

# Sixth Grade - Wichita Cottage Energy of Yesteryear Tour

## Alignment with USD 259 Social Studies Standards

### Government Standard

**Benchmark 1** – The student understands the rule of law as it applies to family, school, local, state, and national governments.

Example – Students will comply with safety rules in riding and disembarking from the vehicles that bring them to the museum and follow rules of courtesy and caution during their tour.

**Benchmark 2** – The student understands the shared ideals and the diversity of American society and political culture.

Example - Students will recognize museums as sources of information about material culture.

**Benchmark 4** – The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Example – Students will identify a museum tour as a privilege that requires responsible behavior in studying the material presented from the teacher resource guide and observing “museum manners” during the tour.

### Economics Standard

**Benchmark 1** – The student understands how scarcity of resources requires choices.

Example – Students will describe the choice of fuels available to 1890s Wichita homeowners and the trade-offs involved in those choices.

Example – Students will receive museum passes that they may choose to use for free family admission to the museum for a return visit.

**Benchmark 2** – The student understands the shared ideals and the diversity of American society and political culture.

Example - Students will describe differences and similarities between household architecture, mechanical systems, and social customs of 1890 and those of today.

## **Geography Standard**

**Benchmark 1** – The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Example – Students will use the student map in the teacher resource guide to locate the compass, legend, cardinal directions, the museum and surrounding streets, other area buildings and public spaces, available parking, and the West entrance to the museum for their visit.

**Indicator 5b** – The student identifies the relationship between the advances in technology and the acquisition and use of resources.

Example - Students will describe similarities and differences between energy use in the Wichita homes of 1890 and those of today.