

Beyond Fronteras

The Story of Arizona's Santa Cruz County

* LESSON PLAN *

A5. What is the past and future of Santa Cruz County's Ranching Economy?

The History and Economy of Cattle Ranching in Santa Cruz County

Renee F. Tossell

Lesson Plan for U.S./Arizona History (High School Level)

Applicable Arizona History and Social Science Standards

History and Social Science Standards available as PDF documents by grade band on the Arizona Department of Education website¹

Grade Band 9-12 (High School)	<ul style="list-style-type: none">• HS.SP1.3 – Evaluate the significance of past events as they relate to their own lives and the world.• HS.E2.1 – Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions and societies.• HS.H4.3 – Examine how access to information and technology has been used to influence society
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¹ "Arizona History and Social Science Standards," *Arizona Department of Education*
(<https://www.azed.gov/standards-practices/k-12standards/standards-social-studies>)

Lesson Objectives

- Students will discuss the history of cattle ranching in Santa Cruz County since the 1690s
- Students will use key terms to describe some of the significant events through history and the obstacles that cattle ranchers faced during each period.
- Students will explain the pros and cons of bringing a non-native species of grass to address the problem of overgrazing.
- Students will pinpoint some of the obstacles that cattle ranchers are facing today as well as solutions to preserving our cattle ranches.
- Students will discuss the role of post WWII years in strengthening the cattle industry in the 1950's.
- Students will list a few of the technological innovations that have helped the ranching community.

Learning Outcomes

- Students will orally describe the importance of cattle ranching in Santa Cruz County as a vital economic industry in support of healthy American families. This outcome will be provided through **audio visual teaching aids and a verbal class -wide question and answer period. Following, students will be provided with an *informal* Ranch Hand Quiz to test their knowledge and see if they are potential ranch hand candidates.**
- Via **power point presentation and in-class discussion**, students will be able to reflect upon the past and future of Santa Cruz County's Ranching Economy with regards to significant historical events, obstacles and corrective action that was taken to preserve the cattle industry.
- If **audio visual teaching aids** are utilized, students will be able to see that it takes a community wide effort and good stewardship to preserve the cattle ranching industry.

Duration of Lesson:

One Day of a 55-minute Class Period (High School level Social Studies period)

Supplies Needed

- Research Article; “A5 Special Focus B: What is the past and future of Santa Cruz County’s Ranching Economy?” by Ethan Stedelin
(<https://beyondfronteras.org/nogalepedia/a/a5-special-focus-b-what-is-the-past-and-future-of-santa-cruz-countys-ranching-economy/>)
- Notebooks and Writing Utensils OR Student Laptops
- Teacher’s Computer and Overhead Projector
- Beyond Fronteras sign-in sheets (optional)

Student Deliverables for Measuring Student Learning)

The compendium of the eventual ranching quiz could represent the students’ deliverable by recording the data onto a paper copy or submit an MS Word Google Document with their name at the end of class. The Ranch hand quiz is really a tool by which students can explore their potential interest in cattle ranching.

Brief Lesson Plan Developer Bio

Renee Tossell is currently serving as a volunteer Archaeologist with the Rio Rico Historical Society. For 2 years, Renee worked for former Cattleman of the Year Ken Chilton as a vaquera on the KC Bar Ranch in the Sierrita Mountains. She lives in nearby Diamond Bell Ranch Estates.



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*** Lesson Plan ***

Pre-Lesson Activities

Time Required	Description of Activities
15 Minutes	<p>As the students enter the class the theme written on the white board will be; “What is the past and future of the Ranching Economy in Santa Cruz County? “ At the beginning of the class, the teacher will ask the class what they know about cattle ranching in Santa Cruz County. Allow the students a few minutes to share their thoughts prior to the power point. He/she may want to ask specific questions about what the students know regarding the history of cattle ranching and how it may have been affected during significant events. For example, how did the Gadsden Purchase affect cattle ranching among the Mexican vaqueros and European settlers? How did the Apache Wars affect western expansion and cattle ranchers? It is important that the instructor introduce the key terms from the article prior to the power point. The terms <i>are bolded and used contextually in the powerpoint</i>, but there are small or no accompanying definitions.</p> <p>The instructor should encourage the students to <i>take notes during the power point</i> and to pay attention to the key terms and concepts. Following the power point a brief question and answer period should ensue.</p>

Main Lesson Activities

Time Required	Description of Activities
40 Minutes	<p>Using AV equipment and the power point presentation provided, the instructor will provide a brief overview of the research article emphasizing the past and future of cattle ranching and the many changes that have taken place to preserve the ranching community throughout. The PowerPoint should make ample use of visual aids to help ELL students and students with special learning needs. Following the power point, a brief question and answer period should ensue. Since the future of cattle ranching seems to be in jeopardy among those families that have been involved for multiple generations, it is a good idea to review the knowledge of the students (from a career guidance perspective) in order to understand the skills and attributes required for cattle ranching. With that in mind, I have composed an <i>informal quiz</i> to test their existing knowledge about being a ranch hand.</p> <p>The teacher will allow the class 20 minutes to take the quiz. Following, the teacher can review the questions and provide the answers. The key is attached to the end of the quiz. Students can mark their own quizzes with the correct responses. Granted, some students may have differing opinions about the answers. Be flexible with their responses when deemed appropriate.</p>

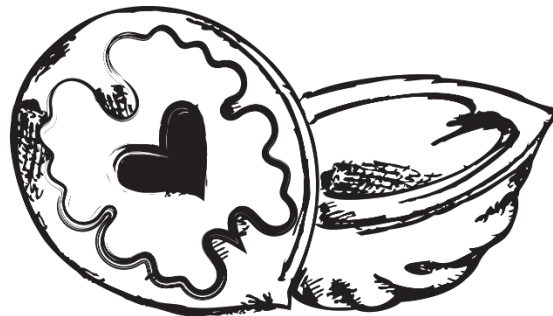
Post-Lesson Activities

Time Required	Description of Activities
5 Minutes - Class ends	As the class adjourns, students will either email/submit their electronic documents or will submit their completed quiz to the teacher on their way out from the classroom.
CLASS ENDS	

A Thank You to Our Santa Cruz County Teachers!

Thank you for your consideration of our K-12 local history curriculum!

**Thank you for making
history with us!**



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