



ARIZONA  
HISTORICAL  
SOCIETY

## FIELD TRIP ACTIVITIES Grades 1-12



### Pioneer Museum

2340 N. Fort Valley Road  
Flagstaff, AZ 86001  
**928-774-6272**

### Riordan Mansion State Historic Park

409 W. Riordan Road  
Flagstaff, AZ 86001  
**928-779-4395**



The Arizona Historical Society, Northern Division invites you to bring your students to one or both of our locations in Flagstaff: the Pioneer Museum and Riordan Mansion State Historic Park. In this booklet, you will find information about the unique tours, demonstrations and hands-on activities available for your classes at our museums. AHS believes history education is a critically important part of teaching our youth to be engaged citizens. For more information on the importance of teaching history please see “The Value of History” at the back of this document.



**Weaving on peg looms**

Our guided tours offer historical storytelling and interpretation of objects, structures and the town of Flagstaff. Each tour, all our living history demonstrations and activities are tailored appropriately for the grade level of your class and connect to the Arizona State Educational Standards. Our history interpreters encourage students to think critically about the ways people lived in the past and how we live today. Guides work rigorously to create a safe space for students to ask meaningful questions about our collection, our town and the people who inhabited it.

We use the model of living history in our demonstrations and activities, bringing the past to life for students. Our guides and demonstrators compare and contrast how people lived in past centuries with the way we live today. Students gain an appreciation for the difficulties of pioneer life and an understanding of how technology and society have advanced in modern times.

At the Pioneer Museum, hands-on activities allow students to step into the shoes of early Flagstaff residents. Our offerings include activities like candle dipping, rope making and butter churning and demonstrations of skilled trades like blacksmithing, soap making and spinning. Each student will take home their creations giving them a tangible object to connect their experiences at the museum to. This helps students retain the information they learned on their field trip and gives them a conversation piece to spark discussion of the trip with family and friends.

At Riordan Mansion, students take a guided tour of the Arts and Crafts style home, and will learn about the many contributions to the community the Riordan Family made beginning in the 1880s. The Riordans were influential in building infrastructure and social institutions in Flagstaff and owned the Arizona Lumber and Timber Company, the largest employer in town at the time. When it was built in 1904, the Riordans' home contained all the latest technology available: electric lights, central heat, a built-in refrigerator and indoor plumbing. Our "Life Then and Now" tour allows students to compare and contrast life as it is today to how life was at the turn of the century for the Riordan family and the people who worked for them.

Our tours and activities are built around five major themes that focus the information we give to students and connect to the Arizona Department of Education's Academic Social Studies Standards in American History and Economics.

***AHS Mission: To collect, preserve, interpret, and disseminate the history of Arizona and the West.***

**AHS Education Core Values:**

- **History provides people with resources to connect with each other and our shared past.**
- **History and its study are critically important to society. Citizens without a knowledge of their past cannot make thoughtful, informed decisions about their future.**

***The Education Team Believes:***

- Knowing history provides people with improved decision making skills.
- History inspires people to think critically and to embrace change.
- History has the power to address a past wrong, provide a sense of justice, and give voice to the historically silent.
- History provides context for today.
- Museums bring people together by building community and connections.
- Our work is interesting, engaging, and fun.

## **AHS EDUCATIONAL THEMES:**

Our tours and activities are built around five major themes that focus the information we give to students and connect to the Arizona Department of Education's Academic Social Studies Standards in American History and Economics.

### **RACE & CLASS:**

We will explore and reveal how a person's class and race have influenced their historical experiences in Arizona.

### **TECHNOLOGY, MEDICINE & INDUSTRY:**

The Arizona Historical Society holds in its collections a myriad of information on technology, medicine, and industry, and we use these artifacts and stories as a point of exploration and learning in our museums and programs.

### **LAND USE & SUSTAINABILITY:**

Arizona's diverse ecosystems have been used by humans for centuries. Land use and issues surrounding sustainability have played and continue to play a critical role in the development of Arizona. Our programming facilitates understanding and discussion of those issues.

### **HOMESTEADING & WESTWARD EXPANSION:**

Homesteading and westward expansion have played a key role in Arizona history. We examine the effects of homesteading and westward expansion on indigenous peoples, settlers and the environment.

### **TRANSPORTATION & THE RAILROAD:**

Both the railroad and the interstate highway system have profoundly impacted Arizona's history and it is our responsibility to explore that relationship and its impact on Arizona and Arizonans.

The field trip activity descriptions that follow list the Performance Objectives from the State Standards as they relate to all the activities and demonstrations offered at the Pioneer Museum and Riordan Mansion State Historic Park.

## NATIONAL HISTORY DAY IN ARIZONA

The Arizona Historical Society coordinates Arizona's participation in National History Day. NHD is a yearlong academic competition for middle and high school students (6<sup>th</sup>-12<sup>th</sup> grade). Founded in 1974, the program teaches students critical thinking, research, and writing skills. In addition to their chosen project, all students create an annotated bibliography, a process paper, and are interviewed about their projects by judges at the regional, state and national competitions. Students choose the topic of their research individually, but each project must relate to the annual theme.

The program is designed to get students excited about research and history. Rather than focus on rote memorization and test taking, NHD emphasizes primary sources, creative projects and meaningful engagement. The program appeals to students at all levels. Advanced students and history lovers are able to challenge themselves and focus on topics that they find fascinating. Disengaged students, and those who find traditional history classes dull are able to choose projects that allow them to explore their creativity and engage with history in new ways that they find fun and interesting.

### **Competition Categories:**

Documentary Films  
Exhibits  
Research papers  
Performances  
Websites

### **Benefits of Participating in NHD**

- The program utilizes authentic assessment
- Teachers can shape the program to fit their classroom needs
- Students take ownership of their own work and learn responsibility
- NHD/DAZ Meets Arizona State Educational Standards
- The program fosters cooperative learning
- Students prepare for college-level English and History courses
- Looks great on college applications and resumes
- Students learn interview and communication skills
- The program supports creative thinking and offers options to students looking to work outside of traditional academic forms
- Students learn critical thinking and argumentative writing skills

For more information about participating in National History Day's regional competition in Flagstaff, held at Northern Arizona University each spring, please contact the **Pioneer Museum** at **928-774-6272**

Volunteer judges are also needed for the regional and state competitions. Continuing education credits are awarded to all judges. More information can be found at:

[NHDAZ.org](http://NHDAZ.org)

## PRICING INFORMATION FOR PIONEER MUSEUM:

### **Pioneer Museum and Grounds Tour Or Scavenger Hunt**

Adjusted by grade level

\$2/student

Chaperones admitted free

### **Downtown Flagstaff Walking Tour**

\$4/student

\$5/adult chaperone

### **Pioneer Museum—Hands-On Activities**

Best for grades 1-6

Butter Making	\$3/student
Candle Dipping	\$3/student
Cornhusk Doll Making	\$3/student
Rope Making	\$3/student

### **Pioneer Museum—Living History Demonstrations**

Best for grades 3-8 & high school

Blacksmith Demonstration	\$2/student
Chuck Wagon Demonstration	\$2/student
Civil War Demonstration	\$2/student
Heritage Garden Demonstration	\$2/student
Mountain Man Demonstration	\$2/student
Soap Making Demonstration	\$2/student
Spinning Demonstration	\$2/student
Playthings of the Past	\$2/student

### **Pre-Visit/Post-Visit Outreach**

If you would like, a representative from the museum you are going to can visit with your class at your school and give some background on Flagstaff history and what to expect on the field trip. Post-Visits are also available. There is no additional charge for pre or post-visits (The availability of an outreach visit is based on advance notice and volunteer and staff availability. Let us know if you are interested in an outreach when you schedule your field trip.)

**TO SCHEDULE A FIELD TRIP PLEASE CALL 928-774-6272**

**PRICING INFORMATION FOR RIORDAN MANSION  
STATE HISTORIC PARK:**

**Riordan Mansion State Historic Park Life Then and Now Guided Tour**

Best for grades 3-12

\$4/student grade K-8

\$8/chaperones & grades 9-12

**Teacher/Chaperone Guided Grounds Tour**

No additional charge, but plan for an additional 15-30 minutes if you would like to have students walk the grounds

**The Visitor Center**

No additional charge, but plan for an additional 15-30 minutes if you would like students to spend time in the Visitor Center

**Pre-Visit Outreach**

If you would like, a representative from Riordan Mansion State Historic Park can visit with your class at your school to present background information on early Flagstaff, how the Riordans contributed to the community, park rules and what to expect on your field trip. There is no additional charge for pre or post-visits (The availability of an outreach visit is based on advance notice and volunteer and staff availability. Let us know if you are interested in an outreach visit when you schedule your field trip.)

**Post-Visit Outreach**

After your tour, a representative from Riordan Mansion State Historic Park can visit with your class at your school to tell the story of the lumber operation in Flagstaff, and show then and now photos of Milton Road. There is no additional charge for pre or post-visits (The availability of an outreach visit is based on advance notice and volunteer and staff availability. Let us know if you are interested in an outreach when you schedule your field trip.)

**TO SCHEDULE A FIELD TRIP PLEASE CALL 928-779-4395**

# ACTIVITIES AVAILABLE FOR SCHOOL GROUPS

## RIORDAN MANSION STATE HISTORIC PARK

### **Life Then and Now Guided Tour**

#### **1 hour**

Our engaging guides will lead students in small groups, up to 15 people total, through the 13,000-square-foot Riordan Mansion built in 1904. A maximum of 30 students and chaperones can be accommodated per hour. Groups should consist of 1-2 chaperones and 13-14 students. Two groups of 15 people each can tour the house simultaneously. The first group of 15 starts on the hour, the second will follow about 5 minutes later. If your group has more than 30 people, another hour is needed for everyone to complete the tour.

The guided tour compares and contrasts what life was like in 1904 and the present day. Guides discuss the types of houses that people lived in, what "modern conveniences" they had, different jobs people held, what daily chores were like, and what people did for entertainment. Students learn how the Riordan Family contributed to the community through their business, employment, religious and social influence, and the basics of Arts and Crafts style architecture and furnishings.

### **Teacher/Chaperone Led Grounds Tour**

#### **15-30 minutes**

Teachers and/or chaperones can lead their groups on a self-guided tour of the mansion's grounds. A descriptive handout is provided for the self-guided tour of the estate. The handout discusses various sites on the grounds and takes students past the front of the mansion.

### **The Visitor Center**

#### **15-30 minutes**

Formerly the family's automotive garage, the Visitor Center has interpretive exhibits on the history of the Riordan family. By reading information and looking at pictures on display, students develop an understanding of who the Riordans were and what Flagstaff was like at the turn of the century. The Visitor Center also features a Touch Table where students can handle and examine objects from the past.

PRICE: \$4/student, \$8/chaperone

STANDARDS: 1SS-E4. PO 3, 4 1SS-F3, PO 1, 2, 3

## PIONEER MUSEUM

### TOURS

**30-60 minutes**

#### Grounds Tour

Students are led around our grounds by an interpreter and will see several historical artifacts. These include: a Baldwin Articulated Locomotive and attached 1940s Santa Fe Caboose; the Lockett Family Sheep Herders' Cabin; the Ben Doney Cabin; the County Hospital's Poor Farm Barn; the County Hospital's Auto Garage with a 1915 Model T Ford inside; the Chuck Wagon; and many pieces of logging and farming equipment from a variety of time periods. Viewing these structures and equipment will allow students to envision what life was like for the early settlers of Flagstaff. Our interpreters will connect the artifacts to our five overarching themes.

#### Museum Tour

Students are led through the Pioneer Museum by interpreters who explain the history of the main building, originally used as the Coconino County Hospital for the Indigent, and the objects on display, including the Vasquez Family Tortilla Machine, the Iron Lung, and many other objects relating to Northern Arizona history.

The second floor of our museum features rooms dedicated to different periods in American history from the 1890s to the 1960s. A timeline walks students through major national and international events and describes how Flagstaff was affected by those events. The museum also houses a Research Library which allows for a discussion of primary and secondary sources. Students will be introduced to many primary sources as they tour the museum and the grounds.

#### Scavenger Hunt at the Museum

Before touring the museum with an interpreter, students can work in small groups to locate items in the museum's collection and answer questions about. The interpreter reviews the answers, and offers more detailed information about the artifacts. This activity is best for older students, 4<sup>th</sup> grade and up, but can be adjusted for younger grades.

PRICE: \$2/student group rate

STANDARDS: Strand 1 C1-PO1, 2, 3, 4, 5; C5-PO 1, 2, 3, 4; C7-PO 1, 2, 3, 4; C8-PO 1. Strand 5 C1-PO 1, 2, 3, 4, 5, 6

#### Downtown Walking Tour—1 hour

Downtown walking tours typically begin at the main branch of the Flagstaff Public Library, the former site of Emerson School. Students walk from the library through downtown, stopping at various historic buildings and sites to learn about Flagstaff's early history. The tours, developed by our curator, are geared towards

the students' grade level and focus on stories and information that is interesting and engaging for kids. Tours last one hour and end back at the Public Library/Wheeler Park, however, start and ending meeting places can be adjusted depending on the class's needs.

PRICE: \$4/student  
\$5/adult chaperone

## **HANDS ON ACTIVITIES GRADES 1-5**

### **30 minutes**

#### **Butter Making**

Students use small dash churns to make their own butter, which they will be able to taste at the end of the activity. During the activity, our guides discuss homesteading and how people thrived before mass production and industrialization. Students learn about food preparation and family structures as they churn butter, a time-consuming process that was a regular chore for pioneer families. Students are shown historic butter churns and learn about the history of butter making. Butter sales were an important method of bringing in income, and were a way that women could contribute to their families or earn their own money.

PRICE: \$3/student

STANDARDS: Strand 1 C5-PO 1, 2, 3; C7-PO 1, 2; C8-PO 1. Strand 5 C1-PO 1, 2, 3, 4, 5, 6

#### **Candle Dipping**

Students make candles by dipping them in our mixture of beeswax and paraffin wax just like early settlers did. They will learn about the process of candle making, how pioneers lived and how much work went into keeping a home lit after dark before electricity became widely available. Students take the candles they make home with them.

PRICE: \$3/student

STANDARDS: Strand 1 C5-PO 1, 2, 3; C7-PO 1, 2; C8-PO 1. Strand 5 C1-PO 1, 2, 3, 4, 5, 6

#### **Cornhusk Doll Making**

Students learn to make their own corn husk doll which they take home with them. Our interpreters tell students stories about how children lived and played in the past. Students will be encouraged to examine the ways in which their play is similar to how children living hundreds of years ago played and how the act of playing evolved over time.

PRICE: \$3/student

STANDARDS: Strand 1 C5-PO 1, 2, 3; C7-PO 1, 2; C8-PO 1. Strand 5 C1-PO 1, 2, 3, 4, 5, 6

### Rope Making

Students use our rope making machines to make their own ropes by twisting fibers into a rope. This lesson touches on the physics of rope making and the importance of ropes throughout history. Students will learn how rope changed the world: how it was used by early peoples in traditional crafts, hunting, fishing and farming, as well as how important it remains to civilization today.

PRICE: \$3/student

STANDARDS: Strand 1 C5-PO 1, 2, 3; C7-PO 1, 2; C8-PO 1. Strand 5 C1-PO 1, 2, 3, 4, 5, 6



**Blacksmith demonstration**

## **LIVING HISTORY DEMONSTRATIONS**

(Dependent upon availability of demonstrators)

**30-45 minutes**

### Blacksmith Demonstration

Our blacksmith discusses the history of working with metals, the tools used, the materials created in the shop, and the importance of having blacksmiths in a community.

PRICE: \$2/student

STANDARDS: Strand 1 C5-PO 1, 2, 3; C7-PO 1, 2; C8-PO 1. Strand 5 C1-PO 1, 2, 3, 4, 5, 6

### Chuck Wagon Demonstration with Cookie

Cookie teaches students what it was like to be a cook on a cattle drive. Cookie shows students what tools he uses to cook large quantities of food for hungry cowboys as they travel across prairies on cattle drives, how he stores provisions and supplies in his chuck wagon, and what cowboys eat on the trail—coffee, beans, biscuits and meat. Cookie was an important figure on a cattle drive and sometimes also had to take on the role of barber or dentist on the trail.

PRICE: \$2/student

STANDARDS: Strand 1 C5-PO 1, 2, 3; C7-PO 1, 2; C8-PO 1. Strand 5 C1-PO 1, 2, 3, 4, 5, 6

### Civil War Demonstration

Costumed Civil War reenactors teach students about weapons and tactics used to fight the war. They also discuss Arizona's connections to Civil War history and how race and class played a large part in the war.

PRICE: \$2/student

STANDARDS: Strand 1 C5-PO 1, 2, 3; C6-PO 1; C7-PO 1, 2; C8-PO 1. Strand 5 C1-PO 1, 2, 3, 4, 5, 6

### Heritage Garden Demonstration

Our Master Gardener/Interpreter takes students through the heirloom garden and discusses gardening, farming and composting basics with them. Historically, Flagstaff locals referred to the County Hospital and its surrounding acreage as the "Poor Farm." Plots were leased to local farmers with the understanding that they would donate a portion of their crops, typically alfalfa and potatoes, to the hospital. These crops were used to feed patients and horses, and were sold to markets to fund the hospital's operations. Students learn about the history of the Poor Farm, and how people fed themselves and their animals before the invention of modern supermarkets. We discuss issues around crop failure, immigration, potato blight, land use, homesteading, and sustainability. We attempt to build a connection to the origins of our food for students, many of whom do not have access to farms and gardens in which to watch the transformation of a seed as it grows into a vegetable and finally becomes a meal. We do not use herbicides or pesticides in our garden.

PRICE: \$2/student

STANDARDS: Strand 1 C5-PO 1, 2, 3; C7-PO 1, 2; C8-PO 1. Strand 5 C1-PO 1, 2, 3, 4, 5, 6

### Mountain Man Demonstration

The Mountain Man teaches students about the American Fur Trade in the 1820s. Beginning with the Louisiana Purchase and Louis and Clark's expedition to map the West, the talk covers a year in the life of a Mountaineer living in uncharted territory. The Mountain Man discusses how he scouts locations, traps beaver, skins and trades fur, trades with local native tribes, survives the harsh winters in the wilderness, works with other fur traders and participates in the annual Rendezvous event to trade his furs for goods and supplies. The Mountain Man demonstrates the equipment he uses including his rifle, traps, food, and a how to make a fire with flint and steel. (This demonstration can be done at the museum or in your classroom.)

PRICE: \$2/student

STANDARDS: Strand 1 C1-PO 1, 2, 4; C5-PO 2, 3, 4. Strand 5 C1-PO 1, 2, 3, 4, 5, 6, 7

### Soap Making Demonstration

Students watch as our interpreter makes pioneer soap. Using fats and oils, like olive, coconut and palm in place of animal fat, the interpreter demonstrates how settlers lived and how much labor went into keeping a homestead clean and functioning. This activity is adjusted based on grade level. Younger children get to smell different herbs and oils used in the soap making process, while older children learn more detailed information about the chemistry behind soap making and the dangers faced by pioneers when using lye to launder their clothing. Students also learn how pioneers managed their personal hygiene using various leaves and herbs since early soaps would burn skin.

PRICE: \$2/student

STANDARDS: Strand 1 C5-PO 1, 2, 3; C7-PO 1, 2; C8-PO 1. Strand 5 C1-PO 1, 2, 3, 4, 5, 6

### Spinning Demonstration

An interpreter demonstrates how wool is spun into yarn to create clothing and other textiles used by pioneers. Our interpreter takes students through the whole process beginning with the sheering of the sheep, washing of the wool, carding, spinning, using a loom, and finally creating a wearable garment or usable textile.

PRICE: \$2/student

STANDARDS: Strand 1 C5-PO 1, 2, 3; C7-PO 1, 2; C8-PO 1. Strand 5 C1-PO 1, 2, 3, 4, 5, 6

Playthings of the Past Toy Demonstration

Our interpreter shows students a variety of toys from different time periods. They are asked to consider how these toys are similar to toys children play with today and how and why play has changed over time. In addition to thinking about how children played in the past, we discuss the responsibilities that pioneer children took on, including chores, care of siblings and work.

PRICE: \$2/student

STANDARDS: Strand 1 C5-PO 1, 2, 3; C7-PO 1, 2; C8-PO 1. Strand 5 C1-PO 1, 2, 3, 4, 5, 6

**OUR PROGRAMS CONNECT TO THE FOLLOWING ARIZONA STATE EDUCATIONAL STANDARDS:**

**Social Studies Standard Articulated by Grade Level Strand 1: American History**

<p><b>Concept 1: Research Skills for History</b>  <b>Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.</b></p>				
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<p><b>PO 1.</b> Retell personal events to show an understanding of how history is the story of events, people, and places in the past.</p>	<p><b>PO 1.</b> Place important life events in chronological order on a timeline.</p>	<p><b>PO 1.</b> Place important life events in chronological order on a timeline.</p>	<p><b>PO 1.</b> Use timelines to identify the time sequence of historical data.</p>	<p><b>PO 1.</b> Use the following to interpret historical data:                      a. timelines – B.C.E. and B.C.; C.E. and A.D.                      b. graphs, tables, charts, and maps</p>
<p><b>PO 2.</b> Listen to recounts of historical events and people and discuss how they relate to present day.</p>	<p><b>PO 2.</b> Retell stories to describe past events, people, and places.</p>	<p><b>PO 2.</b> Place historical events from content studied in chronological order on a timeline.</p>	<p><b>PO 2.</b> Recognize how archaeological research adds to our understanding of the past.</p>	<p><b>PO 2.</b> Describe the difference between primary and secondary sources.</p>

<b>PO 3.</b> Sequence recounts of historical events and people using the concepts of before and after.	<b>PO 3.</b> Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	<b>PO 3.</b> Recognize how archaeological research adds to our understanding of the past.	<b>PO 3.</b> Use <i>primary source materials</i> (e.g., <i>photos, artifacts, interviews, documents, maps</i> ) and <i>secondary source materials</i> (e.g., <i>encyclopedias, biographies</i> ) to study people and events from the past.	<b>PO 3.</b> Locate information using both primary and secondary sources.
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### Concept 1: Research Skills for History

**Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.**

Grade 5	Grade 6	Grade 7	Grade 8
<b>PO 1.</b> Use the following to interpret historical data: a) timelines – B.C.E. and B.C.; C.E. and A.D. b) graphs, tables, charts, and maps	<b>PO 1.</b> Construct charts, graphs, and narratives using historical data.	<b>PO 1.</b> Construct charts, graphs, and narratives using historical data.	<b>PO 1.</b> Construct charts, graphs, and narratives using historical data.
<b>PO 2.</b> Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).	<b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.	<b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.	<b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.
<b>PO 3.</b> Describe the difference between primary and secondary sources.	<b>PO 3.</b> Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).	<b>PO 3.</b> Construct timelines (e.g., presidents/world leaders, key events, people.)	<b>PO 3.</b> Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied.
<b>PO 4.</b> Locate information using both primary and secondary sources.	<b>PO 4.</b> Formulate questions that can be answered by historical study and research.	<b>PO 4.</b> Formulate questions that can be answered by	<b>PO 4.</b> Formulate questions that can be answered by

		<i>historical study and research.</i>	<i>historical study and research.</i>
<b>PO 5.</b> Describe how archaeological research adds to our understanding of the past.	<b>PO 5.</b> Describe the difference between primary and secondary sources.	<b>PO 5.</b> Describe the relationship between a primary source document and a secondary	<b>PO 5.</b> Describe the difference between a primary source document and a secondary source document

<b>Concept 5: Westward Expansion</b> Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
		<p><b>PO 1.</b> Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States.</p> <p><b>PO 2.</b> Identify reasons (e.g., economic opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.</p> <p><b>PO 3.</b> Discuss the experiences (e.g., leaving homeland, facing unknown challenges) of the pioneers as they journeyed west to settle new lands.</p>		<p><b>PO 2.</b> Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.</p>
		<p><b>PO 4.</b> Describe how new forms of transportation and communication impacted the westward expansion of the United States:</p> <p>a. transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads)</p>		

		b. communication (e.g., Pony Express, telegraph) <b>PO 5.</b> Discuss the effects (e.g., loss of land, depletion of the buffalo, establishment of reservations, government boarding schools) of Westward Expansion on Native Americans.		
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**Concept 5: Westward Expansion**

**Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.**

<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>PO 2.</b> Describe the different perspectives (e.g., Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.			
<b>PO 3.</b> Identify major westward migration routes of the 19 <sup>th</sup> Century.			
<b>PO 4.</b> Describe how manufacturing, textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion.			

**Concept 7: Emergence of the Modern U.S.**

**Economic, social, and cultural changes transformed the U.S. into a world power.**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>

			<p><b>PO 1.</b> Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.</p> <p><b>PO 2.</b> Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p>	<p><b>PO 1.</b> Describe the economic development of Arizona:</p> <ol style="list-style-type: none"> <li>mining</li> <li>ranching</li> <li>farming and dams</li> </ol> <p><b>PO 2.</b> Describe the advent of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona's growth and economy.</p> <p><b>PO 3.</b> Identify key individuals and groups (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise) related to Arizona territorial days and early statehood.</p>
				<p><b>PO 4.</b> Recognize that Arizona changed from a territory to a state on February 14<sup>th</sup> 1912</p>

<b>Concept 8: Great Depression &amp; WWII 1929 – 1945</b>				
<b>Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.</b>				
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
				<p><b>PO 1.</b> Describe changes in the lives of U.S. and Arizona residents during the Great Depression:</p> <ol style="list-style-type: none"> <li>poverty</li> <li>unemployment</li> <li>loss of homes or businesses</li> <li>migration</li> </ol>

**Social Studies Standard Articulated by Grade Level Strand 5: Economics**

<b>Concept 1: Foundations of Economics</b>
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The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.				
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>PO 1.</b> Discuss different types of jobs that people do.	<b>PO 1.</b> Discuss the difference between basic needs and wants.	<b>PO 1.</b> Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.	<b>PO 1.</b> Identify how scarcity requires people to make choices due to their unlimited wants and needs.	<b>PO 1.</b> Explain the decision for a personal spending choice.
<b>PO 2.</b>  Match simple descriptions of work with the names of those jobs.	<b>PO 2.</b> Recognize that people need to make choices because of limited resources.	<b>PO 2.</b> Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can't also go to the park).	<b>PO 2.</b> Identify opportunity costs in personal decision-making situations.	<b>PO 2.</b> Identify that specialization improves standards of living (e.g., medical care, home building, agriculture).
<b>PO 3.</b> Give examples of work activities that people do at home.	<b>PO 3.</b> Recognize that some goods are made locally and some are made elsewhere.	<b>PO 3.</b> Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).	<b>PO 3.</b> Identify goods and services (e.g., fire and police protection, immunizations, library) provided by local government.	<b>PO 3.</b> Give examples of how voluntary exchanges of goods and services can be mutually beneficial (e.g., ice cream vendor receives money, child receives ice cream; doctor receives monetary benefit, patient receives care).

<b>Concept 1: Foundations of Economics</b>				
The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.				
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>PO 4.</b> Discuss differences between needs and wants.	<b>PO 4.</b> Recognize that people are buyers and sellers of goods and services.	<b>PO 4.</b> Recognize that people trade for goods and services.	<b>PO 4.</b> Give examples of trade in the local community (e.g., farmers supply the grocer).	

<b>PO 5.</b> Recognize various forms of U.S. currency.	<i><b>PO 5.</b> Recognize various forms of U.S. currency.</i>	<b>PO 5.</b> Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).	<b>PO 5.</b> Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world.
<b>PO 6.</b> Recognize that people use money to purchase goods and services.	<b>PO 6.</b> Recognize that people save money for future goods and services.	<b>PO 6.</b> Recognize that some goods are made in the local community and some are made in other parts of the world.  <b>PO 7.</b> Discuss how people can be both producers and consumers of goods and services.	<b>PO 6.</b> Discuss how producers use natural, human, and capital resources to create goods and services.

### **Concept 1: Foundations of Economics**

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>PO 1.</b> Identify the opportunity costs (i.e., separation from family, indentured service) associated with expeditions to the New World.	<b>PO 1.</b> Identify how limited resources and unlimited human wants cause people to choose some things and give up others.	<b>PO 1.</b> Explain how limited resources and unlimited human wants cause people to choose some things and give up others.	<i><b>PO 1.</b> Explain how limited resources and unlimited human wants cause people to choose some things and give up others.</i>
<b>PO 2.</b> Describe how specialization (e.g., division of labor) improved standards of living in the three colonial regions and the Pre-Civil War North and South.	<b>PO 2.</b> Determine how scarcity, opportunity costs, and trade-offs influence decision-making.	<b>PO 2.</b> Analyze how scarcity, opportunity costs, and trade-offs influence decision-making.	<i><b>PO 2.</b> Analyze how scarcity, opportunity costs, and trade-offs, influence decision-making.</i>
<b>PO 3.</b> Identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America.	<b>PO 3.</b> Explain why specialization improves standards of living.	<b>PO 3.</b> Identify how governments and businesses make choices based on the availability of resources.	<b>PO 3.</b> Analyze how individuals, governments and businesses make choices based on the availability of resources.



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# Thank you!

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