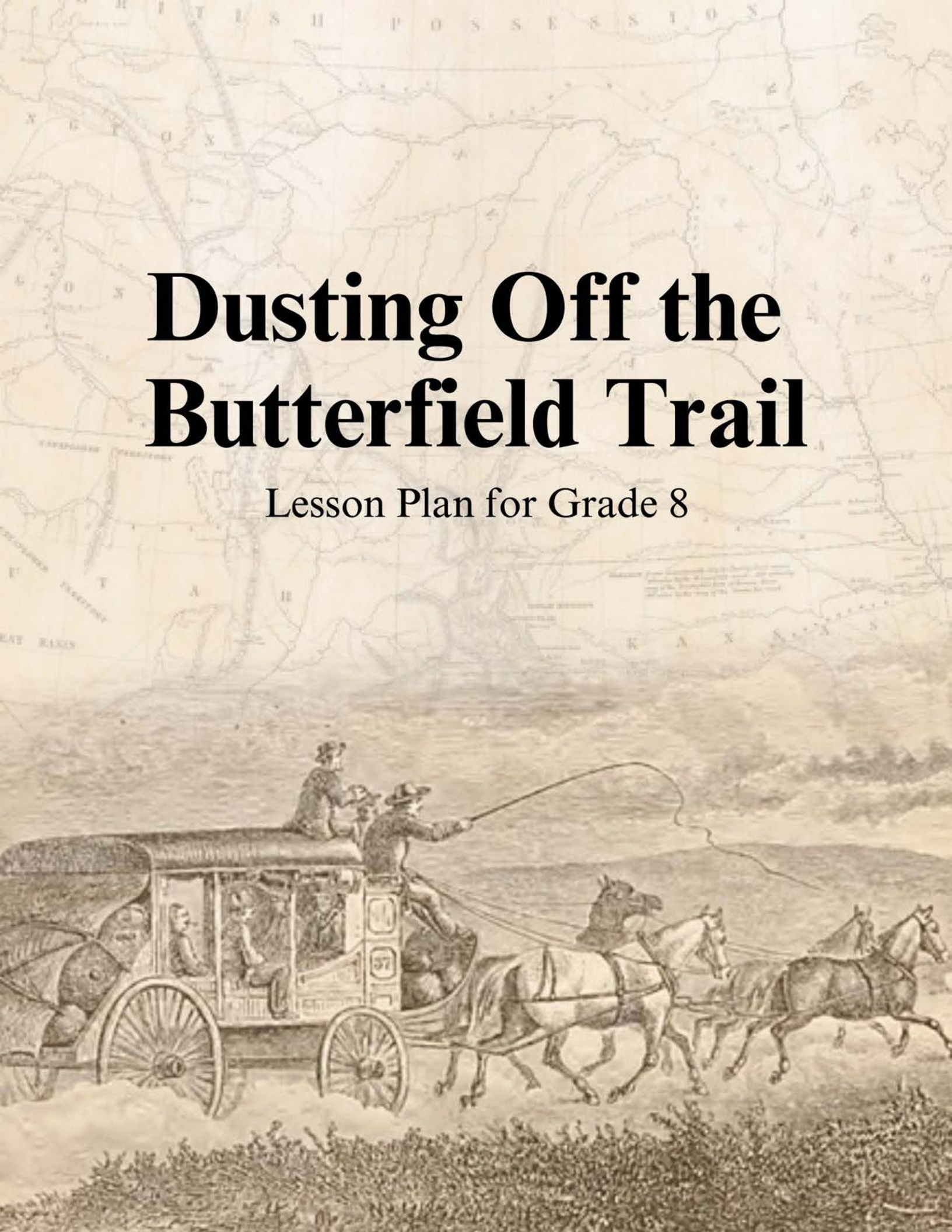


Lesson Plan for Grade 8



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

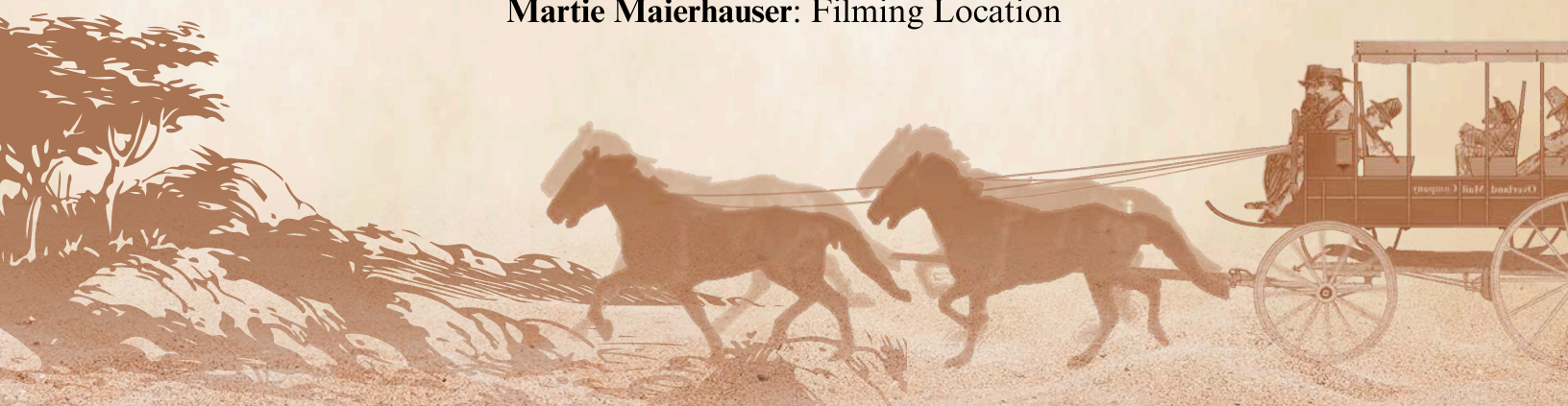
Megan Kate Nelson, Ph.D.: Historian and Author

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



ARIZONA
HISTORICAL
SOCIETY

Lesson Plan: The Impact of the Butterfield Trail on Arizona and U.S. Expansion

Grade: 8th

Time Frame: 60 minutes

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.G3.4** Evaluate how human population and movement may cause conflict or promote cooperation.

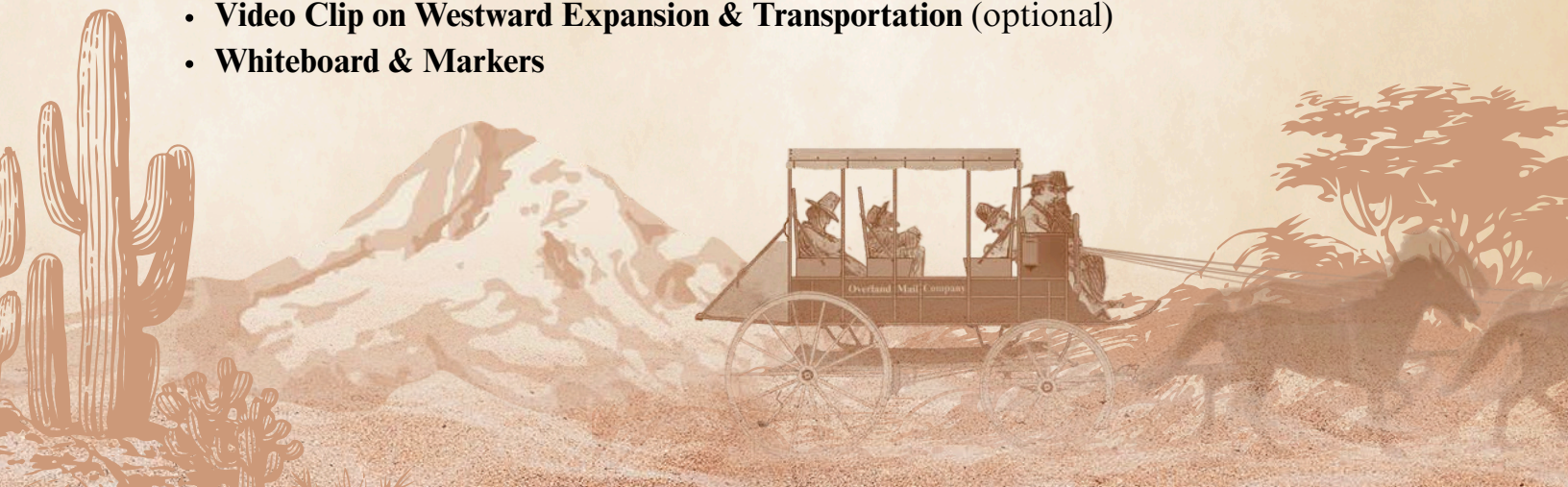
Lesson Objectives:

By the end of this lesson, students will be able to:

1. **Analyze** how the Butterfield Trail improved transportation and communication in the American Southwest.
2. **Evaluate** the economic, social, and environmental impacts of the Butterfield Trail on Arizona.
3. **Explain** how migration and settlement along the trail led to both cooperation and conflict with indigenous populations.
4. **Connect** the legacy of the Butterfield Trail to modern transportation routes and infrastructure in Arizona.

Materials Needed:

- Copies of the article: *The History and Impact of the Butterfield Trail in Arizona*
- *Butterfield Trail Video*
- **Map of the Butterfield Overland Mail Route** (printed or projected)
- **Butterfield Trail Story Map**
- **Graphic Organizer:** Cause-and-effect chart
- **Primary Source Images:** Stagecoaches, mail routes, Indigenous perspectives (teacher may print or project)
- **Video Clip on Westward Expansion & Transportation** (optional)
- **Whiteboard & Markers**



Lesson Plan Details

Teacher Instructions

1. Before the Lesson:

- Prepare printed or digital copies of the article.
- Display the Butterfield Trail map on the board or as a handout.
- Set up materials for group work (highlighters, graphic organizers, or digital collaboration tools).

2. During the Lesson:

- Guide students through reading, discussion, and analysis.
- Facilitate the class debate and encourage students to use evidence from the reading.
- Ensure all students participate in the cause-and-effect analysis.

3. After the Lesson:

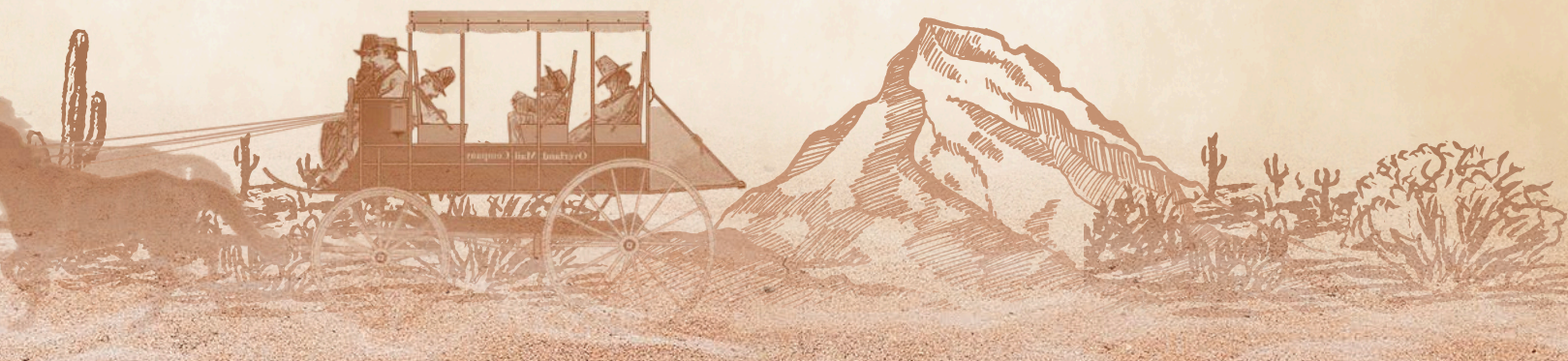
- Collect and review student work (exit tickets and graphic organizers).
- Provide feedback and extend learning through homework or additional research.

Lesson Breakdown

1. Introduction (10-15 minutes)

Teacher Instructions:

- Write the question on the board: "How do changes in transportation and communication impact people's lives today?"
- Ask students to think about modern examples (cars, highways, airplanes, internet).
- Connect their answers to the Butterfield Overland Mail Trail by explaining:
 - It was the first major transportation route connecting the East to California.
 - It carried mail and passengers and shaped the settlement of Arizona.
 - It changed the economy, environment, and relationships between settlers and Indigenous people.



Student Instructions:

1. Answer the warm-up question: How do modern transportation and communication technologies affect people today?
2. Look at the map of the Butterfield Trail and discuss:
 - Why do you think this route was chosen?
 - What challenges might travelers have faced?
3. Present the Video about Butterfield Trail

2. Reading & Group Analysis (20-25 minutes)

Teacher Instructions:

- Divide students into small groups (3-4 students per group).
- Assign each group a section of the article or other sources to read and analyze.
- Hand out the Cause-and-Effect Graphic Organizer.
- Ask each group to highlight key ideas and complete their organizer.

Student Instructions:

1. **Read** your assigned section of The History and Impact of the Butterfield Trail in Arizona.
2. Highlight key points about:
 - How the Butterfield Trail changed transportation and communication.
 - The economic impact on Arizona.
 - The effects on different social groups.
3. Fill in the **Cause-and-Effect** Graphic Organizer with at least 3 causes and 3 effects related to the Butterfield Trail.

3. Class Debate & Discussion (15 minutes)

Teacher Instructions:

- Write the debate question on the board:
- **"Did the benefits of the Butterfield Trail outweigh the costs?"**
- Split the class into three groups:
 - **Group A:** Argue that the Butterfield Trail had **more benefits**.
 - **Group B:** Argue that the Butterfield Trail had **more negative consequences**.
 - **Group C:** Argue that the Butterfield Trail **equally had benefits and consequences**.



- Allow groups 5 minutes to prepare their arguments.
- Give each group 5 minutes to present their arguments.
- Lead a whole-class discussion about cooperation and conflict caused by migration and transportation. But before the discussion, give the students an opportunity to change their group based on the ideas presented during the debate.

Student Instructions:

1. Work with your group to prepare arguments for the debate.
2. Use evidence from the article to support your side.
3. Participate in the class discussion:
 - How did the trail help people?
 - How did it create problems?
 - How does this compare to modern transportation projects?

4. Closing & Reflection (10 minutes)

Teacher Instructions:

- Ask students to reflect on what they learned.
- Hand out Exit Tickets for students to complete before leaving.

Student Instructions:

1. **Complete the Exit Ticket:**
 - Write a short paragraph answering:
 - How did the Butterfield Trail shape Arizona's development?
 - What modern transportation routes exist today because of it?
2. Turn in your Exit Ticket before leaving class.

Assessment & Evaluation

- **Cause-and-Effect Graphic Organizer** – Demonstrates understanding of transportation's impact.
- **Debate Participation** – Uses evidence to support arguments.
- **Exit Ticket Reflection** – Shows comprehension of historical significance.



Extensions & Differentiation

For Advanced Learners:

- Research another historical transportation project (e.g., Transcontinental Railroad, Pony Express).
- Create a presentation comparing that project to the Butterfield Trail.

For Struggling Learners:

- Provide guided notes with key points already outlined.
- Use visuals (maps, pictures) to reinforce learning.

Rubric for Grading

This rubric will be used to assess students' performance on the three main assessment components of the lesson: Cause-and-Effect Graphic Organizer, Debate Participation, and Exit Ticket Reflection.

Category	4 - Excellent	3 - Proficient	2 - Developing	1 - Needs Improvement
Cause-and-Effect Graphic Organizer (10 points)	Clearly identifies at least 3 strong causes and 3 strong effects of the Butterfield Trail. Uses detailed explanations and historical evidence.	Identifies at least 3 causes and 3 effects with some detail and evidence.	Identifies fewer than 3 causes and effects or lacks sufficient explanation.	Missing or incomplete. Lacks clarity and historical evidence.



Debate Participation (10 points)	Presents well-reasoned arguments with strong evidence from the article. Engages in respectful discussion and defends points effectively.	Presents arguments with some supporting evidence. Engages in discussion but may lack strong defense of points.	Provides minimal arguments with weak or missing evidence. Limited engagement in discussion.	Does not participate or provides little effort in argumentation.
Exit Ticket Reflection (10 points)	Clearly and thoughtfully answers both reflection questions with historical details. Demonstrates strong understanding of the topic.	Answers both reflection questions with some historical details. Shows understanding.	Answers only one question or provides vague responses with little detail.	Incomplete or does not answer questions meaningfully.
Total Score (30 points)	27-30 = A	24-26 = B	18-23 = C	0-17 = Needs Improvement

Teacher Instructions for Grading

1. **Cause-and-Effect Graphic Organizer:** Review students' organizers for accuracy, completeness, and historical evidence. Provide comments where needed.
2. **Debate Participation:** Observe student engagement during the debate. Award points based on evidence use, participation level, and respectfulness in discussion.
3. **Exit Ticket Reflection:** Check for comprehension, depth of response, and use of historical details.



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

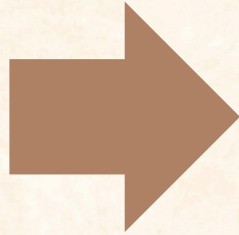
Cause Why was the Butterfield Trail created?	Effect What changes did it bring to Arizona?	Long-Term Effect How does it still impact Arizona today?



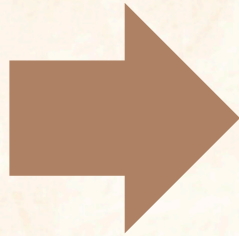
Primary Source Analysis Form 1

Sources

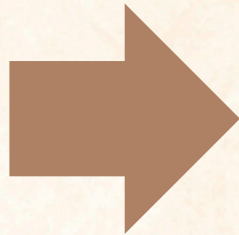
Source 1:



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

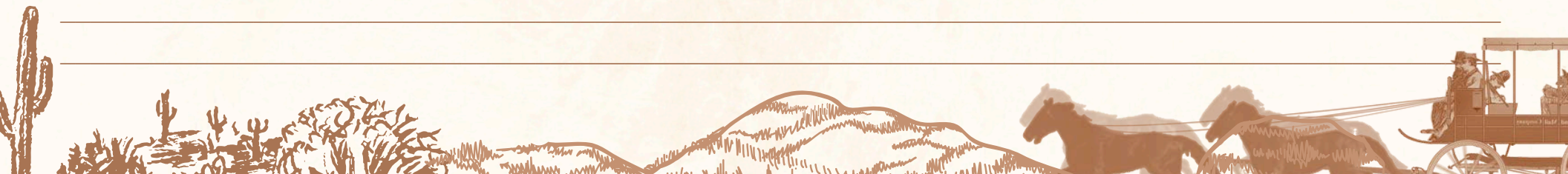
My character is: _____

My opinion on the Butterfield Trail is:

Two pieces of evidence to support my opinion are:

1. _____

2. _____



Butterfield Trail Impact Analysis Chart

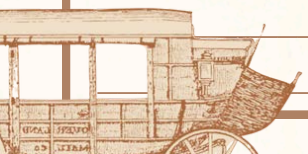
Political Impact

Economic Impacts

Other Impacts

Butterfield Overhead Trail

Social Impacts



Butterfield Trail Impact Analysis Chart

Butterfield Overhead Trail

Positive Impact

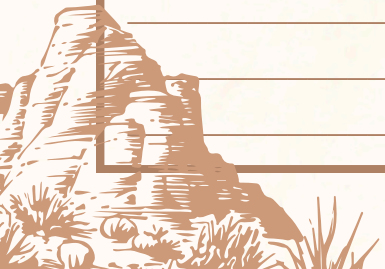
Negative Impact



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