

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. In this booklet, you will find information about the unique tours, demonstrations and hands-on activities available for your classes at our museums.

Our guided tours offer interesting interpretation of Northern Arizona and Flagstaff's history. Each of our tours and all our living history demonstrations and activities are tailored appropriately for the grade level of your class and connect directly to the Arizona State Educational Standards. Our interpreters and guides encourage students to think critically about people and their past lives while making important connections to how we live and situations we face today. Guides work rigorously creating a safe space for students to ask meaningful questions about our objects, our town and the people who inhabited it.

Our demonstrations and activities will help your students bring the past alive through their participation of living history and hands-on activities. Our interpreters compare and contrast past centuries with the way we live today developing in students an appreciation for the challenges faced by Arizona's earlier residents, thus fostering an understanding technology and society through time.

At the Pioneer Museum, hands-on activities allow students to step into the shoes of early pioneers by making candles for nighttime lighting of homestead, churning butter for meals, creating a corn husk doll to play with, and by making rope for use on their farms, wagons, in the mines, or at their sheep camp. Each student will take home their creations which gives them a tangible object with which to connect their experiences at the museum. 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 learn about the Riordan family, so instrumental in the building of Flagstaff. The Riordans' Arts and Crafts style home contained all the latest technology available in 1904 when it was built: electric lights, central heat, a built-in refrigerator and indoor plumbing.

Our tours and activities are built around five major themes which we use to focus the information we give to students and connect to the Arizona Department of Education's Academic Standards—Social Studies Standard Strand One: American History and Strand Five: Economics. The 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. Our themes include:

- Class & Race
- Technology, Medicine & Industry
- Land Use & Sustainability
- Homesteading & Westward Expansion
- Transportation & the Railroad

While we do charge for our programs we believe you will find the following price structure a great value.

**PRICING INFORMATION:**

**Riordan Mansion Guided Tour**

Best for grades 3-8 & high school

\$4/student  
\$8/chaperone

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

Adjusted by grade level

\$2/student  
1 chaperone per every 5 students admitted  
free, additional chaperones \$6 each

**Pioneer Museum—Hands-On Activities**

Best for grades 1-5

Butter Making	\$2/student
Candle Dipping	\$2/student
Cornhusk Doll Making	\$2/student
Rope Making	\$2/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
Toy Demonstration	\$2/student

**Pre-Visit Outreach**

If you would like, a representative from the museum you are going to can visit with your class 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 & staff availability. So let us know if you are interested when you schedule your field trip.)

# ACTIVITIES AVAILABLE FOR SCHOOL GROUPS

## PIONEER MUSEUM

### TOURS

**30-45 minutes**

#### Grounds Tour

Students will be lead around our grounds by a history interpreter where they will see several historical artifacts and learn the history of each one. Artifacts include: a 1929 Baldwin Articulated Locomotive and attached 1940s caboose, which students can enter; the Lockett Family Sheep Herders' Cabin (1883); the Ben Doney Cabin (1908); the County Hospital's Poor Farm Barn (1910); the County Hospital's Auto Garage with a 1915 Model T Ford inside; a 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 and compare and contrast it to how we live today. Our interpreters will connect the pieces to our five overarching themes.

#### Museum Tour

Students will be led through the Pioneer Museum by our excellent, engaging interpreters who will explain the history of the main building, originally used as the Coconino County Hospital for the Indigent (1908), and the objects on display, including our Vasquez Family's tortilla making machine, our 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 1800s to the 1960s with timelines and descriptions of what was happening in those eras here in Flagstaff, in America and in the world. Our museum also houses a Research Library which gives us the opportunity to discuss the differences between primary and secondary sources with students. They will be introduced to many primary sources as they tour the museum and the grounds.

#### Scavenger Hunt

Before touring the museum with an interpreter, students will work in small groups to locate items in the museum's collection and answer questions about them on their own. Then the interpreter will go over the answers, offer more detailed information about the artifacts and answer questions. 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

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

**30 minutes**

### **Butter Making**

Students will churn their own butter in small jars, which they will be able to taste at the end of the activity. During the activity our guides will discuss homesteading and how people thrived before mass production and industrialization. Students will learn about food preparation and family structures as they churn butter, a time consuming process that was a regular chore for pioneer families. Students will see 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: \$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

### **Candle Dipping**

Students will 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. They will get to take the candles they make home with them.

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

### **Cornhusk Doll Making**

Students will learn to make their own corn husk doll which they can take home with them. They will learn about the history of corn husk dolls. Our interpreters will 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 play and toys have evolved over time.

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

### Rope Making

Students will use our rope making machine 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, and how important it remains to civilization today.

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

## **LIVING HISTORY DEMONSTRATIONS**

**30-45 minutes**

(Dependant upon availability of demonstrators)

### Blacksmith Demonstration

Our blacksmith will discuss 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

Cookie will teach students what it was like to be a cook on a cattle drive. Cookie will show students what tools he used to cook large quantities of food for hungry cowboys as they traveled across prairies on cattle drives, how he stored provisions and supplies in his chuck wagon, and what cowboys ate on the trail—coffee, beans, biscuits and meat. He will also demonstrate some of the weapons used on the trail. 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 will teach students about weapons and tactics used to fight the war. They will 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 will take students through our heirloom garden and discuss gardening and farming and composting basics with them. From 1908-1938 the land around the Coconino County Hospital for the Indigent, now the Pioneer Museum, was used as a 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. Patients who were well enough were expected to work on the farm.

Today our museum garden, inspired by the "war gardens" of World War I, grows corn, potatoes, tomatoes, zucchini, cucumbers, red and green lettuce, rhubarb, Swiss chard, Cascadia Peas, radishes, turnips and local wildflowers used as pollinators to attract insects. Students will learn about the history of the poor farm, how people fed themselves and their animals before the invention of modern supermarkets. We will 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

Our Mountain Man will teach 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 will cover a year in the life of a Mountaineer living in uncharted territory. The Mountain Man will discuss how he scouted locations, trapped beaver, skinned and traded fur, traded with local native tribes, survived the harsh winters in the wilderness, worked with other fur traders and participated in the annual Rendezvous event to trade his furs for goods and supplies. The Mountain Man will demonstrate the equipment he used 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 will watch as our interpreter makes soap as the early pioneers would have. Using fats and oils, like olive, coconut and palm, in place of animal fat, the interpreter will demonstrate how settlers lived and how much labor went into keeping a homestead clean and functioning. This activity will be adjusted based on age level. Younger children will get to smell different herbs and oils used in the soap making process, while older children will learn more detailed information about the chemistry behind soap making and the dangers faced by pioneers when using lye to launder their clothing. Students will 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 will demonstrate how wool is spun into yarn to create clothing and other textiles used by pioneers. Our interpreter will take 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

#### Toy Demonstration

Our interpreter will show students a variety of toys from different time periods. They will be 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 will also 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

## **RIORDAN MANSION**

### **Life Then and Now Guided Tour 1 hour**

Our excellent, engaging guides will lead students in small groups, of up to 15, through the 13,000 square foot Riordan Mansion built in 1904. We offer 45-minute interpretive tours of the house, featuring information on Riordan family history, Arts and Crafts style architecture and furnishings, and local history. A descriptive handout is provided for a self-guided tour of the estate surrounding the mansion.

The guided tour will compare and contrast what life was like in 1904. Guides talk about the types of houses that people lived in, what "modern conveniences" they had, what daily chores were like, and what people did for entertainment. They will also learn how the Riordan Family contributed to the community through their business, employment, religious and social influence.

The Visitor Center, formerly the family automotive garage, has introductory interpretive exhibits on the history of the Riordan Family. Students will develop an understanding of what life was like for the Riordan children and how they interacted with various occupations.

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

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

#### **Procedure:**

1. Get to Riordan at least 15 minutes BEFORE your tour is scheduled to start.
2. Divide up into 2 groups (if you have more than 15 people). There must be 1 or 2 adults in each group.
3. One group will start their tour first with a guide and a few minutes later the other group will start with another guide.
4. Inform students (before arriving at the park) that they have to stay on the red carpet at all times and they are not allowed to touch anything in the house.



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

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

<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>				
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<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.	<b>PO 1.</b> Place important life events in chronological order on a timeline.	<b>PO 1.</b> Place important life events in chronological order on a timeline.	<b>PO 1.</b> Use timelines to identify the time sequence of historical data.	<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 2.</b> Listen to recounts of historical events and people and discuss how they relate to present day.	<b>PO 2.</b> Retell stories to describe past events, people, and places.	<b>PO 2.</b> Place historical events from content studied in chronological order on a timeline.	<b>PO 2.</b> Recognize how archaeological research adds to our understanding of the past.	<b>PO 2.</b> Describe the difference between primary and secondary sources.
<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 primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.	<b>PO 3.</b> Locate information using both primary and secondary sources.

**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.**

<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<i><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</i>	<b>PO 1.</b> Construct charts, graphs, and narratives using historical data.	<i><b>PO 1.</b> Construct charts, graphs, and narratives using historical data.</i>	<i><b>PO 1.</b> Construct charts, graphs, and narratives using historical data.</i>
<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.	<i><b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.</i>	<i><b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.</i>
<i><b>PO 3.</b> Describe the difference between primary and secondary sources.</i>	<i><b>PO 3.</b> Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).</i>	<i><b>PO 3.</b> Construct timelines (e.g., presidents/world leaders, key events, people.)</i>	<b>PO 3.</b> Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied.
<i><b>PO 4.</b> Locate information using both primary and secondary sources.</i>	<b>PO 4.</b> Formulate questions that can be answered by historical study and research.	<i><b>PO 4.</b> Formulate questions that can be answered by historical study and research.</i>	<i><b>PO 4.</b> Formulate questions that can be answered by historical study and research.</i>
<i><b>PO 5.</b> Describe how archaeological research adds to our understanding of the past.</i>	<i><b>PO 5.</b> Describe the difference between primary and secondary sources.</i>	<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> <p>b. communication (e.g., Pony Express, telegraph)</p> <p><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.</p>		

<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.			
Grade 5	Grade 6	Grade 7	Grade 8
<p><b>PO 2.</b> Describe the different perspectives (e.g., Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.</p>			

<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.			

<b>Concept 7: Emergence of the Modern U.S.</b> 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>				
Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				<b>PO 1.</b> Describe changes in the lives of U.S. and Arizona residents during the Great Depression: <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>				
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.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<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).
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<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.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<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>PO 5. 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.	

<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.			
Grade 5	Grade 6	Grade 7	Grade 8
<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>PO 1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others.</i>

<p><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.</p>	<p><b>PO 2.</b> Determine how scarcity, opportunity costs, and trade-offs influence decision-making.</p>	<p><b>PO 2.</b> Analyze how scarcity, opportunity costs, and trade-offs influence decision-making.</p>	<p><i><b>PO 2.</b> Analyze how scarcity, opportunity costs, and trade-offs, influence decision-making.</i></p>
<p><b>PO 3.</b> Identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America.</p>	<p><b>PO 3.</b> Explain why specialization improves standards of living.</p>	<p><b>PO 3.</b> Identify how governments and businesses make choices based on the availability of resources.</p>	<p><b>PO 3.</b> Analyze how individuals, governments and businesses make choices based on the availability of resources.</p>