

Mahaffie Stagecoach Stop & Farm Historic Site

Education Programs for the 2011-2012 School Year

matched with Kansas & Missouri Education Standards

Mahaffie education programs are fun for students and they will help you meet the needs of your curriculum.

Growing up Victorian (Grades K-2)

Kansas Standards

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 1: The student understands how limited resources require choices.

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

***Indicator 1:** The student gives examples of types of jobs that he/she does within the family. (Kindergarten)

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the significance of important individuals and major developments in history.

***Indicator 1:** The student identifies and explains how tools and technology used in the home/school meet people's needs. (Kindergarten)

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

***Indicator 1:** The student compares and contrasts daily life of a historic Plains Indian family, a pioneer family, and a modern family in Kansas. (2nd Grade)

***Indicator 2:** The student compares and contrasts his/her own life with life in a city and/or a rural community. (Kindergarten)

Benchmark 4: The student engages in historical thinking skills.

Missouri Standards

Social Studies Standard 2: Knowledge of continuity and change in the history of Missouri, the United States, and the world. (American History)

Benchmark 1: Knowledge of the ways Missourians have interacted, survived, and progressed from the distant past to present times. (Grades K-4)

Benchmark 2: Knowledge of the contributions of non-Missourians. (Grades K-4)



Social Studies Standard 4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).

Benchmark 1: Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events. (Grades K-4)

Benchmark 2: Economic decision-making. (Grades K-4)

Social Studies Standard 5: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment.

Benchmark 4: Relationships within places (Human-Environment Interactions). (Grades K-4)

Wagons Ho (Grades 3-8)

Kansas Standards

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 1: The student understands how limited resources require choices. (Grades 3-8)

***Indicator 1:** The student explains how scarcity of resources requires individuals, communities, states, and nations to make choices about goods and services (e.g., what food to eat, type of housing to live in, how to use land). (Grade 5)

***Indicator 1:** The student identifies substitutes and complements for selected goods and services (e.g., substitutes: sod houses vs. wood houses, wagons vs. railroads; complements: trains and rails, wagons and wheels). (Grade 7)

Benchmark 2: The student understands how the market economy works in the United States. (Grades 3-8)

***Indicator 3:** The student describes how changes in supply and demand affect prices of specific products. (Grade 5)

Geography Standard: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 2: The student analyzes the human and physical features that give places and regions their distinctive character. (Grades 3-8)

***Indicator 5:** The student identifies ways technology or culture has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development). (Grade 7)



History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the significances of important individuals and major developments in history. (Grades 3-4)

***Indicator 4:** The student describes how communication and transportation systems connect Kansas to other regions, past and present (e.g., trails, Pony Express, telegraph, steamboats, railroad lines, highway systems, air transportation, Internet). (Grade 4)

***Indicator 5:** The student compares and contrasts the purposes of the Santa Fe and Oregon-California Trails (e.g., commercial vs. migration). (Grade 4)

***Indicator 6:** The student describes life on the Santa Fe and Oregon-California Trails (e.g., interactions between different cultural groups, hardships such as lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon). (Grade 4)

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the early years of the United States. (Grade 8)

***Indicator 5:** The student analyzes how territorial expansion of the United States affected relations with external powers and American Indians (e.g., Louisiana Purchase, concept of Manifest Destiny, previous land policies-Northwest Ordinance, Mexican-American War, Gold Rush).

Benchmark 4: The student engages in historical thinking skills. (Grades 3-8)

Missouri Standards

Social Studies Standard 2: Knowledge of continuity and change in the history of Missouri, the United States, and the world. (American History)

Benchmark 1: Knowledge of the ways Missourians have interacted, survived, and progressed from the distant past to present times. (Grades K-4)

***Specification:** Summarize the events in westward expansion, including people's motivation, their hardships and Missouri as a jumping-off point to the West. (Grade 4)

Benchmark 2: Knowledge of the contributions of non-Missourians. (Grades K-4)

Benchmark 5: Westward expansion and settlement of the United States. (Grades 5-8)

***Specification:** Investigate the causes and consequences of Westward Expansion, including Texas and the Mexican War, Oregon Territory, and California Gold Rush. (Grade 5)

***Specification:** Assess the significance of Westward Expansion including the Louisiana Purchase, Lewis and Clark Expedition, Missouri Compromise, Texas and the Mexican War, Oregon Territory, and California Gold Rush. (Grade 8)

Social Studies Standard 4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).

Benchmark 1: Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events. (Grades K-4)

Benchmark 1: Economic concepts. (Grades 5-8)

***Specification:** Apply the following economic concepts: scarcity, supply and demand, trade-offs (opportunity cost). (Grades 5-6)

Benchmark 2: Economic decision-making. (Grades K-4)

Social Studies Standard 5: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment.

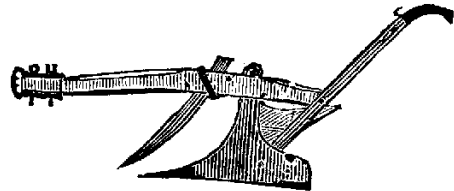
Benchmark 4: Relationships within places (Human-Environment Interactions). (Grades K-4)

Benchmark 7: Relationships between and among places. (Grades 5-8)

J.B. Mahaffie had a Farm (Grades 3-8)

Kansas Standards

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.



Benchmark 1: The student understands how limited resources require choices. (Grades 3-8)

***Indicator 1:** The student explains how scarcity of resources requires individuals, communities, states, and nations to make choices about goods and services (e.g., what food to eat, type of housing to live in, how to use land). (Grade 5)

***Indicator 1:** The student identifies substitutes and complements for selected goods and services (e.g., substitutes: sod houses vs. wood houses, wagons vs. railroads; complements: trains and rails, wagons and wheels). (Grade 7)

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage. (Grades 3-4)

Benchmark 4: The student engages in historical thinking skills. (Grades 3-8)

Missouri Standards

Social Studies Standard 2: Knowledge of continuity and change in the history of Missouri, the United States, and the world. (American History)

Benchmark 2: Knowledge of the contributions of non-Missourians. (Grades K-4)

Social Studies Standard 4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).

Benchmark 1: Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events. (Grades K-4)

Benchmark 1: Economic concepts. (Grades 5-8)

***Specification:** Apply the following economic concepts: scarcity, supply and demand, trade-offs (opportunity cost). (Grades 5-6)

Benchmark 2: Economic decision-making. (Grades K-4)

Home on the Range (Grades 3-8)

Kansas Standards

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.



Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage. (Grades 3-4)

Benchmark 3: The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860s - 1870s). (Grade 7)

***Indicator 3:** the student determines the significance of the cattle drives in post-Civil War Kansas and their impact on the American identity (e.g., Chisholm Trail, cowboys, cattle towns).

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and turning points in the era of the Industrial era. (Grade 8)

***Indicator 2:** The student explains the impact of the railroad on the settlement and development of the West (e.g., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents).

Benchmark 4: The student engages in historical thinking skills. (Grades 3-8)

Note from the Mahaffie Staff:

This program emphasizes the Hispanic roots of the American cowboy. Almost all of the skills and words that are part of the American cowboy's world came from the Mexican vaquero through contact between Anglo and Hispanic cultures in what became the American Southwest after the Mexican-American War. Most of the early cattle drives, just before and immediately following the Civil War, had Missouri as their destination.

Missouri Standards

Social Studies Standard 2: Knowledge of continuity and change in the history of Missouri, the United States, and the world. (American History)

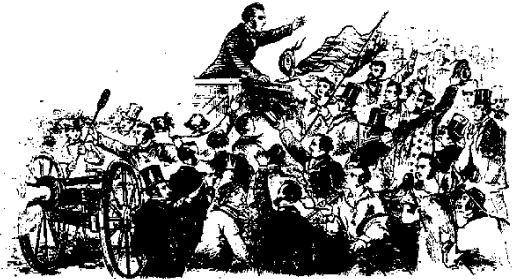
Benchmark 1: Knowledge of the ways Missourians have interacted, survived, and progressed from the distant past to present times. (Grades K-4)

Benchmark 2: Knowledge of the contributions of non-Missourians. (Grades K-4)

The Tragic Prelude (Grades 3-8)

Kansas Standards

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.



Benchmark 1: The student understands how limited resources require choices. (Grades 3-8)

***Indicator 1:** The student explains how scarcity of resources requires individuals, communities, states, and nations to make choices about goods and services (e.g., what food to eat, type of housing to live in, how to use land). (Grade 5)

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the significances of important individuals and major developments in history. (Grades 3-4)

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage. (Grades 3-4)

Benchmark 2: The student understands individuals, groups, ideas, events, and developments during Kansas territory and the Civil War (1854-1865). (Grade 7)

***Indicator 2:** The student describes how the dispute over slavery shaped life in Kansas Territory (e.g., border ruffians, bushwhackers, jayhawker's the Underground Railroad, free-staters, abolitionists).

***Indicator 3:** The student analyzes the importance of "Bleeding Kansas" to the rest of the United States in the years leading up to the Civil War (e.g., national media attention, caning of Senator Charles Sumner, Emigrant Aid Societies, Beecher Bible and Rifle Colony, poems of John Greenleaf Whittier, John Brown).

***Indicator 6:** The student describes important events in Kansas during the Civil War (e.g., Quantrill's Raid on Lawrence, the Battle of Mine Creek, recruitment of volunteer regiments).

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and the causes and effect of the Civil War. (Grade 8)

Indicator 4: The student explains the issues that led to the Civil War (e.g., slavery, economics, and state's rights).

Benchmark 3: The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history. (Grades 3-4)

Benchmark 4: The student engages in historical thinking skills. (Grades 3-8)

Indicator 5: The student identifies and compares information from primary and secondary sources. (Grade 3-5)

Writing Standard: The students write effectively for a variety of audiences, purposes, and contexts. (Grades 3-8)

Benchmark 1: The student writes narrative text using the writing process.

Missouri Standards

Social Studies Standard 2: Knowledge of continuity and change in the history of Missouri, the United States, and the world. (American History)

-Benchmark 1: Knowledge of the ways Missourians have interacted, survived, and progressed from the distant past to present times. (Grades K-4)

***Specification:** Explain Missouri's role in the Civil War, i.e., Missouri as a border state (Grade 4)

-Benchmark 2: Knowledge of the contributions of non-Missourians. (Grades K-4)

-Benchmark 8: Understanding the causes and consequences of the Civil War (Grades 5-8)

***Specification:** Identify political, economic and social causes and consequences of the Civil War and Reconstruction. (Grade 5)

***Specification:** Interpret political, economic and social causes and consequences of the Civil War and Reconstruction. (Grade 8)

Social Studies Standard 7: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents).

-Benchmark 1: Identify, select, use and create appropriate resources for social science inquiry. (Grades K-4)

***Specification:** Identify primary and secondary sources (diaries, letters, people, interviews, journals and photos). (Grades K-4)

-Benchmark 1: Using primary and secondary sources. (Grades K-4)

Communication Arts Standard 4: Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes).

