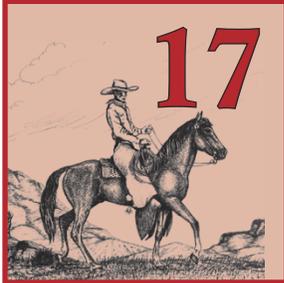


UNIT IX

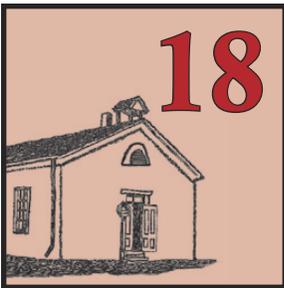
THE AMERICANS



THE WEEKLY ARIZONIAN

Students will read, discuss and answer questions about selections from a historical newspaper while learning about United States history in the mid 1800s. They will then create their own mini-newspaper as a class.

PAGE 9.5



A DAY AT SCHOOL - TUBAC 1880

Using primary and secondary sources, students will research the lives of early Arizona school children and create a journal entry about a day in the life of the student.

PAGE 9.9

UNIT IX- ARIZONA STATE STANDARDS - 2006

LESSON 17 - THE WEEKLY ARIZONIAN

SUBJECT	STANDARD	DESCRIPTION
SOCIAL STUDIES	S1 C1 PO2 S1 C1 PO3 S1 C5 PO1 S1 C5 PO3 S1 C5 PO5 S1 C10 PO2	describe differences of primary and secondary sources locate information using primary and secondary sources recognize the change in governance from Spain to Mexico describe events leading to Arizona becoming part of the U.S. describe conflict of cultures with newcomers & Native Americans discuss current/historical event connections
	S1 C4 PO2 S1 C6 PO1 / PO2 / PO3 S1 C6 PO5 / PO6 S3 C1 PO1 / PO2 S3 C1 PO3 / PO4 S3 C3 PO1 / PO2	use context to determine meaning of word predict text / confirm predictions - generate clarifying questions to comprehend text connect information & events to experience / reading strategies & comprehend text identify main idea in expository text / distinguish fact/opinion in expository text determine author's purpose in expository text / locate info. in expository text determine author's position / identify persuasive vocabulary
WRITING	S1 C1 PO2 S1 C3 PO7 S1 C4 PO4 S1 C5 PO1 S2 C2 P1 S3 C2 PO3 S3 C4 PO1 S3 C6 PO1 S3 C6 PO2	determine the purpose of writing the piece use / reference materials edit draft using tools prepare writing in appropriate format use writing structure that fits the type of writing write in a variety of expository forms (newspaper, summary) use persuasive text paraphrase information organize notes in meaningful sequence
LISTENING/ SPEAKING	VP-E2	plan, develop, produce visual presentation

LESSON 18 - A DAY AT SCHOOL, TUBAC 1880

SUBJECT	STANDARD	DESCRIPTION
SOCIAL STUDIES	S1 C1 PO1 b S1 C1 PO2 S1 C1 PO3 S1 C5 PO3 S1 C5 PO4 S1 C10 PO2 S1 C10 PO4	use tables and charts to interpret historical data describe differences between primary and secondary sources locate information using primary and secondary sources describe events leading to Arizona becoming part of the U.S. describe the impact of Hispanics, Native Americans and others on the culture of Arizona discuss current/historical event connections describe contribution to Arizona by diverse populations.
	S1 C4 PO2 S1 C4 PO3 S1 C4 PO6 S1 C6 PO4 / PO5 S1 C6 PO6 S2 C2 PO1 S3 C1 PO4 S3 C2 PO2	use context to determine meaning of word determine the difference between figurative and literal language identify synonyms for given words use graphic organizers / connect information in text to experience use reading strategies for comprehension describe historical/cultural aspects in cross-cultural literature. locate information in expository text interpret details from functional text
WRITING	S1 C1 PO1 / PO5 S2 C3 PO1 / PO2 S3 C2 PO1 / PO2 S3 C2 PO3	generate ideas / maintain record of ideas match use of voice with audience record information (notes, charts, etc.) / write an expository paragraph write a journal entry
MATH	S1 C2 PO1 / PO2 S3 C2 PO1	add and subtract whole numbers describe the rule in a function (input/output model)

Tubac is one of the oldest Spanish settlements in present-day Arizona. It was started on the banks of the Santa Cruz River long before Arizona became a territory in 1854, and later a state in 1912. Prior to historic contact, the area was inhabited by the O'odham Indians who survived by hunting, gathering and farming. Although the O'odham had no written history before Father Kino, they believe themselves to be descendents of the Hohokam.

The nomadic Apaches, who came from the north, are believed to have arrived in Arizona sometime in the early 1600s, extending south into present-day Mexico. They made their living by hunting, gathering and raiding. The Apaches primarily raided for food and goods, not to kill. Surprisingly few people died from these raids throughout the Mission history. However, raids on missions, Tubac, and other surrounding settlements were numerous, making Spanish settlement very difficult. Despite the raiding, it's very important to stress that not all of the Apaches were raiders. Many lived peacefully by farming, hunting and gathering.

Father Kino, who came to the Pimería Alta in 1687, and other missionaries traveled up and down the Santa Cruz River valley converting the native people to Christianity and establishing missions which often grew into larger settlements. The missionaries brought new plants and trees, cattle, horses, and new ways of farming and storing food.

From the establishment of the mission visita (*the Padres visited but didn't live there*) at Tumacácori in 1691 until the 1730s there was minimal Spanish settlement in the Tubac area. In 1736 silver was found in a rancho called Arizona, (*located on the border halfway between Nogales and Saric, Mexico*). This brought on a mini silver-rush and prospectors and other settlers came to the area.

As a result of the Pima Revolt of 1751, the Spanish established a *Presidio* at Tubac in 1752, sending Spanish troops to protect the area. (*The Jesuit church at Tumacácori was built at this time.*) A presidio is a garrison of soldiers, living with their families and attracted others (*merchants, farmers, craftsmen, etc.*) to create a community.

The presidio offered protection, which attracted people to settle in, near and around it. Most residents lived in houses of adobe, based on traditional Spanish architecture.

Juan Bautista de Anza who was born, and lived his life in the area, became the commander of the Tubac Presidio in 1760 as a young man. Considered a hero in Spanish-American history, in 1774 he led an expedition from Tubac to found San Francisco, California. The next year he returned with over 300 settlers from the Pimería Alta to settle the San Francisco Bay area. Anza was later promoted to Governor of New Mexico.

In 1776, an Irishman by the name of Hugo O'Connor, moved the Presidio to establish a Spanish community in Tucson, and without protection the settlement of Tubac was abandoned until the reestablishment of Piman auxiliary troops in 1786. In 1781 another smallpox epidemic also accounted for the declining population, (*one of dozens of epidemics*).

On the 16th of September (*dieciseis de septiembre*) in 1810, Mexico claimed independence from Spain, and after ten years of fighting it became an independent country in 1821. Many Spanish soldiers, citizens and missionaries were exiled and Apache raids increased in the area. A commander of the northern frontier Presidios, Don Ignacio Zúñiga, estimated that between 1828 and 1835, a hundred villages in the area were destroyed and 5000 settlers were killed. (*Keep in mind that claims are often exaggerated.*)

As unsettled as the area was, Tubac managed to survive the crazy times. Much of the population in the valley was mostly *mestizo* (*a mixture of Indian and Spanish*). They were ranchers, farmers, merchants, etc. who owned their own property and possessions and settled here. Life, however, continued to be very difficult because of Apache raiding.

Mexico was going through difficult times and a civil war in the 1830s and 1840s. Under Santa Ana, the missions were "desecularized" and given to Spanish landowners.

Tension between the Mexicans and the new Anglo-American immigrants in Texas escalated into the Mexican-American War. It ended with the Treaty of Guadalupe Hidalgo in 1848. The treaty changed the land possessed by Mexico which extended as far north as the Gila River. It brought the first U.S. settlers and prospectors to the area. In 1849, as a result of the California Gold Rush, Tubac was abandoned for a second time. In 1854 the United States bought lands from Mexico for \$10,000,000 through the Gadsden Purchase and Tubac became part of the New Mexico Territory.

More and more people came to settle in Tubac and on March 3, 1859, Tubac printed "The Weekly Arizonian," the first newspaper in Arizona. Edward E. Cross, editor, operated the Washington hand press for three months after which it went to Tucson.

By the 1860s Arizona was established as a territory and mining had become a full operation in need of men to work in the mines. Soldiers came for the Civil War and stayed. There were farmers, soldiers, ranchers, miners, builders, cowboys, store keepers, a hotel owner, outlaws, Indians, sheepherders, traders, silver and gold prospectors. Many more settlers and families came with the arrival of the railroad in the 1880s which in turn brought stability.

Keep in mind that Tubac and the surrounding area continued to be affected by Apache raids and outlaws and the population fluctuated until Geronimo surrendered (1886) and the raids stopped.



UNIT IX - THE AMERICANS - BACKGROUND INFORMATION

In 1876 ten Tubac residents petitioned the Pima County Superintendent of Schools for a school. The following year Mr. T. Lillie Mercer became Tubac's first teacher, earning a salary of \$30 per year. There were about 30 students and three of them were children of Mr. Mercer, who also owned the Otero store. Class was held at one end of the store while dry goods, groceries, and liquor were sold at the other. *(You can see the Otero House today at Tubac Presidio State Historic Park).* Since most of the students were of Mexican descent, Spanish was included in the curriculum. In 1884 Mrs. Sarah M. Black came to teach in the Tubac school, the first schoolhouse in Arizona, and by 1885 there was a new adobe school with a packed dirt floor. By the 1890's there were over 115 students and sometimes as many as 140 students and three teachers.

Arizona before and at the turn of the century was still a wild place and violence was a way of life for many. Shootings were commonplace, and robberies of trains and stagecoaches occurred fairly regularly. The most famous gunfight happened in Tombstone, 1881, "The Gunfight at the OK Corral." The last stagecoach robbery in Arizona was in 1899. Joe Boot and his accomplice, Pearl Hart (*known as the "Girl Bandit"*), were brought to trial in 1900.

In 1901 Governor Murphy authorized the formation of the Arizona Rangers which lasted until 1909. The Rangers helped track down and arrest cattle rustlers and worked to suppress striking miners. In many ways they brought peace and stability to Arizona.

On Valentine's Day, February 14, 1912 President William Howard Taft signed the proclamation admitting Arizona as the 48th state. Although nothing is known about celebrations at Tubac specifically, citizens throughout the state turned out for various types of celebrations. In Prescott a statehood tree was planted in Courthouse Square; William Jennings Bryan spoke for two hours at the ceremonies in Phoenix; in Bisbee, miners set off dynamite; in Snowflake, residents blew up an anvil, and the University of Arizona dismissed its students, all 254 of them, from classes for the day.



**FICTIOUS CAPITAL AND FICTIOUS LANDSCAPES:
LAND FRAUD AND DISPOSSESSION IN SOUTHERN ARIZONA
FOLLOWING THE GADSDEN PURCHASE**

Thomas E. Sheridan, Ph.D.

The Southwest Center and the Department of Anthropology

This paper examines how Anglo speculators dispossessed two land-based communities while unsuccessfully attempting to transform land into the “fictitious capital” of grandiose development schemes in the Santa Cruz Valley of southern Arizona following the Gadsden Purchase. The first land-based community – the O’odham (Pima Indians) of Mission Tumacácori – saw their legitimate Spanish land grant of 1807 stolen from them by Manuel María Gándara, the most powerful caudillo of Sonora. Even though the O’odham occupied their land grant six to fifteen years longer than any other Hispanic land grant in southern Arizona, Gándara declared the grant abandoned and arranged to have his brother-in-law purchase it at public auction in 1844. Anglo speculators who purchased the grant from Gándara following the Gadsden Purchase attempted to win recognition of their title until the U.S. Supreme Court declared the sale invalid and wiped the Tumacácori land grant off the map in 1898. Local settlers immediately began filing homesteads on former grant lands, creating a second land-based community in the process.

Meanwhile, Judge John Watts, one of the lawyers who descended upon New Mexico following the Treaty of Guadalupe-Hidalgo and acquired control over millions of acres of Hispanic land grants there, conspired with Anglo miners in southern Arizona to locate one of the so-called Baca Floats in the Santa Cruz Valley, the heartland of Hispanic Arizona. Even though the Baca floats were supposed to be on lands that were vacant and non-mineral, Baca Float No. 3 encompassed Tubac, Tumacácori, and Calabasas as well as the silver-bearing western foothills of the Santa Rita Mountains. Multiple lineages of Watts’ “heirs” sought to confirm the Float for half a century despite opposition from local settlers and the Department of the Interior, which pointed out that the Float squatted atop lands that were being worked by farmers, ranchers, and miners. When the U.S. Supreme Court confirmed Baca Float No. 3 in 1914, many of those legitimate homesteaders were forcibly evicted from their lands.

Thus, the legacy of the Gadsden Purchase – in southern Arizona as well as New Mexico – was land fraud and dispossession despite the legal protections of two treaties between Mexico and the United States. A legitimate land grant was eliminated. A fictitious land grant was confirmed. O’odham and homesteaders working the land were dispossessed by Anglo speculators who traded paper titles and triggered the transformation of the social and physical landscapes of the upper Santa Cruz Valley. Those transformations paved the way for Rio Rico on Baca Float No. 3, an example of modern land fraud transplanted from Florida to Arizona during the 1960s and 1970s.

From a lecture by Dr. Sheridan based on his book:

Landscapes of Fraud - Mission Tumacácori, The Baca Float, and the Betrayal of the O'odham



LESSON OVERVIEW

Students will read, discuss and answer questions about selections from a historical newspaper while learning about United States history in the mid 1800s. They will then create their own mini-newspaper as a class.

Subjects

Art, Listening/Speaking, Reading, Social Studies and Writing

Preparation

Gather research materials pertaining to the time period between 1850 - 1912; set up your classroom as a hypothetical newspaper/print shop.

Materials

Copies of *Master Pages 9.7 and 9.8*; historical papers, documents, textbooks, or other information pertaining to the time period between 1850 - 1912,

Time

One or more sessions.

Vocabulary

summit, insurrection, signaling, Liberal, smelting, plundered, depredations, pursuit, ravages, millwright, affray, terminus, seminary, cholera, notorious, lurking, abrogated

Reference to the Encounters Box

O-8 The Weekly Arizonian newspaper

G-9 Tubac

Y-5 The Tubac Story

THE WEEKLY ARIZONIAN

Part I - Reading the News

1. Read aloud and discuss *The Weekly Arizonian* on *Master Pages 9.7 & 9.8*, section by section.
 2. Divide the class into five or six reading workgroups and have each group read a different assigned column or text.
 3. Ask each workgroup to re-read their assigned selection .
 4. Assign students, individually or in workgroups, to complete the Student Assignment at the bottom of *Master Page 9.7*.
- Editors - once completed, collect articles and edit them.
 - Layout Designers - put all the edited articles together to look like a newspaper.
 - Typesetters (*If you have access to computers*) - work closely with the layout designers to put the newspaper on the computer to make “camera ready” pages.
2. Set up the class as a newspaper room and have the students role play their various jobs. Make available other historical papers, documents, textbooks, etc. from this time period as research materials.

Part II - Creating a Newspaper

1. Assign each group one of the jobs listed below:
 - Reporters - research and write a short article about one of the historical themes or events described on *page 9.6*. (*Encourage them to use comics, political satire, etc. if appropriate.*)
3. Create a historical newspaper. Use each article as a stepping off place to discuss and explore U.S. and Arizona history, themes and events.

Historical Themes and Events:

- 1848** The Treaty of Guadalupe Hidalgo left questions about the Mexican and U.S. boundaries. President Franklin Pierce sent James Gadsden to purchase more land in 1853.
- 1851** U.S. Army troops and cavalry were sent to protect the settlers. They built forts near towns and mines, and helped to fight the Apaches and other tribes.
- 1854** Miners came to Arizona to look for gold and riches. Many native tribes resisted the miners because they knew that their success would bring more people who would steal their land.
- 1856** Edward Beale, an early explorer, convinced Congress to spend \$30,000 to buy 77 camels from North Africa.
- 1859** Arizona's first newspaper, The Weekly Arizonian was published.
- 1861** Chiricahua Apaches under Cochise's leadership went to war. Life for the settlers became extremely dangerous.
- 1862** The Civil War caused withdrawal of U.S. troops. Apache raids increased. Arizona was declared part of the Confederacy.
- 1863** Abraham Lincoln separated Arizona from the New Mexico Territory.
- 1867** The African-American Buffalo Soldiers earned a reputation as brave Indian fighters.
- 1870s** Governor Safford started a state-wide public school system.
- 1880s** The new settlers needed supplies and equipment brought by the Butterfield Mail or Southern Pacific Mail.
- 1880s** The financial success brought by the miners and rich cattlemen also attracted outlaws. Tucson and Tombstone became centers for outlaw activity in the wild west.
- 1883** The railroad began to replace horses and stagecoaches.
- 1886** Geronimo surrenders, the land became safe for the settlers. Arizona attracted many American cowboys.
- 1912** President Taft declared Arizona a state.

RESOURCES AND REFERENCES

Adventures in Arizona, Kate Ruland-Thorne and Linda Lawrence, Thorne Enterprises Publications, Inc., Sedona, AZ, (520) 282-7508;

Arizona: A History, Thomas E. Sheridan, Univ. of AZ Press, 1995;

Arizona Military Installations: 1752 - 1922, Richard Nearing and David Hoff, Gem Publ. Co., Tempe, AZ, 1995;

Cochise, Edwin R. Sweeney, Univ. of Oklahoma Press, 1991;

Geronimo, Angie Debo, Univ. of Oklahoma Press, 1976;

Hispanic Arizona: 1536 - 1856, James E. Officer, Univ. of AZ Press, 1987;

Landscapes of Fraud- Mission Tumacácori, The Baca Float, and the Betrayal of the O'odham, Thomas E. Sheridan, Univ. of Arizona Press, Tucson, 2006;

Tubac, Richard Wormser, The Tubac Historical Society, 1981.

ENRICHMENT

- Print and distribute copies of the class newspaper for other classrooms.
- Instead of doing this activity to introduce students to the history during this time period, use it to evaluate student's knowledge after studying these events.
- Consider a visit to Tubac Presidio State Historical Park to see the old printing press, or perhaps to a local paper-print room.

THE WEEKLY ARIZONIAN

Vol. 1.

TUBAC, ARIZONA MARCH 3, 1859

No. 9



KANSAS CITY GOLD MINES

The reports from the South Platte gold region announce new discoveries of the precious metal, and a large yield. The gold is fine float, or scale gold, intermixed with boulders, coarse gravel, and sand..



PATAGONIA MINING CO;

Col. Douglass Superintendent, they are progressing with fine success. They have a deep shaft sunk, and over one hundred tons of ore out of the ground. The smelting works will soon be in operation.



WANTED

THE SANTA-RITA SILVER MINING COMPANY

An experienced Smelter.

Also, good Barrateros, to work in the Salero Mine.

Apply to W. Wrightson, Tubac.



MILLWRIGHT

An experienced millwright can obtain employment and good wages on application to

S. H. LATHROP

DIRECTOR OF MINES,

Sonora Exploring and Mining Co.



INDIAN DEPREDATIONS

In order that our readers in "the states" may have an idea of the manner in which the people of Arizona are plundered by Indians, we give a few cases that have come to our knowledge within the past few weeks. There are a number of other instances which are omitted for want of names and dates. Most of these depredations were committed by the Pinal and Coyotero bands of Apaches.

On the 13th, took twenty head of cattle out of the corral at Fort Buchanan-followed, and fifteen head recovered. Also, on the same day, took eleven mules from Mr. Yancy, at Tubac, and being pursued lanced three mules.

25th, Attack on Sergeant Berry's party, at Whetstone Springs, twenty-two miles from Fort Buchanan; sergeants Berry and Kelly killed; also, three mules killed and one carried off. Kelly was a native of Ireland and had been 20 years in the service. Berry was an American, from Weston, Mo., and had served fifteen years. Both had just received an "honorable discharge" and were on their way to "the States."

On the 20th, all the animals belonging to Tumacacori Mission, three miles from Tubac, taken in broad day. Immediate pursuit by Mr. M'Coy and Captain Sharp, and the animals retaken.

Apaches in Sonora- Some two weeks since a party of two hundred Apache warriors passed Sopori Ranche on their way to Sonora on a plundering expedition. We learn that they extended their ravages further down into Sonora than ever before; and a few days since a part of the same company passed near Arivaca Ranche with seventy or eighty stolen animals.



MARRIED

At Calabasas Rancho, on the 18th February, by J. Ricord, Esq., Notary Public, Mr. - Boyd, to Miss Sarah Sutton, both of Calabasas.

At Tucson, Arizona, on Tuesday, March 1st, 1859, by J. Ricord, Esq., Mr. George P. Davis to Miss Ann Maria Ake, all of Sonoita Valley.



AN ENTERPRISING SHOWMAN

is exhibiting a company of trained fleas in the cities of the Atlantic States, to crowded houses. Their feats. as described in the papers, are truly surprising.



SHOOTING AFFRAY

At the Overland Mail station near Fort Yuma, not long since, a shooting affray took place between Edward George, and a man named Buchanan. George was badly wounded and Buchanan killed.



PERRY DAVIS VEGETABLE PAIN KILLER

This well established and successful remedy for the cure of cholera morbus, burns, scalds, cuts, etc., etc., is offered for sale wholesale and retail by

J.N. HARRIX & Co., No. 5 College building Cincinnati, Ohio.





**OVERLAND TO THE PACIFIC
THE SAN ANTONIO AND SAN
DIEGO MAIL LINE**

which has been in successful operation since July, 1857, is ticketing passengers through to San Diego, and also to all intermediate stations. Passengers and express matter forwarded in new coaches drawn by six mules over the entire length of our Line, excepting the Colorado Desert of 100 miles, which we cross on mule back. Passengers Guaranteed in their tickets to ride in Coaches, excepting the 100 miles, as above stated.

The coaches of our line leave semi-monthly from each end, on the 9th and 24th of each month, at six o'clock, A.M.

An armed escort travels through the Indian country with each mail train, for the protection of the mails and passengers.

Passengers are provided with provisions during the trip, except where the coach stops at Public Houses along the Line, at which each passenger will pay for his own meal.

Each passenger is allowed thirty pounds of personal baggage, exclusive of blankets and arms...



**MEXICAN HORSE
THIEVES**

On the 16th July., five Mexican horse-thieves visited the Spoor Rancho and stole five horses and one mule, belonging to C.C. Dodos and Col. Couglass. The same night a valuable horse was stolen from the Cerro Colorado mine. A party sent in pursuit succeeded in re-taking the horse stolen from Cerro Colorado, and captured two of the thieves; one, named Roques, is notorious as a bold and expert horse thief. Both are in jail at Siroca, a town in Sonora. The horses belonging to Mr. Dodson were also captured, but left at Siroca. Nothing but the most summary measures will put a stop to these depredations by Mexican thieves. If citizens would adopt the plan of shooting, on sight, all strange and suspicious Mexicans found lurking about their premises, it would doubtless have a salutary effect.



BENEFIT your enemies, that they at last may become your friends



A word of kindness is seldom spoken in vain. It is a seed which, even when dropped by chance, springs up a flower.



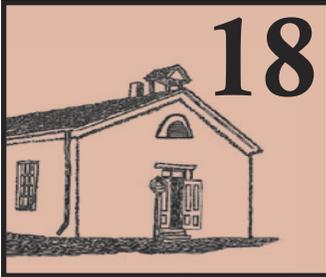
**DEATH OF GENERAL JAMES
GADSDEN**

The newspapers in the States announce the death of Gen. Gadsden, of South Carolina, who died at his residence in Charleston on the 29th of December, last, aged sixty years. Appointed Minister Plenipotentiary and Envoy Extraordinary of the United States to Mexico, in 1853. General Gadsden's name is chiefly associated with the Treaty executed in 1854, between Mexico and the United States. That instrument is generally known as the "Gadsden Treaty." Under its provisions, the boundary line between the two countries was definitely settled, a Commission was appointed to survey the line, and the 6th and 7th articles of the Treaty of Guadalupe-Hidalgo were abrogated; Mexico granting the free navigation of the Colorado river, and the Gulf of California; also relinquishing her title to the proposed territory of Arizona. The tract of country thus acquired was for a long time known as the "Gadsden Purchase." In consideration of the stipulations agreed upon on the part of Mexico, the United States guaranteed the payment to the Mexican government of the sum of ten millions of dollars. Mr. Gadsden since his retirement from diplomatic life, has taken no active part in national affairs.



STUDENT ASSIGNMENT

1. Read one column assigned by your teacher.
2. Answer the following questions.
 - List words that you do not know. Define at least one of them.
 - Name at least one interesting or amusing fact.
 - What are the main ideas from the reading.
 - How is the event or situation described different from today?
3. Write a paragraph describing what happened in your own words.



LESSON OVERVIEW

Using primary and secondary sources, students will research the lives of early Arizona school children and create a journal entry about a day in the life of the student.

Subjects

Math, Reading, Social Studies and Writing

Preparation

Read the background information; gather materials; make one copy of *Master Pages 9.11-9.15*.

Materials

Photocopies
Time
One or more
50 minute sessions.

Vocabulary

commerce, scuttle, recitations, scoffling, wicks

Reference to the Encounters Box

G-9 Tubac (book)
O-2 Tubac: A Day at School
Y-5 The Tubac Story
Y-6 Tubac Presidio State Historic Park

A DAY AT SCHOOL TUBAC 1880

Part I - BACKGROUND

1. Discuss why people came to the the Santa Cruz Valley including ranching, mining, farming and commerce. Further talk about events leading up to the need for a school. (See Background Information)
2. View the historic photograph of school children on *Master Page 9.11*. *What conclusions can be drawn from it in regards to clothing, ages of students, gender, architecture, etc.?*
3. Break the class into up to six small groups and assign one or more of the following to each group:

Games & Old Fashioned Remedies
(*Master Page 9.12*)

Student Names & Instructions to Teachers
(*Master Page 9.13*)

Punishments & Arithmetic
(*Master Page 9.14*)

4. In their workgroups, have students read and discuss their assigned papers, then compare and contrast their findings by making a Venn diagram, or large chart similar to the one below.
5. Ask each group to present and discuss their findings with the rest of the class.

THEN	NOW	SIMILARITIES

PART II - JOURNALS

1. Discuss the importance of journal writing. Describe how historical journals have played an important role to help us understand and research history. If possible, use examples of excerpts, journals and/or diaries both historical and present-day.
2. Hand out journal supplies for each student to make their own journal. (*brown paper bags, scissors, pens, colors, etc. Use the instructions described, asking each student to make their own journal.*)
3. Write the following questions on the board and assign students to answer two or more.

- *What did you pack for lunch today?*
- *What was your favorite food?*
- *How did you get to school?*
- *How far is school from your house?*
- *How long did it take?*
- *What kind of work do your parents do?*
- *Did anyone get in trouble in your class today, or during the last week?*
- *Describe what happened?*
- *What was the punishment?*
- *What did you do at recess?*
- *What games were played.*
- *What is your families heritage?*
- *Where are your grandparents from?*
- *Your great grandparents ?*
- *What did you wear today to school?*
- *What will you wear when you go home?*

RESOURCES AND REFERENCES

A Day at School, Teacher Guide & The Tubac Story Video, Tubac Presidio State Park, www.azstateparks.com/Parks/parkhtml/tubac.html;

A One Room School, Bobbie Kalman, Crabtree Pubs., 1994;

Coyote School News, Joan Sandin, Henry Holt and Co., 2003;

Schoolyard Games, Bobbie Kalman & Heather Levigne, Crabtree Pubs., 2001;

Tubac, Richard Wormser, The Tubac Historical Society, 1975.

ENRICHMENT

- Read *Coyote School News* by Joan Sandin. View the book at <http://books.google.com>, or more information available at <http://members.authorsguild.net/joansandin/work1.htm>.
- Recreate an 1880's classroom setting at your school.
- Participate in the "A Day at School" program at Tubac Presidio State Historic Park, (520) 398-2252, www.azstateparks.com/Parks/parkhtml/tubac.html



Games & Activities

Circle Games These are a lot of fun, and usually involve some active running and loads of laughter. Just to jog your memory, here are the instructions for a couple of favorites.

Duck, Duck, Goose The children sit in a circle, and someone is chosen to be "IT". IT walks around the outside of the circle, and as they walk, they pat each child on the head and say "Duck". Finally, one child is patted on the head and pronounced the "Goose". The Goose has to leap up and chase IT around the circle. If the Goose catches IT, IT has to go around again. If IT beats the Goose back to the opening in the circle, the Goose becomes IT. The procedure is repeated and another Goose is chosen.

Drop the Hanky This variation of Duck, Duck, Goose, requires a hanky for use in the game. This time IT walks nonchalantly around the circle, and slyly drops the hanky behind the back of their chosen child. This child must grab the hanky and try to tag IT before they can run around the circle and claim the vacated position. If the child does not tag IT, then they become IT and the game is repeated.

Singing Games These are very popular among the younger children. They include games such as Pop goes the Weasel, the Farmer in the Dell, and Ring of Roses.

Group Games & Parlor Games Much fun can be had playing games such as Blind Man's Bluff, Squeak Piggy Squeak, Hide'n Horry, and Hide and Go Seek. Older children and adults enjoy 20 Questions, Anagrams, and Charades.



Remedies

1. *Case for Hiccups - Stand and hold your left elbow for 7 minutes.*
2. *Sneezes - A cross of fresh cow dung on the chest.*
3. *Grasshopper juice is a cure for warts.*
4. *Toothache - Cut off the wart of a horse's leg and rub on the gum.*
5. *Dandruff - Whiskey and rosemary, castor oil and oil of almonds.*
6. *Burns - Rub with a raw potato.*
7. *Cuts - Apply a fresh spider web.*
8. *Keeping the feet warm will prevent the headache.*
9. *A dab of butter on the baby's nose will prevent colds.*

List of Territorial Period Student Names

This listing is a compilation of family names that occurred in the Tubac area during the 1880's.

William Lowe

Irene Mercer

Pauline Mercer

David Martinez

Lillie Bell Mercer

Pasqual Megory

Jesus Burrel

Anna Burrel

Nicolas Herreras

Elena Otero

Henry Jessup

Julia Parra

Lorraine Parra

Abrams Salcido

Pedro Salcido

Trinidad Verdin

Ramon Sardina

Barclay Newton

Fernando Otero

Thomas Casenega

1872 Instructions to the Teachers

1. Teachers will fill lamps, clean chimneys and trim wicks each day.
2. Each teacher will bring a scuttle of coal and a bucket of water for the day's use.
3. Make your pens carefully. You may whittle nibs for the individual tastes of children.
4. Men teachers may take one evening each week for courting purposes or two evenings a week if they go to church regularly.
5. After ten hours in the school the teacher should spend the remaining time reading the Bible and other good books.
6. Women teachers who marry or engage in other unseemly conduct will be dismissed.

PUNISHMENTS

LASHES

1. Boys and Girls Play Together 4
2. Fighting at School 5
3. Quarreling at School 3
4. Gambling or Betting at School 4
5. Playing Cards at School 10
6. Climbing for Every Foot Over Three Feet Up Tree 3
7. Telling Lies 7
8. Telling Tales Out of School 8
9. Giving Each Other Names 3
10. Swearing at School 8
11. Misbehaving to Girls 10
12. For Drinking Spiritous Liquors at School 8
13. Making Swings and Swinging on Them 7
14. For Wearing Long Finger Nails 2
15. Misbehaving to Persons on the Road 4
16. For Going to Girl's Play Places 3
17. For Going to Boy's Play Places 3
18. Coming to School with Dirty Faces and Hands 2
19. For Calling Each Other Liars 4
20. For Wrestling at School 4
21. For Wetting Each Other Washing at Playtime 1
22. Scuffling at School 4
23. For Going and Playing about the Mill or Creek 6
24. For going about the Barn or Doing any Mischief 7

Addition Table

5's	2's	3's	4's	6's	7's	8's	9's	10's
10	12	7	5	4	12	3	9	11
6	3	9	3	9	9	2	6	4
11	6	4	6	6	11	7	12	6
5	4	8	10	10	5	8	7	10
4	9	6	4	12	10	12	11	5
1	7	12	1	7	4	19	4	3
3	2	3	11	11	6	9	1	7
7	11	5	9	3	3	11	3	12
12	5	10	12	8	2	6	1	9
9	1	1	7	5	7	5	5	2
2	8	11	2	2	1	4	8	8
8	10	12	8	1	8	1	2	1

Add the first column of 5's downwards and upwards until the scholar has thoroughly mastered it. Do not allow pupil to repeat five and ten are fifteen, five and six are eleven, five and eleven are sixteen, etc., but require them to point on blackboard to each figure in the column, and give only results: downwards thus, 15, 11, 16, 10, 9, 6, 8, 12, 17, 14, 7 13; upwards, 13, 7, 14, 17 12, 8, 6, 9 10, 16, 11, 15.

Add the other columns in the same manner.

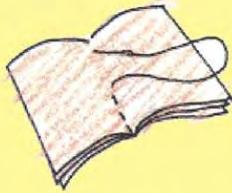
Subtraction Table

6's	2's	3's	4's	8's	5's	10's	7's	9's
15	12	9	13	14	11	10	17	12
10	9	11	10	18	15	15	13	9
9	7	5	14	12	13	20	8	19
16	11	12	12	16	9	14	7	17
14	8	10	4	13	5	16	10	14
12	6	8	6	11	8	11	14	18
8	10	6	9	9	6	17	11	15
11	5	4	5	15	10	13	16	10
6	3	7	8	8	7	7	12	12
13	2	3	7	10	12	19	9	14

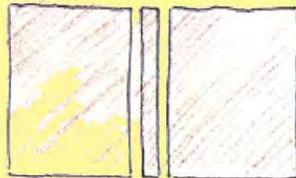
In teaching the line of "6's", do not allow the pupils to say six from fifteen leaves nine, six from ten leaves four, etc., but require them to point to each figure on the blackboard and give only results; downwards, thus, 9, 4, 3, 10, 8, 6, 2, 5, 0, 7; upwards, 7, 0, 5, 2, 6, 8, 10, 3, 4, 9.

HOW TO MAKE A HISTORICAL JOURNAL

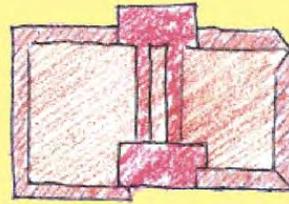
1. For a 32 page book, fold eight sheets in half.



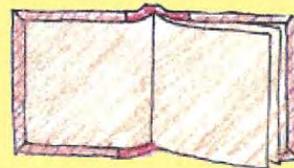
2. Use waxed thread to sew the pages together. Starting at the bottom, sew up, then sew back down on the other side.



3. Using book board, cut a strip for the spine, and two rectangles slightly larger than the pages.



4. Use cloth for the binding, and decorative paper for the cover.



5. Glue the outer pages to the inside of the cover.

