaffolding: Comprehensible input)

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

4. Project the Metropolitan Phoenix Area - Population 1900-2010 Census Chart. 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.

5. Project and distribute copies of Metropolitan Phoenix Growth Today. Read the factors of change on the left side emphasizing the vocabulary terms such as economic and human adaptation. Record student responses and specific examples in the boxes of the projected worksheet. Students should record this information on their charts. **(Preparation: Linking to Background; Scaffolding: Comprehensible input, Modeling; Grouping Option: Whole class)**

6. *Note: there are two options for reading the oral histories based on the ability of students.*

English Proficient/Grade level learners: Distribute the oral histories. Each student will receive 2 histories and a corresponding worksheet as follows: Cliff's Story/Martha's Story and Growth of Phoenix 191-1930 or Viola's Story/Floyd's Story and Growth of Phoenix 1930-1960

Diverse Learners: Use the adapted versions which are much shorter. Distribute colored pencils.

7. Instruct students to read the oral histories about Phoenix and 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.

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(Grouping Option: Small groups, Individual, Application: Linked to objectives, Promotes engagement)

8. English Proficient/Grade Level Learners: After reading each oral history, students should fill in the corresponding chart for each narrator. Students should fill in at least one item per box unless "not given."

Diverse Learners: After reading each story, students should identify the change factors using color coding. Model perhaps the example at the top of the page so they understand how to color code. Have students work in partners.

(Grouping Option: Partners; Scaffolding; Comprehensible input; Application: Promotes engagement, Hands on)

SESSION TWO

1. Students continue with the assignment, reading the remaining oral histories and completing the corresponding worksheets.
2. After the 4 oral histories are read, have students discuss the contents of their worksheets 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. **(Integrated Processes: Listening, Writing, Reading)**
3. As a class look at one category of information (Economics, Land Use, etc.,) and have the students share orally the chronological order that they see for this category from 1910-present. (Diverse Learners can just look for that color on their worksheets.) **(Scaffolding: Guided Practice)**

SESSION THREE

1. Instruct students to take out the oral histories and any accompanying worksheets.
2. There are again two options:

English Proficient/Grade Level Learners: Distribute the Writing Prompt and Scoring Guide. Explain the assignment and how it will be graded. Allow students to utilize the rest of the period as a work session to compose their short script interpretive essay.

Diverse Learners:

Distribute the Adapted Assessment. Remind them that the color coding will help them, and they can only write about one of the 4 factors of change specified.

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 points assigned to each requirement in the Scoring Guide. Mastery will be considered a score of 20 point or higher.

The Adapted Assessment can be graded for words and/or pictures. Mastery will be considered a score of 15 points or higher.

Extensions

Have students interview another person who has lived in Phoenix or your local community for many years and document his/her story of how this city has grown.

Have students take an historic photograph of a human or natural landmark in the Phoenix area and find a current photograph of the same place. Then have students compare the changes. See a lesson called Rephotography: A Cool Geo Tool
<https://geoalliance.asu.edu/Photos>

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.