

Arizona Pioneers: Jack Swilling

GRADE LEVEL: 4th

OBJECTIVES:

By the end of this lesson, students will learn the following:

- Who Jack Swilling was and why he is important to the foundational history of Phoenix
 - Who the Hohokam were
 - Why canals are essential for life in the Valley
 - Why pioneers came to Central Arizona
 - What objects pioneers used in daily life
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ARIZONA STATE STANDARDS:

4.SP1.1 – Create and use a chronological sequence of related events to compare developments that happened at the same time.

4.SP3.1 – Analyze how historical events are related using multiple sources of information.

4.H2.1 – Explain the causes and effects of interactions among societies in the Americas.

4.H3.1 – Analyze the relationships between historical events and developments in the Americas.

4.G1.1 – Use and construct maps and other geographic representations to explain relationships between locations of places and regions.

4.G2.1 – Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

4.G3.1 – Explain how natural resources influence where people settle and how they live.

4.E1.1 – Explain how people earn income and the role of producers and consumers in the economy.

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4.E1.2 – Describe how natural resources and human resources are used to produce goods and services.

4.C2.1 – Explain how people work together in communities to address problems and accomplish goals.

MATERIALS:

Computer/laptop with internet access; projector/TV with speakers; Meet Jack Swilling Reading Passage; Vocabulary Worksheet; Design Your Desert Town Activity sheets; coloring utensils (crayons, markers, etc.); AZ Pioneers Traveling Trunk; lined paper

ENGAGE: Hook the students

Play the YouTube video: [Uncovering Phoenix's Founder: Jack Swilling – Hero or Deserter? \(Mysteries of the Superstition Mountains\)](#)

Discussion Questions:

- What do you think makes a person a pioneer?
 - What are your first impressions of Jack Swilling?
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EXPLORE: Students make sense of a concept through observations.

Distribute the [Meet Jack Swilling Reading Passage and Swilling Reading Passage Vocabulary](#) worksheets.

Students read and define terms.

Discussion Question:

- Why was what Jack Swilling did with the canals so important?

Alternate Activity

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Use the following prompt for introduce the Design Your Desert Town Activity:

"You just arrived in the hot Arizona desert, and it's your job to help build a new town where people can live, grow food, and stay cool. Think about what your town will need:

- Where will the water come from?
- How will you grow crops in the dry land?
- What buildings or homes will people live in? What will make your town a good place to live?

Use what you've learned about canals, irrigation, and pioneers to plan and draw your town. Then write a few sentences explaining how your town works and what problems you solved."

Hand out [Design Your Desert Town Activity](#) sheets. Make sure students have supplies to draw their desert towns. Students should use the vocab words from the Swilling Reading Passage Vocabulary worksheet for their explanations. Have students discuss their explanations for their towns in small groups.

EXPLAIN: Teacher introduces formal vocabulary and language to students.

Desert	Settlement	Hohokam
Pioneer	Sustainable	Agriculture
Ancient	Canal	Ditch
Engineer	Indigenous	Innovation

EVALUATE: Assessment

Teachers will choose which activities to use as formal assessments.

ENRICHMENT: Students apply what they have learned.

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Follow the instructions on the [AZ Pioneers Traveling Trunk Discovery](#) sheet to guide students through the AZ Pioneers Traveling Trunk.

Alternate Activity:

Follow the instructions on the [Photo Object Inquiry](#) sheet to guide students through the [What Would a Pioneer Use? Objects Slideshow](#).