

Dusting Off the Butterfield Trail

Lesson Plan for Grade 5



Vail Preservation Society

We appreciate the Arizona Humanities, Arizona Preservation Foundation, Arizona Historical Society, Seaver Foundation, and the following historians, scholars, subject matter experts, educators and community members who have shared their knowledge, expertise and enthusiasm for this pivotal moment in our Nation's history, how it connects to local history, and why it matters. Together we share a more complete story.

Gerald Lamb: Historian and Documentary Filmmaker, Vail Preservation Society

Rudy Malusa: University of Arizona Graduate Student

Melyna Carrillo: Empire H.S. Theater Arts Student, Voice Over of Atanacia Santa Cruz de Hughes

J.J. Lamb: Producer, Narrator, Vail Preservation Society

Gerald Ahnert: 50 years along the Arizona Butterfield Trail, NPS Arizona Expert

Helen Erickson: Humanities Scholar, University of Arizona

John Carlo Tulinao, Ed.D.: Educator, Lesson Plan Development

Richard Gremel: Theater Teacher, Empire H.S., Voice Over Coach

Courtney Rose, Ph.D.: Cultural Resources & Historic Preservation Office, Pima County

Scott O'Mack: Cultural Resources & Historic Preservation Office, Pima County

Jacelle Ramon-Sauberan, Ph.D.: Kitt Peak National Observatory, Tohono O'odham Community College

Ken Scoville: Historian and Retired Educator

Eric Meeks, Ph.D.: Northern Arizona University

Thomas Finger, Ph.D.: Northern Arizona University

Kristen Tegtmeier Oertel, Ph.D.: University of Tulsa

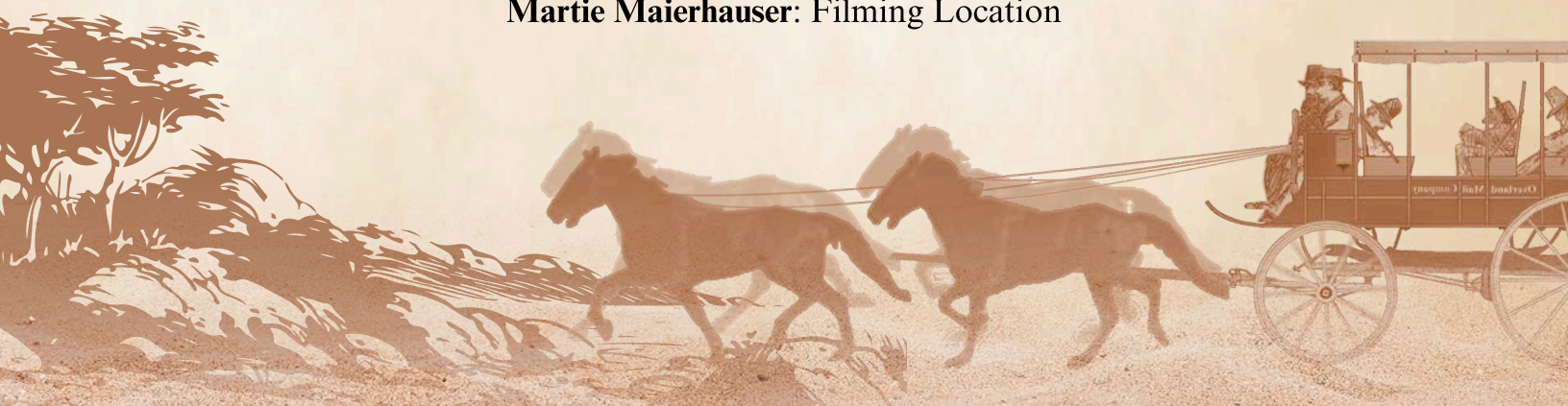
Megan Kate Nelson, Ph.D.: Historian and Author

Doug Hocking: Historian and Author

Bob Nilson: Arizona Butterfield Trail Chapter, President

Jeanne Lumia: Filming Assistant

Martie Maierhauser: Filming Location



Dusting Off the Butterfield Trail

is made possible through the support of
Arizona Humanities and National Endowment for the Humanities
Arizona Preservation Foundation
Arizona Historical Society
Vail Preservation Society
Lamb Family

Photographs Courtesy of:

Seaver Foundation
Arizona Historical Society
Library of Congress
Vail Preservation Society

Maps courtesy of:

Library of Congress

With Appreciation for Filming Location Support

Joey Schwanz, Pima County Attractions & Tourism
Arizona Film & Digital Media
Cienega Creek Preserve, Pima County Conservation Lands & Resources
Bear Paw Conservation Land, Vail Preservation Society



Lesson Plan: The History and Impact of the Butterfield Trail in Arizona

Grade Level: 5th Grade

Standard: 5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

Suggested Time Frame: 2 sessions

Lesson Objectives

By the end of this lesson, students will:

1. **Identify** the historical context of the Butterfield Overland Mail Trail (BOT) and its significance in Arizona's development.
2. **Analyze** the causes and effects of conflicts related to the Butterfield Trail, including cultural, economic, and military conflicts.
3. **Evaluate** both the positive and negative impacts of the trail on different communities.
4. **Develop** a written summary using primary and secondary sources to explain the impact of the trail.

Lesson Outline

Introduction (20 minutes)

1. **Begin with a class discussion:**
 - a. Ask: "How do you think people communicated across long distances before telephones and the internet?"
 - b. Show a map of the **Butterfield Trail** and discuss its purpose.
 - c. Explain the sectional crisis and how the trail was part of a larger political conflict.
2. Provide students with a **KWL Chart** (Know, Want to Know, Learned) to fill in before and after the lesson. Ask them to fill each section according to what they know, what they want to know and what they learned after the lesson.
3. Introduce the **Butterfield Trail Video**. Ask the students to write down notes and observation as they watch.
4. Read aloud a short passage from **The History and Impact of the Butterfield Trail in Arizona**.



Guided Discussion (20 minutes)

1. Divide the class into small groups and assign each group a focus area:

- Causes of the Butterfield Trail
- Economic impacts
- Social impacts and interactions
- Environmental changes

2. Provide each group with guiding questions, such as:

- "What was the main reason for creating the Butterfield Trail?"
- "How did the trail affect local businesses?"
- "What were the consequences for Indigenous communities?"

Note: Provide more guiding questions as you deemed necessary. Ask each group to write their answer in a chart paper where other kids can read their answer.

3. Have students discuss and record their findings on chart paper.

4. Groups will rotate to review and add comments to each other's findings.

Activity (30 minutes)

- 1. Primary Source Analysis:** Provide students with excerpts of letters or government documents about the trail. Have them analyze the documents and write short summaries (Write as a government report or a telegram – short but concise).
- 2. Cause-and-Effect Chart:** Students will create a cause-and-effect diagram showing how the Butterfield Trail led to both positive and negative changes in Arizona.
- 3. Role-Playing Debate:** Assign students roles as different historical figures (Indigenous leader, settler, government official, business owner). Each student will prepare a statement and participate in a class debate on the effects of the Butterfield Trail.

Closure (10 minutes)

- Each group presents their findings to the class.
- Discuss: "Do you think the benefits of the Butterfield Trail outweighed the negative effects? Why or why not?"
- Allow the students to finish their KWL Chart (Know, Want to Know, Learned) by writing what they learned about the Butterfield Trail.

Homework: Students will write a short reflection (one paragraph) on whether they believe the Butterfield Trail was more beneficial or harmful, using evidence from the lesson.



Student Worksheets

Worksheet 1: KWL Chart

Know

Want to Know

Learned

Worksheet 2: Cause-and-Effect Chart

- Cause: Why was the Butterfield Trail created?
- Effect: What changes did it bring to Arizona?
- Long-Term Effect: How does it still impact Arizona today?

Worksheet 3: Primary Source Analysis

1. Who wrote this source?
2. What is the main idea?
3. What perspective does this source represent?
4. How does this source help us understand the Butterfield Trail?

Worksheet 4: Role-Playing Debate Prep

- My character is: _____
- My opinion on the Butterfield Trail is: _____
- Two pieces of evidence to support my opinion are:
 - 1.
 - 2.

Possible Student Responses

1. "The trail helped businesses because it brought travelers who needed supplies."
2. "The Indigenous people lost land and resources because settlers moved in."
3. "It was important because it helped Arizona develop but also caused environmental impacts."



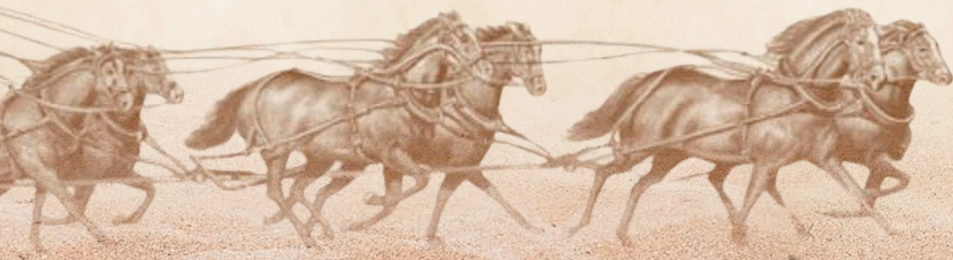
Rubric for Grading

| Criteria | 4 - Excellent | 3 - Good | 2 - Satisfactory | 1 - Needs Improvement |
|-------------------------|---|---|-------------------------------------|--|
| Participation | Engaged fully in discussion and activities | Participated actively but needed some prompting | Participated minimally | Did not participate |
| Cause-and-Effect Chart | Clear, detailed, and accurate connections | Mostly accurate with minor errors | Some connections, but lacks detail | Incomplete or incorrect |
| Primary Source Analysis | Thoughtful summary with strong evidence | Adequate summary with supporting evidence | Basic summary with minimal evidence | Lacks understanding of source |
| Role-Playing Debate | Strongly argued position with historical evidence | Clear position with supporting evidence | Basic argument with minimal support | Did not participate or lacked evidence |
| Reflection Homework | Well-argued with strong evidence | Good argument with some evidence | Basic response with limited support | No clear argument or evidence |



Teacher Instructions

1. Prepare materials (maps, primary source excerpts, chart paper, KWL charts, and role-play cards).
2. Guide discussion to ensure students understand the historical context.
3. Monitor group work and provide support as needed.
4. Assess student understanding through discussions, activities, and written work.



KWL Chart

| K - What I Know | W- What I Want To Learn | L - What I Have Learned |
|-----------------|-------------------------|-------------------------|
| | | |



Cause and Effect Organizer

| Cause | | Effect |
|-------|---|--------|
| | ➔ | |
| | ➔ | |
| | ➔ | |



BOT Cause and Effect Organizer

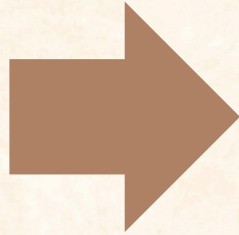
| Cause Why was the Butterfield Trail created? | Effect What changes did it bring to Arizona? | Long-Term Effect How does it still impact Arizona today? |
|--|--|--|
| | | |



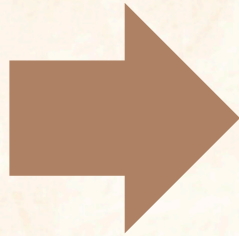
Primary Source Analysis Form 1

Sources

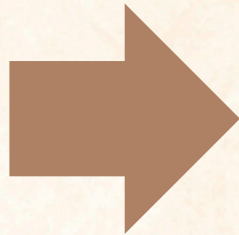
Source 1:



Source 2:



Source 3:



Analysis

Analysis:

Analysis:

Analysis:



Primary Source Analysis Form 2

Source 1:

Who wrote this source?

What is the main idea?

What perspective does this source represent?

What does this source help us understand the Butterfield Trail?



Role Playing Debate Prep

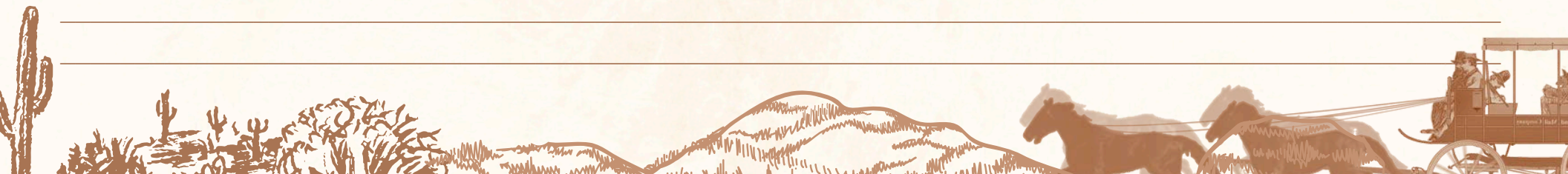
My character is: _____

My opinion on the Butterfield Trail is:

Two pieces of evidence to support my opinion are:

1. _____

2. _____



[illegible]

Butterfield Trail Impact Analysis Chart

Butterfield Overhead Trail

Positive Impact

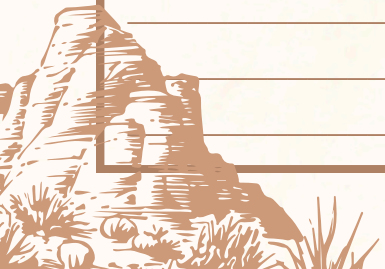
Negative Impact



Butterfield Trail Lesson Exit Ticket

How did the Butterfield Trail
shape **Arizona's** development?

How did the Butterfield Trail
shape **Arizona's** development?





MAP OF THE OVERLAND MAIL ROUTE FROM ST. LOUIS AND MEMPHIS TO SAN FRANCISCO.