Tumbleweed Ranch Field Trip

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?
Knowledge:
- Wants and Needs
- Chronology
- Primary sources
- Agriculture
- Transportation
- Communication
- Producers
- Consumers
- Timeline

Skills:
- 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

Predictable Misunderstandings and Errors:
- 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.

State Curriculum Standards- Grade level 3:

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.

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:
  - roots – absorb nutrients
  - stems – provide support
  - leaves – synthesize food
  - flowers – attract pollinators and produce seeds for reproduction

Math (Arizona College and Career Ready, 2013):
- 3.OA.C.7 Fluently multiply and divide within 100 [ . . . ]

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.

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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](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.