

Tumbleweed Ranch Program Description
Daily Life in Chandler in 1910s and 1920s
Length of visit: 2 hours
Grade level: 3 (adapted for other grade levels as needed)

Summary:

This field trip will explore home life, work, entertainment, and commerce in Chandler during the town's earliest years. The tour includes hands-on activities and is aligned with state content standards in social studies, science, math, and the arts.

Learning Plan:

1. Introduction as a whole group at the Red Shed Theater. Expectations, sequence of events, and introduction of Museum staff will be discussed. Students will be split into four groups of 10-15, with 2-3 chaperones per group.
2. @ the McCroskey House: Students will explore a 1917 kit home ordered from a catalogue and perform a variety of chores kids would have done during the 1910s and 1920s in Chandler.
3. @ the Grocery Store: As shoppers and clerks, students will have a shopping list, budget, and ledger to make purchases and sales in the store. Students will learn about products, production, and consumption of the era.
4. @ the Agricultural station: Students will follow cotton from a seed to jeans. Students will simulate picking and processing cotton and explore multiple stages of the process.
5. @ the Red Shed Theater: Students will learn about entertainment and technology of the 1910s and 1920s. Students will listen to radio recordings from the time.

Enduring Understandings:

- People in Chandler in the 1910s and 1920s interacted with technology differently than today.
- Changes in technology, such as electricity and transportation, allowed Chandler to be more connected to the rest of Arizona and the United States.
- Growing cotton in the late 1910s changed how Arizona was connected to the world.
- Things can have different value to different people.

Essential Questions:

- How has technology changed our standard of living?
- How did *where* people live influence *how* they lived?
- What are the pros and cons of technological progress?
- How am I connected to people in the past?
- What is the difference between needs and wants?
- How does something acquire value?

Sub-questions:

How is our home life different because of technology?
How has technology changed the process of agriculture?

<p>Knowledge:</p> <ul style="list-style-type: none"> • Wants and Needs • Chronology • Primary sources • Agriculture • Transportation • Communication • Producers • Consumers • Timeline 	<p>Skills:</p> <ul style="list-style-type: none"> • Identify differences in use of technology between 100 years ago and today • Communicate how the desert affected daily life in early Chandler • Sequence historical processes
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<p>Predictable Misunderstandings and Errors:</p> <ul style="list-style-type: none"> • Most events have a single, obvious cause and obvious effects. • If it is in a history book, it must be true. • Life was harder for Chandler’s first residents. • Life was boring without technology that we use now. • Value stays the same over time.
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<p>State Curriculum Standards- Grade level 3:</p> <p>Social Studies (Arizona’s Social Studies Standard, 2006): S1 C1 PO3 Use primary source and secondary source materials to study people and events from the past. S4 C4 PO4 Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied. S4 C4 PO6 Discuss the major economic activities and land use (e.g., harvesting natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied. S5 C5 PO1 Discuss costs and benefits of personal spending and saving choices.</p> <p>Science(Arizona Academic Standards in Science, 2005): S3 C2 PO2 Describe the development of different technologies (e.g., communication, entertainment, transportation, medicine) in response to resources, needs, and values. S4 C1 PO1 Describe the function of the following plant structures:</p> <ul style="list-style-type: none"> • roots – absorb nutrients • stems – provide support • leaves – synthesize food • flowers – attract pollinators and produce seeds for reproduction <p>Math (Arizona College and Career Ready, 2013): 3.OA.C.7 Fluently multiply and divide within 100 [. . .]</p> <p>Arts (Arizona Academic Standards in the Arts, 2015): DA.CR.1.3a Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions and pathway designs through leading and following improvisational strategies. MU.RE.11.3a Demonstrate knowledge of expressive attributes and how they support creators’/performers’ expressive intent.</p> <p><i>Continued on next page</i></p>

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State Curriculum Standards- Grade level 3, continued:

MU.RE.11.3b Describe how context (e.g. social, cultural, and historical) can inform performance.

English Language Arts (Arizona College and Career Ready, 2013):

3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Classroom Suggestions:

Pre-visit suggestions:

- Create a timeline of important dates in Chandler.
- Retell how your family came to Chandler.
- Track the weather in Chandler.
- Track the things you do for fun for one week.
- Identify Chandler's location in relation to Phoenix, Arizona, the United States, and the world on a series of maps.
- Practice math word problems involving money.
- Journal the kinds of technology you use every day.
- Read *The House in the Mail* by Rosemary and Tom Wells, Illustrated by Dan Andreasen, 2002.
- Read *From Cotton to T-Shirt* by Robin Nelson, 2013.

Post-visit suggestions:

- Respond to writing prompt: How is my life different than life in the 1910s and 1920s?
- Create a chart, bar graph, or other graph to chart how prices for particular items have changed.
- Create your own recipe book using your family's recipes.
- Write a newspaper article about how desert weather affects daily life.
- Go on a driving tour to view alfalfa, cotton, and other agriculture areas in and around Chandler.

Additional resources:

- Visit ChandlerpediA at <http://chandlerpedia.org> for access to primary sources and additional information on Chandler history. Go to the "For Teachers" section and click on Field Trips to access resources for each field trip station.