

Beyond Fronteras

The Story of Arizona's Santa Cruz County

* LESSON PLAN *

B2. How is Archaeology a Window into Santa Cruz County's Ancient Past?

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.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.• HS.SP1.3 –Evaluate the significance of past events as they relate to their own lives and the world.• HS.SP1.3 – Construct and present explanations using secondary reasoning, correct sequence examples and details with significant and pertinent information while acknowledging the strength and weaknesses of the explanation.
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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 be able to reconstruct the history of indigenous people in Santa Cruz County with archaeological evidence and through specific periods of time.
- Students will identify the primary indigenous cultures of Santa Cruz County that existed during the Pre-Classic Period.
- Students will be able to discuss the differences in pottery styles and burial practices among the Hohokam and Trincheras people.
- Students will be able to explain the importance of migratory movement of peoples from north to south during the Classic Period 1150-1450 AD.

Learning Outcomes

- Students will explore the history of Santa Cruz County's Ancient past **via a PowerPoint presentation, an associative assessment instrument during the main lesson and discussion with peers.**
- **Via a power point presentation during the Pre-Lesson and a short question and answer period afterwards,** students will be provided with a good overview of the research article.
- **During the Main Lesson,** students will work individually and **complete an associative assessment instrument** that will help tie all the concepts presented to the correct period of time.
- During the Post Lesson, students will use **a short written reflection paragraph** to discuss the importance of migratory movement and interaction with other cultures during the Classic Period.

Duration of Lesson:

1 Day of a 55-Minute Class Period (High School-level Social Studies period)

Supplies Needed

- Research Article, “How is Archaeology a Window into Santa Cruz County’s Ancient Past?” by Hunter Claypatch (<https://beyondfronteras.org/nogalepedia/b/b-1-special-focus-what-was-the-ancient-border-community-at-the-nogales-wash-site/>)
- Notebooks and Writing Utensils OR Student Laptops
- Teacher’s Computer and Overhead Projector
- Beyond Fronteras sign-in sheets (optional)

Key Concepts

- Human occupation in Santa Cruz County dates back several thousand years.
- Domesticated crops, like corn and beans, were first cultivated in Mexico and entered Santa Cruz County, Arizona around 4,000 years ago.
- The Indigenous inhabitants of Santa Cruz County traded over long distances and used the fertile region around the Río Santa Cruz for the movement of people, goods, and ideas.
- Santa Cruz County’s original inhabitants were the ancestors of contemporary O’odham populations.

Key Terms

- Archaeology – The study of human history through the physical objects that were left behind.
- Archaic Period – A time between ~8,000 to 4,000 years ago when the global temperature began to warm and people experimented with more diverse foodways. At this time, populations were still highly mobile.
- Classic Period – The time between 1150 and 1450 AD when there were significant changes throughout the Sonoran Desert. Many groups migrated to the south and aggregated into larger communities.
- Hohokam – The name for peoples who lived in southern Arizona between 450 to 1450 AD. The Hohokam constructed large irrigation canals, produced distinctive red-on-brown and red-on-buff pottery, and cremated their deceased.

- Protohistoric – The time between 1450 AD and the arrival of Jesuit Missionaries into Sonora and Arizona. During this time, material culture which characterized the earlier Hohokam and Trincheras traditions are no longer observed. Instead, archaeologists have identified the earliest evidence of the ancestral O’odham.
- Trincheras – The name given to precolonial populations who lived in northern Sonora between ~400 to 1450 AD. The Trincheras are known for occupying terraced volcanic hills, producing purple-on-red pottery, and obtaining shell from the Gulf of California/Sea of Cortez.

Student Deliverables (for Measuring Student Learning)

Notes/Reflection submitted as a paper copy or MS Word/Google Document online at the end of class

Brief Lesson Plan Developer Bio

Renee F. Tossell is a Volunteer Archaeologist for Rio Rico Historical Society and Museum. She received her Bachelor of Arts Equivalency Degree in Archaeology in May 2023. She helped excavate the Coronado Project in Santa Cruz County and has spent time excavating two Jornada Mogollon sites in New Mexico.



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*** Lesson Plan ***

Pre-Lesson Activities

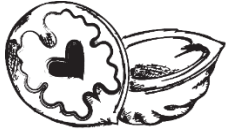
Time Required	Description of Activities
20 Minutes	<p>As students enter class, the teacher will have the following question written on the white board: “How has Archaeology provided us a better picture into Santa Cruz County’s Ancient Past?” Allow two or three students to reply.</p> <p>The Instructor will then use the power point presentation attached to this lesson to cover the main information from the article. Make sure to utilize the Key Terms from the article into your discourse. The PowerPoint should make ample use of visual aids to help ELL students and students with special learning needs. Students should be encouraged to take notes during the power point presentation to help with the main lesson activity. Proceed with the power point - following the logical sequence of time in the power point and emphasizing the specific changes that occurred during those periods as described in the article.</p> <p><i>I have added some additional info into the power point that I thought would be interesting (i.e., the calendar stick)</i></p> <p>Allow the students 5 minutes to ask questions at the end of the power point.</p> <p>Remember the day’s main question is; “How is Archaeology a Window into Santa Cruz County’s Ancient Past?”</p>

Main Lesson Activities

Time Required	Description of Activities
5 Minutes	<i>The Instructor will hand out and explain the associative assessment instrument attached to this lesson.</i> Students will be given 20 minutes in which to write the number of the correct time period and key terms next to the changes that are listed below them.
20 Minutes	Following the directions, the teacher will have the students work individually on the assessment instrument.
10 Minutes	After the students complete the instrument, the teacher will collect the papers and review the answers. The teacher may ask different students what were some of the most significant ideas conveyed in the power point. What did they find most interesting? This is an opportunity to get quieter students to speak up in class. Additionally, this is an opportunity for the teacher to clarify points that were unclear in the earlier lecture.

Post-Lesson Activities

Time Required	Description of Activities
5 minutes 10 Minutes	At the close of the lesson, students will write a 2-3 sentence short reflection summarizing what they learned that day.
CLASS ENDS	As the class adjourns, students will either email/submit their electronic documents or will submit their handwritten paper notes to the teacher on their way out from the classroom.



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NAME _____

DATE: _____

B6. How is Archaeology a Window into Santa Cruz County's Ancient Past?

* **HANDOUT: Matching** *

Instructions: Write the **LETTER** of the corresponding Period of Time or Key Concept with the following statements. The same letter may be used more than once.

- | | |
|--|-----------------------|
| A. Paleo-Indian Period | G. Mission Period |
| B. Archaic Period | H. Hohokam Culture |
| C. Early Agriculture & Ceramic Period | I. Trincheras Culture |
| D. Increased Trade & Regional Prominence | J. O'odham Culture |
| E. The Classic Period | K. Archaeology |
| F. Protohistoric Period | |

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1. _____ Increased Trade across Borderlands
 2. _____ Resource Instability
 3. _____ Called the "Huhugam" by the O'odham
 4. _____ Whetstone Plain Pottery
 5. _____ Father Eusebio Kino
 6. _____ Introduction of Corn and domesticated Beans and Squash
 7. _____ Early Hunter Gatherers
 8. _____ created extensive Irrigation Canals
 9. _____ Salado Polychrome Pottery
 10. _____ buried their deceased people and had purple on brown pottery
 11. _____ Time between 1450 AD (CE) and the arrival of the Catholic Jesuit Priests
 12. _____ First to use metates during this period
 13. _____ used cremation burial practices and placed ashes in funerary urns
 14. _____ Sedentary Agriculturalists
 15. _____ Hunted the Mega – Fauna
 16. _____ culture who occupied terraced volcanic hills
 17. _____ clovis point
 18. _____ 50 AD (CE) pottery production
 19. _____ the study of human history by physical objects left behind
 20. _____ time period of the Palo Parado Site

Answer Key for Matching Assessment:

1. __D__ Increased Trade across Borderlands
2. __E__ Resource Instability
3. __H__ Called the “Huhugam” by the O’odham
4. __J__ Whetstone Plain Pottery
5. __G__ Father Eusebio Kino
6. __C__ Introduction of Corn and domesticated Beans & Squash
7. __B__ Early Hunter Gatherers
8. __H__ created extensive Irrigation Canals
9. __E__ Salado Polychrome Pottery
10. __I__ buried their deceased people and had purple on brown pottery
11. __F__ Time between 1450 AD (CE) and the arrival of the Jesuit Priests
12. __B__ First to use metates during this period
13. __H__ used cremation burial practices and placed ashes in funerary urns
14. __C__ Sedentary Agriculturalists
15. __A__ Hunted the Mega – Fauna
16. __I__ culture who occupied terraced volcanic hills
17. __A__ clovis point
18. __C__ 50 AD (CE) pottery production
19. __K__ the study of human history by physical objects left behind
20. __E__ time period of the Palo Parado Site

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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