

LOS CHANTES: PAST AND PRESENT

Goals: To analyze the changes in the cultural geography of Flagstaff using maps, photographs and oral history interviews from Cline Library [Colorado Plateau Digital Archives](#).

Objectives: Students will identify patterns of the human geography in Flagstaff based on locations of neighborhoods, schools and churches.

Grade level: 7-12

Materials:

Blank maps

Colored pencils

Computer lab (for [Colorado Plateau Digital Archives](#) access)

Group questions

Procedures:

Discuss major concepts of geography, including the differences between physical geography and cultural geography. Focus on how this lesson will focus on how a place changes over time and changes the distributions and patterns of cultural characteristics.

Key terms to include are: population density, demographics, human migration, birth and death rates.

For high school students and civics classes, you may also want to discuss the idea of eminent domain.

Activity 1:

Geography of the Past:

Provide students with a map of Flagstaff with only the streets – no landmarks.

<http://maps.google.com/maps?q=Flagstaff,+AZ&ie=UTF8&ll=35.197939,-111.65062&spn=0.016833,0.042915&om=0>

http://maps.yahoo.com/pmaps?name=&ed=6ST_pup_0TqOj61SV3tcijgRgnNJW_Eb0ALwEUNvX8Xkk391NLyK1VxZ.KIHrOsGHHLCorUW4ZuyhU_PEu.BqS1V4Q--&csz=Flagstaff%2C+AZ&desc=&mag=2&ds=n&state=AZ&uzip=86001&country=US&BFKey=&cat=&resize=l&trf=0

Locate the following places. Create a legend for your map, using symbols for each landmark.

Los Chantes
Emerson High School
Beaver Street School
Brannen School
Church of the Nativity
Our Lady of Guadalupe
Riordan Mansion
Arizona Lumber and Timber Company
Railroad

Activity 2:

Divide the class into cooperative groups, dividing up the following photographs and interview among each group. Using the jigsaw method, have each group study the photographs and read their assigned interview (you may want to highlight the sections referring to Los Chantes and church segregation).

Each student should have a specific role (see below). After groups have answered the questions for their topics they should present their responses to the class.

Group Roles:
Computer operator(s)
Presenter (s)
Recorder (s)

Jigsaw groups - Use the same groups as above, but divide up the questions among group members. After researching and answering the questions, they should share their answers with the rest of the group

1. Study the following photographs from Cline Library [Colorado Plateau Digital Archives](#).

Stanfield Slums
http://www2.nau.edu/~libei-p/scadb/recdisplay.cfm?control_num=6079&StartRecord=1

Jessie Jimenez Alonzo in front of her house in Los Chantes
http://www2.nau.edu/~libei-p/scadb/recdisplay_a.cfm?control_num=4632&criteria=Los%20Chantes

Selsa and Ramon Alonzo at Los Chantes in Flagstaff

http://www2.nau.edu/~libei-p/scadb/recdisplay.cfm?control_num=11772

Church of the Nativity

http://www2.nau.edu/~libei-p/scadb/recdisplay.cfm?control_num=5558

http://www2.nau.edu/~libei-p/scadb/recdisplay.cfm?control_num=7787

Our Lady of Guadalupe Church

http://www2.nau.edu/~libei-p/scadb/recdisplay.cfm?control_num=6454

http://www2.nau.edu/~libei-p/scadb/recdisplay.cfm?control_num=2158

Before and after photographs (Los Chantes – Safeway)

Read or listen to the following interviews from the [Colorado Plateau Digital Archives](#), focusing on various neighborhood, church and school divisions.

David Estrella

<http://www.nau.edu/library/speccoll/images/text/txt/19303.htm>

Lucy Pedilla Ceballos

<http://www.nau.edu/library/speccoll/images/text/txt/21767.htm>

Jesus Gil

<http://www.nau.edu/library/speccoll/images/text/txt/38168.htm#a16> (reasons for two churches and The Shanties)

Robert Morales

<http://www.nau.edu/library/speccoll/images/text/txt/21882.htm>

Questions:

1. What patterns do you see?
2. Where are Los Chantes? Who lives in these neighborhoods?
3. What do you notice about the neighborhoods of the schools? Of the churches?
4. Why were two Catholic churches built? Describe the members of each church.
5. What conclusions do you draw about the patterns of settlement?

Assessment:

With your group, create a presentation poster project that compares and contrasts the human geography of Flagstaff in 1940 to the human geography of 2006.

Address the following in your presentation:

- Describe how Flagstaff's population has changed over time.
Including neighborhoods that no longer exist

Business that do not exist or have moved (ex: Arizona Lumber and Timber Company)

- What has happened to Los Chantes and other neighborhoods?
- What is lost when neighborhoods are moved or destroyed?
- What has been saved?
- What is your group's opinion on these changes?
- What does your group foresee happening in the next 50 years?

Items to include on your poster:

- 2 maps of Flagstaff, 1940 and today
- Photographs showing changes over time
- A chart or graph indicating population shifts in Flagstaff
- An illustration, chart or graph depicting Flagstaff's population, neighborhoods and businesses in 50 years

Teacher Resources:

<http://aao.lib.asu.edu/ViewRecordFrame.jsp?record=0000000680>

Los Recuerdos del Barrio en Flagstaff Collection, 1900-2000. NAU.OH.68;
NAU.PH.97.33

Street map of Flagstaff, Arizona / Barton Wright Co. [for] Flagstaff Chamber of Commerce. Special Coll. Maps NAU.MAP.29

Oacha, G. (2005). *Becoming Neighbors in a Mexican American Community: Power, Conflict, and Solidarity.*

Paradis, Thomas W. (2003). *Theme town : a geography of landscape and community in Flagstaff, Arizona / Thomas Wayne Paradis.* F819.F5 P373 2003

History of Flagstaff Catholic Churches from the diocese of Phoenix:

<http://www.diocesephoenix.org/parish/sfda/churches-masses.htm>

Our Lady of Guadalupe Church

Flagstaff Public Library Oral History Project, 1975-1977

<http://aao.lib.asu.edu/ViewRecordFrame.jsp?record=0000000410>

Sisters of Loretto, Flagstaff, Ariz., records, 1912-1966 [manuscripts]

[NAU.MS.136](#)

This lesson correlates to the following Arizona Social Studies standards:

7th Grade

**Strand 4:
Geography**

Concept 1: The World in Spatial Terms

PO 1. Construct maps, charts, and graphs to display geographic information.

PO 2. Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.

PO 3. Interpret maps, charts, and geographic databases using geographic information.

PO 4. Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.

PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)

Concept 2: Places and Regions

PO 1. Describe the human and physical characteristics of places and regions.

PO 2. Explain the concept of regions and why they change.

PO 3. Compare the historical and contemporary interactions among people in different places and regions.

PO 4. Describe how a place changes over time. (Connect with content studied.)

Concept 4: Human Systems

PO 1. Discuss the implications of the demographic structure of places and regions.

PO 5. Analyze the effects of settlement (e.g., quality of life, transportation, population density) on places.

PO 6. Describe the distributions and patterns of cultural characteristics (e.g., religions, language, standards of living) over time.

8th grade:

Strand 1: American History

Concept 1: Research Skills for History

- PO 1.** Construct charts, graphs, and narratives using historical data.
- PO 2.** Interpret historical data displayed in graphs, tables, and charts.
- PO 3.** Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied.
- PO 4.** Formulate questions that can be answered by historical study and research.
- PO 5.** Describe the difference between a primary source document and a secondary source document and the relationships between them.
- PO 6.** Determine the credibility and bias of primary and secondary sources
- PO 7.** Analyze cause and effect relationships between and among individuals and/or historical events.
- PO 8.** Analyze two points of view on the same historical event.

High School

Strand 1: American History

Concept 1: Research Skills for History

- PO 1.** Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
- PO 3.** Formulate questions that can be answered by historical study and research.
- PO 4.** Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
- PO 5.** Evaluate primary and secondary sources for:

- a. authors' main points
- b. purpose and perspective
- c. facts vs. opinions
- d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)
- e. credibility and validity

Concept 7: Emergence of the Modern United States

PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:

- a. Civil Rights issues (e.g., Women's Suffrage Movement, Dawes Act, Indian schools, lynching, Plessy v. Ferguson)
- b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924)

Strand 4: Geography

Concept 4: Human Systems

PO 1. Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).

PO 2. Analyze push/pull factors that contribute to human migration.

PO 3. Analyze the effects of migration on places of origin and destination, including border areas.