



## A Meeting of the Minds

Students take roles of different town members at a town meeting to work on the town's problems.

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<b>Grade Level</b>	4-8
<b>Duration</b>	3-4 class periods

## National and Arizona Geography Standards

### National Geography Standards

#### Element Four

##### HUMAN SYSTEMS

##### STANDARD 13:

How forces of cooperation and conflict among people influence the division and control of Earth's surface.

#### Element Five

##### ENVIRONMENT AND SOCIETY

STANDARD 14: How human actions modify the physical environment.

### Arizona Geography Standards

#### Strand 3: Civics and Government

##### Grade 4

##### Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO1. Discuss ways an individual can contribute to a school or community.

##### Grade 5

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO1. Describe ways an individual can contribute to a school or community.

**Grade 6**

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO1. Describe ways an individual can contribute to a school or community.

PO3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).

**Grade 7**

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO3. Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).

**Grade 8**

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO3. Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).

**Strand 4: Geography**

**Grade 4**

Concept 1: The World in Spatial Terms

PO1. Use different types of maps to solve problems (i.e., road maps –distance, resource maps-products, historical maps- boundaries, thematic map- climates).

Concept 2: Places and Regions

PO1. Describe how the Southwest has distinct physical and cultural characteristics.

Concept 4: Human Systems

PO1. Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture and tourism), and growth of major Arizona cities.

PO3. Describe how the building of transportation routes (e.g., trails, stage routes and railroad) resulted in human settlement and economic development in Arizona.

Concept 6: Geographic Applications

PO3. 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).

**Grade 5**

Concept 4: Human Systems

PO2. Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.

## **Grade 6**

### Concept 4: Human Systems

PO2. Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions.

PO3. Analyze the causes and effects of settlement patterns.

## **Grade 7**

### Concept 1: The World in Spatial Terms

PO1. Construct maps, charts and graphs to display geographic information.

### Concept 4 Human System

PO3. Describe the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world.

PO4. Analyze how social (e.g., family), physical (e.g., good climate, farm land, water and minerals), and economic (e.g., jobs) resources influence where human populations choose to live.

PO5. Analyze the effects of settlement (e.g., quality of life, transportation, population density) on places.

PO8. Explain how cooperation and conflict contribute to political, economic, and social activities.

PO10. Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions.

### Concept 5: Environment and Society

PO4. Describe the positive and negative outcomes of human modification on the environment.

PO5. Explain how modification in one place (e.g., canals, dams, farming techniques, industrialization) often leads to changes in other locations.

## **Grade 8**

### Concept 4: Human Systems

PO1. Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations.

PO2. Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.

PO5. Explain how cooperation contributes to political, economic, and social organization (e.g., United Nations, European Union, NAFTA).

PO7. Describe how changes in technology, transportation, communication, and resources affect economic development.

### Concept 6: Geographic Applications

PO1. Describe ways geographic features and conditions influence history.

## **Overview**

Canyon Diablo is a ghost town named after Devil's Canyon - a place that fits its name. Students will research the different roles that members of the town had

and will take part in a town meeting to resolve some of the problems that had developed in the town.

## **Purpose**

Students will use reading, writing, geography skills, critical thinking, and conflict resolution skills to take on the role of a member of the town of Canyon Diablo. Students will learn methods for resolving conflicts that take into account the many perspectives involved in the conflict. Students will also learn the benefits and the process of a town meeting.

## **Materials**

- Role worksheets
- Perspectives worksheets

## **Objectives**

The student will be able to:

- Describe the role of a member of a community
- Determine and describe the perspectives of different community members
- Collaborate on the resolution of problems with respect for all members of the community

## **Procedures**

1. Describe the different roles that residents of the town of Canyon Diablo had:
  - Saloon owner
  - Mother with 2 young children who works at the dry goods store
  - Owner of an eating counter
  - Railroad worker
2. Brainstorm with students the challenges that residents of Canyon Diablo faced (isolation, violence, crime, unemployment, unregulated liquor sales, etc.)
3. Assign each student a role and a group of four. Each group will be made up of students assigned the four different roles.
4. Distribute to students “Role Worksheet” and “Perspective Worksheet” and have students complete the worksheets. You might want to have students work in groups with students assigned their same role to complete the “Role Worksheet.”

5. Bring the groups of four together and have students take turns describing their ideas to resolve the problems of Canyon Diablo.

## **Assessment**

Students will be assessed for their completion of the role and perspective sheets and for their participation in the town meeting. Students should complete both worksheets to be turned in at the conclusion of the town meeting.

## Role Worksheet

Name:

My role is:

Your job in this role is to determine the perspective of your character.  
How will your character want to improve Canyon Diablo?

Please describe below ways that your character will want to improve the town.

How would your character suggest that the town:

Increase employment for residents?

Regulate liquor sales?

Stop violence against town residents?

Protect the stagecoach that is frequently robbed coming from Flagstaff?

Write and enforce laws?

## “Perspectives” Worksheet

Name:

How will each member of your group want to fix the problems of Canyon Diablo?

Increase employment for residents?

Saloon owner

Mother with 2 young children

Owner of an eating counter

Railroad worker

Regulate liquor sales?

Saloon owner

Mother with 2 young children

Owner of an eating counter

Railroad worker

Stop violence against town residents?

Saloon owner

Mother with 2 young children

Owner of an eating counter

Railroad worker

Protect the stagecoach that is frequently robbed coming from Flagstaff?

Saloon owner

Mother with 2 young children

Owner of an eating counter

Railroad worker