

Beyond Fronteras

The Story of Arizona's Santa Cruz County

* LESSON PLAN *

B6. What is Rio Rico's History as Santa Cruz County's Suburb?

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.H1.7 –Analyze how technological innovations and trade has affected economic development and transformed societies.• HS.H4.3–Examine how access to information and technology has been used to influence society.• HS.H3.1 – Analyze how societies, leaders, institutions and organizations respond to societal needs and changes.
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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 briefly describe the demographics and ethnicity of Rio Rico according to the 2020 US Census.
- Students will be able to explain how the location of Rio Rico between two nations in Nogales has affected employment rates.
- Students will identify the primary indigenous cultures of Rio Rico who lived along the Santa Cruz River and practiced agricultural farming.
- Students will be able to discuss the early mission communities and their response to violent conflict with specific groups of indigenous cultures with the Spanish and the Apaches.
- Students will be able to account for the changes to the town of Calabasas after the purchase by Colonel Charles P. Sykes from Manuel Gandara in 1878.
- Students will describe the events leading up to the “Hijacking of the Baca Float” by fraudulent businessman and its eventual resolution by the US Congress.
- Students will briefly describe the proposed Vitality District and its effect on the people in Rio Rico.

Learning Outcomes

- Students will explore the history and future of Santa Cruz County’s Suburb of Rio Rico **via a power point presentation with a brief question and answer period, and eventual participation *about the* Rio Rico Community Summary Survey designed by Norris Design (implemented in February 2022) for the future Vitality District Proposal during the main lesson.**
- **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 answer specific questions regarding the future and modern development of **Rio Rico’s Vitality District** by **providing their thoughts to sample questions that were originally provided in the survey from February 2022.**
- During the Post Lesson, one or two students can share their summary comments to the survey questions with the class.

Duration of Lesson:

1 Day of a 55-Minute Class Period (High School-level social studies period)

Supplies Needed

- Research Article for the Instructor and Students, “What is Rio Rico’s History as Santa Cruz County’s Suburb?” by Daisy Olivera (<https://beyondfronteras.org/nogalepedia/b/b6-what-is-rio-ricos-history-as-santa-cruz-countys-suburb/>)
- 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)

Completes Survey question document can be submitted as a paper copy or MS Word/Google Document online at the end of class.

Brief Lesson Plan Developer Bio

Renee F. Tossell received her Doctoral Degree from the University of Arizona’s Center of Excellence in Education in December 2000. She taught didactic and clinical courses for the Radiologic Technology Program at Pima Community College from 1991-2019.

*** Lesson Plan ***

Pre-Lesson Activities

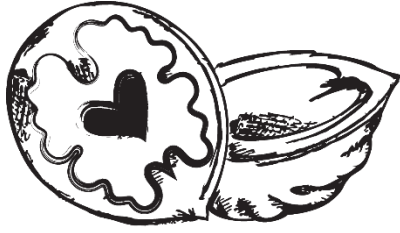
Time Required	Description of Activities
25 Minutes	<p>As students enter class, the teacher will have the following question written on the white board: What do we know about the past, present and possible future of Rio Rico? Allow two or three students to reply.</p> <p>The Instructor will then use the power point presentation attached to this lesson to cover the main information from the article. Make sure to utilize the <i>Key Terms</i> from the article into your discourse. They are highlighted in the power point as a reminder for emphasis. 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 historical sequence of events that shaped Rio Rico as we know it today.</p> <p><i>The Baca Float discussion has had many different interpretations but this is clearly one that is popular.</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 What is Rio Rico’s History as Santa Cruz County’s Suburb?</p> <p>Teachers may potentially have student read Daisy Olivera’s article “What is Rio Rico’s History as Santa Cruz County’s Suburb?”</p> <p>(https://beyondfronteras.org/nogalepedia/b/b6-what-is-rio-ricos-history-as-santa-cruz-countys-suburb/).</p>

Main Lesson Activities

Time Required	Description of Activities
5 Minutes	<p><i>The Instructor will hand out the Vitality District Survey questions attached to this lesson plan) and explain the purpose of the instrument. There are 8 questions total and then one question that follows to allow the student (in their opinion) to analyze their responses in which to identify the particular necessities and services that are lacking in Rio Rico.</i> Students will be given 20 minutes in which to record their responses.</p>
20 Minutes	<p>Following the directions, the teacher will have the students work individually on the survey instrument.</p>

Post-Lesson Activities

Time Required	Description of Activities
5 minutes	<p>The teacher may ask 2 students to share the analysis of their responses and identify what services they believe are most needed in present day Rio Rico.</p>
CLASS ENDS	<p>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.</p>



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*** HANDOUT: Vitality Survey ***

“Rio Rico Community Vitality District Survey” by Norris Design, February 2022

Note: These questions do not represent the full survey but have been selected from the survey for this activity.

Now that you have learned about the history of Rio Rico, think about the future growth of Rio Rico as a community. As mentioned in the PowerPoint, there is a proposal to revitalize Rio Rico with a Vitality District.

Provide your opinions and suggestions for each question. Your responses will help shape the outcome of our community!

1. What shopping options (if any) do you wish you had in Rio Rico? List types of store.
2. What dining options (if any) do you wish you had in Rio Rico? List types of restaurant or cuisine
3. What entertainment options do you wish Rio Rico had? List types of entertainment, brand, or activity. (EX: bowling, theatre, arcade)

* **HANDOUT: Vitality Survey** * (*back*)

4. What are the things you like most about Rio Rico? List up to three. (Ex: views, safety, etc.)

5. What are challenges you face in Rio Rico, if any? List up to three. (Ex: public transportation, one grocery store, retail services)

6. What do you think Rio Rico is known for? (Ex: historic places, landscape geography)

7. What would you like Rio Rico to be known for? Ex: people, community, opportunity)

8. Where do you live? _____

Based on your responses, what specific areas of services and necessities seem to be lacking in Rio Rico?

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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