A River Through Time

The lifestyle of the Pima Indians was forever changed as a result of dam construction on the Gila River, as this lesson demonstrates.

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
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</table>
| **ELEMENT FIVE: ENVIRONMENT AND SOCIETY**
  14. How human actions modify the physical environment.
  16. The changes that occur in the meaning, use, distribution, and importance of resources. | **Grade 4**
  **Strand 4 Geography**
  **Concept 5 Environment and Society**
  PO 1. Describe human dependence on the physical environment and natural resources to satisfy basic needs.
  PO 3. Describe the impact of human modifications on the physical environment and ecosystems (e.g., dams, mining, air conditioning, irrigation, agricultural). | **Grade 4**
  **Strand 1 American History**
  **Concept 1: Research Skills for History**
  PO 1. Use the following to interpret historical data:
  a. timelines – B.C.E. and B.C.; C.E. and A.D.
  b. graphs, tables, charts, and maps
  PO 3. Locate information using both primary and secondary sources. |
| **ELEMENT SIX: THE USES OF GEOGRAPHY**
  17. How to apply geography to interpret the past. | **Grade 5**
  **Concept 5 Environment and Society**
  PO 1. Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.
  PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources). | **Concept 3: Exploration and Colonization**
  PO 2. Describe the impact of Spanish colonization on the Southwest:
  a. establishment of missions and presidios
  b. lifestyle changes of native people
  c. contributions of Father Kino
  PO 3. Describe the location and cultural characteristics of Native American tribes (e.g., O’odham, Apache, Hopi) during the Spanish period. |

**Concept 5: Westward Expansion**

PO 4. Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching).

PO 5. Describe the conflict of cultures that occurred between newcomers and Arizona Native Americans:
  d. formation of reservations

**Concept 7: Emergence of the Modern United States**

PO 1. Describe the economic development of Arizona:
  a. mining
  b. ranching
  c. farming and dams

**Grade 5**
Strand 1 American History
Concept 1: Research Skills for History
PO 2. Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).
PO 4. Locate information using both primary and secondary sources.

Concept 5: Westward Expansion
PO 2. Describe the different perspectives (e.g., Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.

ELA Common Core Standards
Reading
Informational Text
Key Ideas and Details
4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure
4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas
4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.
5.RI.8 Explain how an author uses reasons and
evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Writing

Text Types and Purposes

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

5.W.2 Write informative explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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Overview

The Akimel O'odham (Pima Indians) have for centuries resided along the Gila River in central Arizona. They were historically farmers, using the waters of the Gila to irrigate their crops. Through the use of primary source material, students will investigate the effects that dam construction on the Gila River has had on the lifestyle of the Pima Indians.

Materials

- Maps - Can be copied for student use or projected for class use.  
  *Arizona Topography or the Southwestern United States;*  
  *Pima Territory – 1700;*  
  *Arizona’s Indian Reservations*  
- Paper or printed timeline - 1600 to 2000 (2 1/2 inches equals 100 years)  
- Markers - 3 colors  
- Primary Source Material (included in lesson)  
- Student Outline Sheet

Objectives

The student will be able to:
- Locate the Gila River on a map of Arizona or the Southwest.

Purpose

This activity will show how the Akimel O'odham have depended on the physical environment and the Gila River for their existence. It will also show that technological modifications in one place can lead to changes in other locations by examining the damming of the Gila River and its effect upon the lifestyle of the Akimel O'odham (Pima Indians).

Procedures

Prior knowledge - How to write a summary

1. Locate the Gila River, Florence, Safford, and Coolidge Dam on the map of Arizona or the map of the Southwest.

2. Introduce the Pima Indians as living in this area and locate their area of residence both historically and today.

3. Review the meaning of a primary source.

4. Read historical descriptions of the lifestyle of the Pimas and the Gila River environment in primary source material. The teacher may want to read the source material aloud to the students.

5. Students record information on the student outline sheet as the material is read.

6. Record dates and events on a timeline using three colors for a key. One color will be used for descriptions of ample water and crop growth, a second for absence of water and lack of crops.

7. The third color will be used to mark, with a vertical line on the timeline, the dates of construction of the Florence Diversion Dam and Coolidge Dam.

8. After the timeline is finished, students will write a summary of what they learned about any effects the damming of the Gila River had on the lifestyle of the Pimas from reading the primary source.

Conventions of Standard English

AZ.4.L.1  
- Write and organize one or more paragraphs about a topic.

AZ.5.L.1  
- Construct one or more paragraphs that contain:
  - a topic sentence,
  - supporting details,
  - relevant information, and concluding sentences.

- Locate the historical and modern location of the Gila River Pimas (Akimel O'odham).

- Record dates and events on a timeline.

- Determine any effect of dam construction on the lifestyle of the Gila River Pimas.
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material. Use their timeline and outline as a guide for writing.

Assessment

Student writing can be assessed using the 6-trait writing rubric for ideas, organization, and conventions. Geography and reading can be assessed using ideas.

Writing can be assessed using organization and conventions. Mastery will be considered 4 or higher on the rubric.

Extensions

The lesson can be modified as needed for students by reading the primary source material together as a group activity.

Students can locate the historical descriptions in the original primary sources. Most are available in many libraries.

Students can record the history of the Gila River on a calendar stick.

Sources


