



Beyond Fronteras

The Story of Arizona's Santa Cruz County

* LESSON PLAN *

B1. What Was the Ancient Border Community at the Nogales Wash Site?

The Hohokam Border Community within the Heart of Ambos Nogales

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.SP3.3 – Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations• HS.SP1.1 – Evaluate how events and developments were shaped by unique circumstances of time and place.• HS.SP1.3 – Evaluate the significance of past events as they relate to their own lives and the world.
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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 archaeological significance of the Nogales Wash Site.
- Students will identify the indigenous people who occupied the site during the Sedentary Period (950-1150 AD) using archaeological history as a culturally-relevant reference point.
- Students will describe the construction of the early shelters that the Indigenous people occupied based on archaeological excavations.
- Students will describe the diet of the Hohokam people revealed from remnant animal bones and the purpose of the tool artifacts that were uncovered.
- Students will be able to differentiate the difference between the Hohokam and Trincheras pottery types.

Learning Outcomes

- Students will review the archaeological evidence of the Nogales Wash Site as one of Santa Cruz County's most important pre-Classic settlements via a **reading activity, audio visual teaching aids, discussion with peers and a verbal class-wide white board summary.**
- Via **readings** and **in-class discussion**, students will be able to reflect upon the archaeological evidence of the Nogales Wash Site excavations and perceive a better understanding of the settlement that existed over a thousand years ago.
- If **audio visual teaching aids** are utilized, students will be able to see a representation of what a Hohokam settlement might look like including irrigation and agricultural elements.
- On a white board, a verbal class summary of the Nogales Wash site could be utilized to highlight the most important points revealed by Archaeologists in the form of a final conclusion.

Duration of Lesson:

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

Key Concepts

- The Nogales Wash Site was primarily inhabited between 950-1150 AD, but there is earlier evidence of earlier periodic occupation.
- The site is considered the southernmost Hohokam site, but also has extensive evidence of trade with the Trincheras tradition from Northern Sonora.
- The site was formally excavated in 1982 and all artifacts from the site are housed at the Pimeria Alta Historical Society.
- Community Members are actively working to have the site placed on the National Register of Historic Places.

Key Terms

- **Hohokam** – The name for peoples who lived in southern Arizona between 450-1450 AD. The Hohokam constructed large irrigation canals, produced distinctive red-on-buff or red-on brown pottery, and cremated their deceased.
- **Trincheras** - The name given to Precolonial populations who lived in Northern Sonora between 400-1450 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.
- **Pithouse** – The name used for semi-subterranean structures that people used to live in throughout the southwest United States and Northern Mexico. Constructing houses partially underground allowed for individuals to stay cool in the summer and warm in the winter,
- **Cremation Vessels** – The name used for vessels which housed the cremated remains of an individual. This practice can be found throughout the world and was very common for the Hohokam culture.
- **Sedentary Agriculturalists** – a group of people who had a permanent settlement and grew domesticated crops.

Supplies Needed

- Research Article “B1. How is Archaeology a Window in Santa Cruz County’s Ancient Past?” by Dr. Hunter Claypatch (<https://beyondfronteras.org/nogalepedia/b/b1-how-is-archaeology-a-window-in-santa-cruz-countys-ancient-past/>)
- 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 White Board Summary could represent the students’ deliverable or have the students record the data onto a paper copy or submit an MS Word Google Document with their name at the end of class.

Brief Lesson Plan Developer Bio

Renee Tossell is currently serving as a volunteer Archaeologist with the Rio Rico Historical Society. She holds a Bachelor of Arts Equivalency Degree in Archaeology completed in May 2023.



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Pre-Lesson Activities

Time Required	Description of Activities
25 Minutes	<p>At the beginning of class, the teacher will ask the class what they know about the Hohokam culture. Using AV equipment, the instructor will then play the YouTube video entitled; “Hohokam: Triumph in the Desert.” https://youtu.be/CvxP3ksCYHk?si=zfr9zaeNErRESQD4. Play the video till the end of trade. The day’s main theme written on the board will be “What was the Ancient Border Community at the Nogales Wash Site?”</p> <p>The YouTube Video should make ample use of visual aids to help ELL students and students with special learning needs. The purpose of this activity is to help the students stay focused when conducting the following reading activity. The teacher will then introduce the students to the Nogales Wash Site excavations within the heart of Ambos Nogales during the Sedentary Period of 950-1150 AD.</p>

Main Lesson Activities

Time Required	Description of Activities
20 Minutes	<p>The teacher will then divide the class into small groups of 4-5 students and provide each student with a copy of the article “B1. How is Archaeology a Window in Santa Cruz County’s Ancient Past?” by Dr. Hunter Claypatch (https://beyondfronteras.org/nogalepedia/b/b1-how-is-archaeology-a-window-in-santa-cruz-countys-ancient-past/) and the following list of questions:</p> <ol style="list-style-type: none"> 1. What do Archaeologists believe was the primary purpose of the Nogales Wash Site as a border community with the Trincheras people? 2. How would you describe the construction of the shelter that the Hohokam lived in? 3. What other achievements is the Hohokam known for? 4. What is the primary difference between the pottery made by the Hohokam and the Trincheras people? 5. What is meant by the term “sedentary agriculturalists?” 6. What did their diet <i>primarily</i> consist of animal or domesticated crops? 7. What materials was the Archaeologist able to identify that the Hohokam used to make their tools? 8. What material was traded from the Gulf of California and what did they make with it? 9. What was the predominant method of burial practice employed by the Hohokam? 10. The data from the Nogales Wash Site is hopefully going to be compiled to establish what title of preservation? <p>Emphasis should be placed on the <i>Key Concepts and Key Terms</i> at the beginning of the article for future reference.</p>

	Each group (each group participants’ names should be included) will record the answers on a paper copy or MS online word doc
10 Minutes	With the assignment completed, the teacher will ask a member from each group to answer a particular question on the list. 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 reading and earlier lecture.
	The teacher then transitions students to the Post-Lesson.

Post-Lesson Activities

Time Required	Description of Activities
5 Minutes	<p>The teacher will also ask the students about the key terms and any other terms that they came across that were of value in the article such as; <i>“sedentary agriculturalists”</i> that they learned that day.</p> <p>If time permits, students should write a 2-3 sentence short reflection summarizing what was most interesting to them and what they would like to know more about the Hohokam or Trincheras people.</p>
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.

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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