



Responsibility on the Ranch

An ADE Social Studies Trade Book Lesson

Author	ADE Content Specialists
Grade Level	4 th Grade
Duration	2 class periods

Aligns To
Social Studies: Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship <i>PO 2. Identify traits of character (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement of democracy.</i>
Strand 4: Geography Concept 1: The World in Spatial Terms PO 7. Locate physical and human features in Arizona using maps, illustrations, or images: a. physical (e.g., Grand Canyon, Mogollon Rim, Colorado River, Gila River, Salt River) b. human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam)
Concept 2: Places and Regions PO 3. Locate the landform regions of Arizona (plateau, mountain, desert) on a map. PO 4. Compare the landform regions of Arizona according to their physical features, plants, and animals
Reading Strand 1: Reading Process Concept 6: Comprehension Strategies PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.

Connects To
Social Studies: Strand 1: American History Concept 7: Emergence of the Modern United States PO 1. Describe the economic development of Arizona: a. mining b. ranching c. farming and dams
Concept 10: Contemporary United States PO 3. Describe the influence of key individuals (e.g., Sandra Day O'Connor, Carl Hayden, Ernest W. McFarland, Barry Goldwater, César Chavez, John McCain) in Arizona.

Overview

Being responsible is sometimes difficult for children when they are anxious to do something they want to do. Learning to be responsible is important for students in their everyday lives and as future citizens of our country.



Purpose

Students will learn a lesson about responsibility by hearing an autobiographical story of Sandra Day O'Connor as a young girl on her family's ranch in southeastern Arizona.

Materials

- *Chico: A True Story from the Childhood of the First Woman Supreme Court Justice* by Sandra Day O'Connor - 1 copy to read aloud
- Landform Regions of Arizona (unlabeled) Map – 1 per student
- Arizona Roads Map for teacher projection or classroom map of Arizona
- Colored pencils
- Student worksheet – 1 per student

Objectives

Students will:

- Identify qualities of character
- Locate the desert region of Arizona on a map of Arizona
- Identify plants and animals of the desert region of Arizona
- Recall information from a story

Lesson Components

Prerequisite skills: Students should know the three landforms regions of Arizona.

Session 1

1. Ask students to think if they have ever done something their parents or teachers told them they shouldn't do, something that wasn't safe? How did they feel? Were they worried or concerned? Were they afraid of what might happen? Tell them they are going to hear a story about a young girl who did something she didn't think her parents would mind. This girl lived on a ranch in southeastern Arizona.
2. Show the book cover to the students. Read the title, subtitle, and the author's name. Point out that this is a true story about Sandra Day O'Connor, the 1st woman Supreme Court Justice. Ask if any students have heard of her or can share what a Supreme Court Justice does. If students cannot explain the duties of a Justice, explain it to them.
3. Explain that a Supreme Court Justice exhibits or shows the qualities of character that are important to keeping and improving our democratic government. We expect our government officials to be fair, honest, tolerant (open-minded), loyal (faithful) to our government, and responsible (dependable and trustworthy). These qualities also make good citizens of our country. These are also some of the qualities we look for in our friends. Explain that children learn these qualities in many ways and practice them as they grow up. In the story, you'll hear how Sandra learned about being responsible (dependable and trustworthy) from her parents.



4. Read the story to the students, sharing the illustrations as you read.
5. After reading, ask students the following questions:
 - Where was Sandra's family's ranch?
 - What did Sandra do that she thought her parents wouldn't mind?
 - What happened that frightened Sandra?
 - What did her father say when she returned home?
 - What did Sandra learn about being responsible?
6. Tell students they will talk more about the story and learn where the Day ranch was located in Arizona in the next class.

Session 2

1. Review with students the information about the book, who it is about, what happens in the story, etc. Also review the character traits (qualities) that we look for in our government officials and citizens that were discussed in the last session. Remind students that the story they heard was a true story from the childhood of former Supreme Court Justice Sandra Day O'Connor, who grew up on a ranch in southeastern Arizona.
2. Project the Arizona Roads Map or use a classroom map of Arizona. Show students the approximate location of the Day Ranch, the Lazy-B, in Southeastern Arizona. This was a 155,000-acre ranch which Sandra's grandfather, Henry Clay Day, established in the 1880s when Arizona was still a territory. The family no longer owns the ranch.
Note: The Lazy B Ranch straddled the border of Arizona and New Mexico along the Gila River. It stretched from Highway 70 in the north – near the town of Duncan - in approximately a half-circle south and ended just north of Interstate 10. The other half of the ranch was in New Mexico.
3. Hand out the Landform Regions of Arizona map to students and project one for students to view. Have students find the location of the ranch on this map and mark the area with an X. (If students have difficulty transferring from one map to the other, project the Landform Map and help them locate the ranch.) Have students identify in which of the three landform regions the ranch is located and write the region's name on the map. (Desert)
4. Hand out the Student Worksheet. Read the questions together. Note that the last question comes from the class discussion in Session 1. Tell students that you will be reading the story again and they need to listen and look at the drawings carefully. After hearing the story, they will answer the questions and draw plants and animals from this landform region of Arizona on their map.
5. Read the story a second time, being sure all students have the opportunity to see the desert plants and animals pictured.
6. Have students complete Student Worksheet and Landform Regions of Arizona Map. Collect for assessment.



Assessment

Student worksheet is used for assessment.

Reading will be assessed with questions 1-5 on the Student Worksheet. Five points are possible. Four points is considered mastery.

Civics will be assessed with questions 6 -8 on the Student Worksheet. Six points are possible. Five is considered mastery.

Geography will be assessed with the student map. Eight points are possible. Seven is considered mastery.

- 1 point for correctly labeling the Desert landform area
- 1 point for correctly placing the Day Ranch
- 4 points for 4 desert animals drawn and colored
- 2 points for 2 desert plants drawn and colored

The question with an asterisk at the bottom of the worksheet is not assessed.

Extensions

Sandra's father talked about the importance of rain for the ranch; how everything at the ranch needed rain. Use the Arizona Rainfall Map at: http://alliance.la.asu.edu/maps/AZ_rain_web.pdf to discuss how much rain the area of the ranch usually receives in a year. This map is specifically designed for younger students and is a way to practice using different types of map with your students. Compare the rainfall totals with the Landform Regions titles. Students will see that there is great variation within each region. A labeled version of the Landform Regions Map is available at: <http://alliance.la.asu.edu/maps/AZLNDFRM.pdf>

Show students photos of former Justice O'Connor while on the Supreme Court.

http://www.oyez.org/justices/sandra_day_oconnor/photograph/sandra_day_oconnor_photo.jpg

Official portrait of the Rehnquist Court:

<http://usinfo.state.gov/journals/itdhr/0405/iide/formalcourt.jpg>

The O'Connor Paradise Valley house is currently being reconstructed on land adjacent to the Arizona Historical Society in Tempe and will be named the O'Connor House and Center for Civic Discourse. The home was built of adobe in 1958 by Sandra Day O'Connor and her husband John. The mud bricks were made near Mill Avenue in the Salt River and the former Justice and her husband hand-scraped each of the indentations in the adobe with an electric conduit. Check for information on its progress through the City of Tempe: <http://www.tempe.gov/>

Share a biography of Sandra Day O'Connor with students. Several versions for younger students are available.

Sandra Day O'Connor (First Biographies) by Gini Holland, Steck-Vaughn, 1997, ISBN 0817244557

Sandra Day O'Connor: Supreme Court Justice by Lisa McElroy. Millbrook Press, 2003, ISBN 0761325026

Sources

O'Connor, S. *Chico: A True Story from the Childhood of the First Woman Supreme Court Justice*. New York: Dutton Children's Books, 2005. ISBN 0-525-47452-8.



Background biographical information on Sandra Day O'Connor is available at:

http://www.historynow.org/04_2008/historian5.html

http://www.gale.cengage.com/free_resources/whm/bio/oconnor_s.htm

Maps courtesy of the Arizona Geographic Alliance: <http://alliance.la.asu.edu/azga/>

Key

Accept reasonable responses

1. close to the house anytime she wanted -1 point
2. rattlesnakes -1 point
3. she was going and stay away from the snakes-1 point
4. rode a little farther to see the new calf-1 point
5. walking-1 point
6.
 1. Stay close to the house -1 point
 2. Watch where she was going -1 point
7. Next time, be sure you always look where you and your horse are going and watch out for things in your path. -1 point
8. any three of the following (terms in parentheses acceptable) - 3 points
 - fair
 - honest
 - tolerant (open-minded)
 - loyal (faithful)
 - responsible (dependable or trustworthy)

Student map should have;

- the Desert Landform region labeled
- the Day Ranch marked with an X
- 4 desert animals mentioned or shown in the book
- 2 desert plants mentioned or shown in the book

Animals mentioned include: rabbits, antelope, skunks, badgers, birds, turtles, scorpions, coyotes, rattlesnakes

Plants mentioned include: cactus; various types of yucca are shown in the drawings

No ranch animals are acceptable.



Student Worksheet

Name _____

Write down the names of the plants and wild animals (not the ranch animals) you hear about or see in the story. Later you will draw them on your map. (If you don't know the name of a plant, draw it.)

On your map, draw and color 4 animals and 2 plants that live naturally in the landform region where the Day Ranch was located.

*Do you know if any of these plants or animals also live in another landform region? Name the ones that you think do and tell which region they live in.

Finish the following sentences about the story or answer the questions.



1. Sandra's parents said she could ride Chico in the pasture _____
_____.

2. Her mother warned her to watch out for _____.

3. Her mother also told her to watch where _____
_____, then she wouldn't get hurt.

4. Sandra wanted to see a new calf that was not in the pasture close to the house. She didn't think her parents would mind if she _____
_____.

5. A problem happened when Sandra was not looking where Chico was
_____.

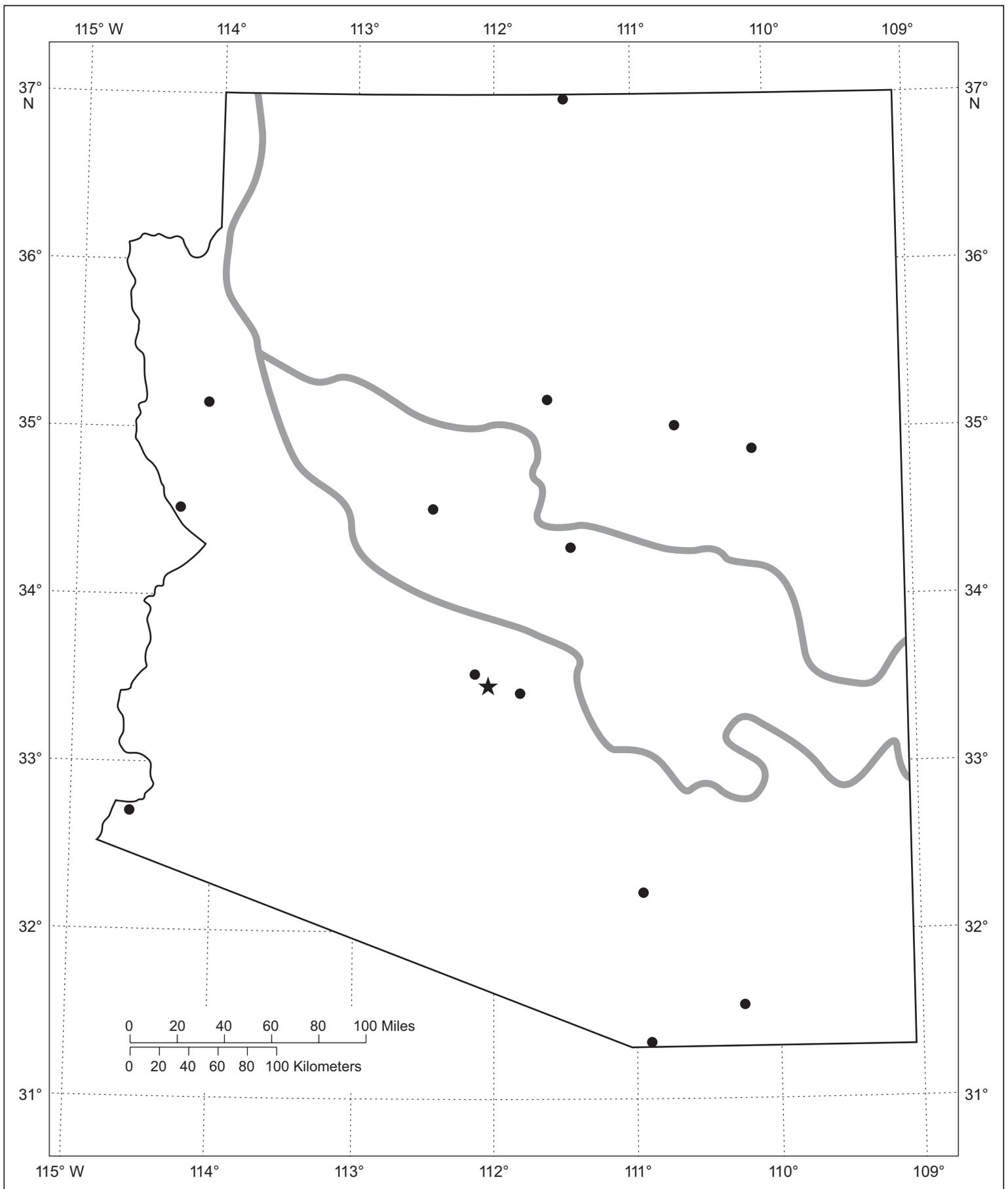
6. When Sandra returned home, she told her parents what had happened. What are two things her parents had told her that she forgot to do?

1. _____

2. _____

7. What did Sandra's father remind her about being responsible after hearing about what had happened?

8. From the class discussion, name three qualities of character that are important in keeping and improving our democratic government.



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Landform Regions of Arizona (unlabeled)

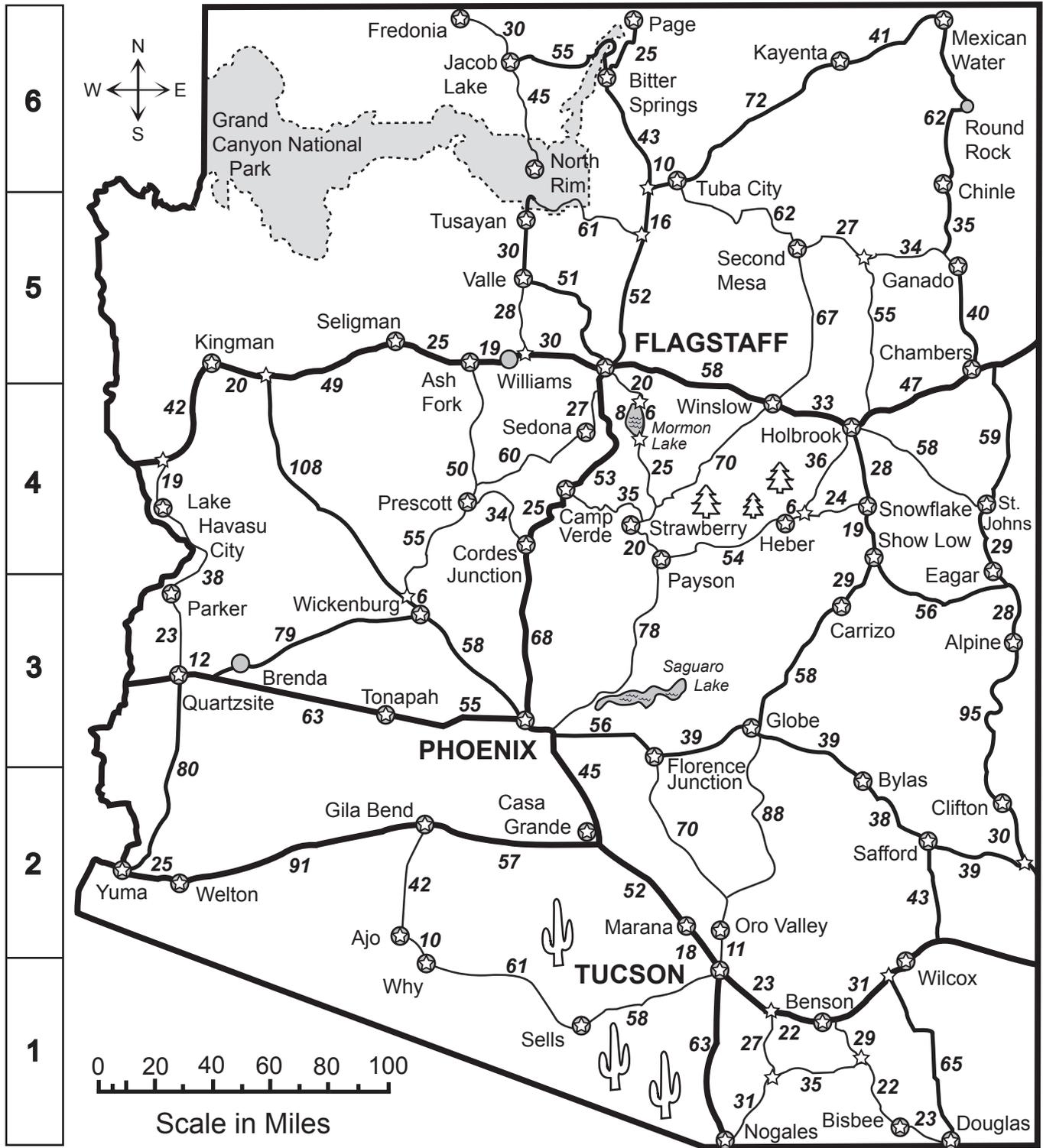


Courtesy: Arizona Geographic Alliance
Department of Geography, Arizona State University
Barbara Trapido-Lurie

Arizona Roads



Name: _____



A	B	C	D	E	F
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- Interstate Highways
- U.S. Routes
- State Routes

- City or Town
- The number indicates the amount of miles between stars.
- This indicates that a city and a mileage marker are at the same place.

AZROADS.PDF06



Courtesy: Arizona Geographic Alliance
Department of Geography, Arizona State University
Becky L. Eden