



Title	A Town is Born
Grade Level	5-12
Duration	1-2 class periods

National Geography Standards

Essential Element Two: Places and Regions

STANDARD 4: The physical and human characteristics of places.

Essential Element Four: Human Systems

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

Essential Element Five: Environment and Society

STANDARD 14: How human actions modify the physical environment.

Arizona Social Studies Standard

Strand 4 Geography

5th Grade

S4C4PO2: Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.

6th Grade

S4C4PO2: Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.

S4C4PO3: Analyze the causes and effects of settlement patterns.

7th Grade

S4C4PO2: Describe the push and pull factors (e.g., need for raw materials, etc.) that cause human migrations.

S4C4PO4: Analyze how social, physical and economic resources influence where human populations choose to live.

S4C4PO5: Analyze the effects of settlement (e.g., quality of life, transportation, population density) on places.

S4C4PO7: Describe the factors (e.g., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution and interrelationships of economic activities in different places and world regions.

S4C4PO10: Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions.

8th Grade

S4C4PO2: Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.

S4C4PO7: Describe how changes in technology, transportation,

communication, and resources affect economic development.

High School

S4C4PO2: Analyze push/pull factors that contribute to human 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

The purpose of this lesson is to introduce and illustrate cause and effects of human settlement, the effects of human migration on places and how changes in technology affect the location of economic activities in places.

Materials

- Student set of *The Outlaws of Canyon Diablo*
- 11 x 17 paper
- Pencil or pen
- Colored markers
- *Outlaws* worksheet

Objectives

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

Procedures

1. Share learning objectives with your students.
2. As a group, discuss the factors that motivate people to relocate. Who do they know that has moved? Why did they move?
3. Distribute a copy of *Outlaws* to each student and have them read only the following articles: *Opinion* on the front page, and *Bridge Highest Railway* on the 2nd page.
4. In pairs, have students create a graphic organizer to summarize all aspects of both articles.
5. Using the information they identified in their graphic organizers, have students complete the *Outlaws* worksheet.
6. Discuss worksheet responses with class.
7. Have students write a narrative about what they think happened to the town of Canyon Diablo after the train went through, and why. Students share narratives with the rest of the class.
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

1. Evaluate graphic organizer
2. Evaluate worksheet
3. Evaluate narrative
4. Participation in whole group discussions

Extensions

1. Students read entire newspaper and select one article that is relative to a comparable current issue to research – i.e., immigration, women in business,

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- Native Americans, etc. Students write a report that compares and contrasts the issues.
 2. Students conduct research, and create and present a poster on how the train influenced human settlement throughout the west.
 3. Students, using a variety of sources, research what actually happened to the town following the passage of the train.
 4. Use lessons, supplemental maps and photographs located at www.theoutlawsofcanyondiablo.com.