

Dusting Off the Butterfield Trail

Lesson Plan for Grade 7



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

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

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Eric Meeks, Ph.D.: Northern Arizona University

Thomas Finger, Ph.D.: Northern Arizona University

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

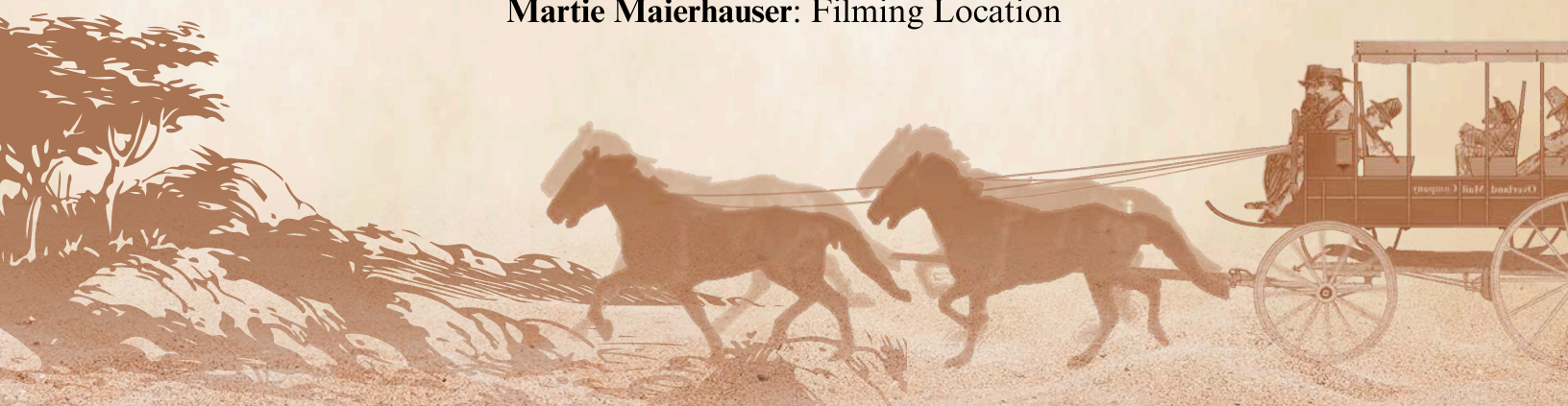
Megan Kate Nelson, Ph.D.: Historian and Author

Doug Hocking: Historian and Author

Bob Nilson: Arizona Butterfield Trail Chapter, President

Jeanne Lumia: Filming Assistant

Martie Maierhauser: Filming Location



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Bear Paw Conservation Land, Vail Preservation Society



ARIZONA
HISTORICAL
SOCIETY

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

Grade Level: 7th Grade

Subject: Geography & History

Standards Addressed:

- **7.G3.1** Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
- **7.G3.3** Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.
- **7.G3.4** Evaluate human population and movement may cause conflict or promote cooperation.

Lesson Objectives

1. **Analyze** the impact of the Butterfield Overland Mail Trail on Arizona's economic, social, and cultural development.
2. **Evaluate** the consequences of human migration, settlement, and environmental change.
3. **Understand** the historical conflicts and cooperation between different groups during westward expansion.
4. **Apply** historical thinking skills to assess cause-and-effect relationships.

Materials Needed

- Excerpts from "The History and Impact of the Butterfield Trail in Arizona."
- Video about the Butterfield Trail (Insert Link)
- Map of the Butterfield Overland Mail Trail.
- Primary source documents (letters, government records, treaties, images, maps).
- Worksheets (included below).
- Butterfield Trail Story Map
- Projector/whiteboard.



Lesson Activities

Day 1: Introduction to the Butterfield Trail

Teacher Instructions:

1. Begin with a class discussion: What do you know about westward expansion? Why were transportation and communication important in the 19th century?
2. Show a map of the Butterfield Overland Mail Trail and highlight its route through Arizona.
3. Show the Video about the Butterfield Trail.
4. Read and discuss "The History and Impact of the Butterfield Trail in Arizona."
5. Have students complete the "Trail Impact Analysis" worksheet.

Student Instructions:

- Follow along with the reading and annotate key points.
- Fill in the "Trail Impact Analysis" worksheet, identifying economic, social, and political impacts.
- Discuss in groups how the trail influenced settlement patterns.

Day 2: The Environmental and Cultural Impact of the Trail

Teacher Instructions:

1. Review prior learning about the Butterfield Trail.
2. Introduce the concept of human-induced environmental change.
3. Assign students to read sections on environmental and social impacts.
4. Group students into teams to research and debate: Did the Butterfield Trail do more harm or good?
5. Have students complete the "Environmental and Cultural Consequences" worksheet.

Student Instructions:

- Read and take notes on how the Butterfield Trail affected the environment and indigenous groups.
- Work in groups to debate the positive and negative impacts.
- Complete the "Environmental and Cultural Consequences" worksheet.



Day 3: Conflict and Cooperation

Teacher Instructions:

1. Review conflicts between settlers, indigenous groups, and the U.S. military.
2. Discuss examples of cooperation and conflict resolution.
3. Assign students a role-playing activity where they take on perspectives of different groups (settlers, indigenous communities, government officials, traders).
4. Have students write a short reflection answering: How did the Butterfield Trail contribute to both conflict and cooperation?

Student Instructions:

- Participate in the role-playing activity.
- Write a reflection on the causes of conflict and examples of cooperation.
- Discuss with the class different perspectives.

Day 4: Culminating Project – Historical Impact Analysis

Teacher Instructions:

1. Guide students in creating a visual presentation (poster, digital slideshow, or video) analyzing the trail's impact.
2. Provide students with the project rubric.
3. Allow students time to research, design, and present their findings.
4. Conduct peer evaluations and class discussion on key takeaways.

Student Instructions:

- Create a project analyzing the Butterfield Trail's impact.
- Use maps, images, and historical evidence.
- Present findings to the class.
- Evaluate peer presentations.



Assessment & Rubrics

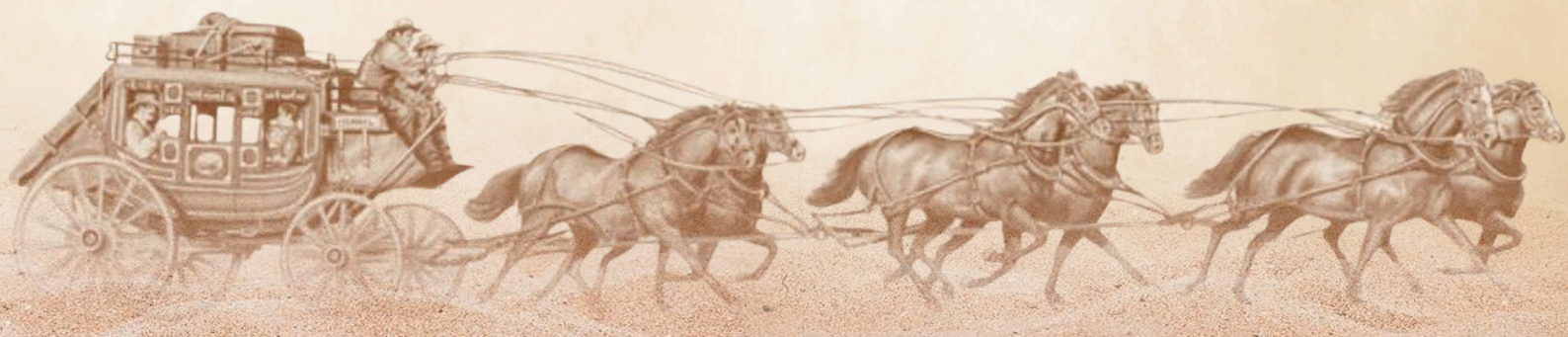
Trail Impact Analysis Worksheet (10 Points)

Criteria	3 Points	2 Points	1 Point	0 Points
Economic Impacts	Thorough and well-explained economic impact with examples	Some economic impact mentioned with minor explanation	Minimal mention of economic impact with no explanation	No economic impact mentioned
Social/Cultural Impacts	Clearly explains cultural and social changes with supporting examples	Some mention of cultural or social impact but lacking detail	Minimal cultural or social impact mentioned	No mention of cultural or social impact
Political Implications	Well-explained political influences with clear examples	Some political implications mentioned with little detail	Political implications mentioned but unclear	No mention of political implications
Use of Evidence	Strong use of textual evidence	Some textual evidence used	Minimal evidence	No evidence provided



Role-Playing Reflection (15 Points)

Criteria	5 Points	4 Points	3 Points	0-2 Points
Understanding Perspectives	Demonstrates deep understanding of assigned perspective	Shows good understanding but lacks depth	Some understanding but weak analysis	Little to no understanding of perspective
Explanation of Conflict and Cooperation	Well-explained with examples	Some explanation but lacking detail	Minimal explanation of conflict/cooperation	No explanation provided
Use of Historical Examples	Strong use of accurate historical examples	Some examples included	Few or weak examples	No historical examples provided



Final Project Rubric (20 Points)

Criteria	5 Points	4 Points	3 Points	0-2 Points
Content & Accuracy	Information is accurate and well-researched with clear examples	Mostly accurate with minor errors	Some inaccuracies or missing details	Many inaccuracies, lacks depth
Organization	Well-structured and logical	Mostly organized but needs improvement	Some structure but lacks clarity	Disorganized and unclear
Visual Appeal	Creative and engaging use of visuals	Good use of visuals but could be more engaging	Some visuals but not effectively used	No visuals or poorly designed
Presentation & Explanation	Clear, engaging, and well-delivered	Good delivery but missing some key points	Lacks confidence or clarity	Poor presentation or lack of explanation

Conclusion & Reflection

- Discuss: What can we learn from the history of the Butterfield Trail about transportation, migration, and human-environment interaction today?
- Have students write a one-page reflection on how transportation routes continue to shape human settlement and culture.



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

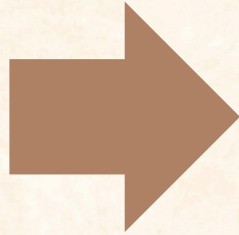
Cause Why was the Butterfield Trail created?	Effect What changes did it bring to Arizona?	Long-Term Effect How does it still impact Arizona today?



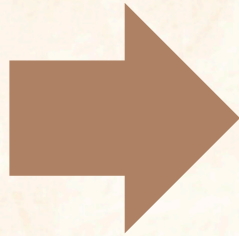
Primary Source Analysis Form 1

Sources

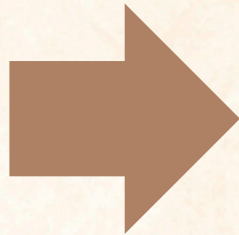
Source 1:



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

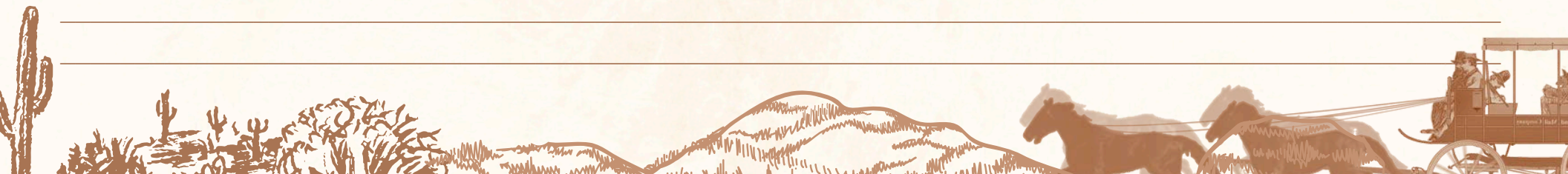
My character is: _____

My opinion on the Butterfield Trail is:

Two pieces of evidence to support my opinion are:

1. _____

2. _____



Butterfield Trail Impact Analysis Chart

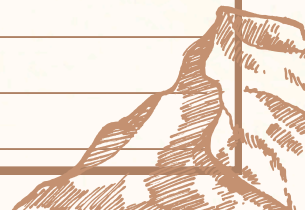
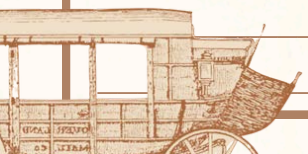
Political Impact

Economic Impacts

Other Impacts

Butterfield Overhead Trail

Social Impacts



Butterfield Trail Impact Analysis Chart

Butterfield Overhead Trail

Positive Impact

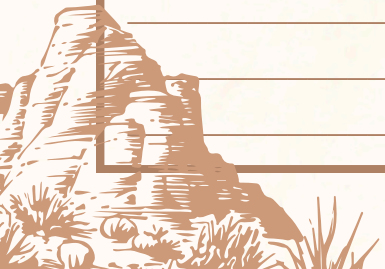
Negative Impact



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.