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6/23/2003

These activities were developed with funding from the State Historical Fund.
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OVERVIEW

Students will be able to discuss differences in food that was popular in the early 1900’s and the food that they eat today, and the possible reasons for the changes that they see.

STANDARDS

• Economics Standard 3.1: Students understand that the exchange of goods and services creates economic interdependence and change.

OBJECTIVES

After completing this activity, students will:
• be exposed to primary sources, and understand the importance of doing research using primary sources.
• use critical thinking skills to reason the change in food over the last 75 years.

INQUIRY QUESTIONS

• What kinds of food did people eat in Colorado from 1850-1900?
• What foods were similar to those you eat today?
• What foods were different from those you eat today?
• Where did the food served in the city come from?
• How did people pay for their food?
• Why were certain types of food in short supply at times?

MATERIALS

• Doing History CD-ROM disk or website:
  Photos from Cities/Food, Clothing, Shelter
  Primary source material, pages 1 and 2 from Cities topic
PROCEDURE

1. Using pages 1 & 2 of the Cities primary source booklet, students will read about different foods of the early 1900’s.

2. Students will look at CD-ROM disk photos from Cities/Food, Clothing, Shelter.

3. Students will discuss in small groups the inquiry questions, and elect a recorder to take notes on the discussion.

4. Student groups will elect one person from the group to present the groups ideas to the rest of the class.

ASSESSMENT

Students will understand that the group’s grade will be based on the single presentation from their group. It is important that they choose someone who will represent them well in front of the class. The presentation should answer 5 of the 6 questions to meet standard.
Designing a Late 1800’s Home

Kim Hamilton
Carbondale Elementary
Carbondale, Colorado

OVERVIEW

Students will analyze primary sources and draw conclusions about the different kinds of homes that would have been built for people in Colorado in the late 1800’s.

STANDARDS

• Reading and Writing Standard 1: Students read and understand a variety of materials. This includes using a full range of strategies to comprehend materials such as directions, nonfiction material, rhymes and poems, and stories.

• History Standard 2.2: Students know how to interpret and evaluate primary and secondary sources of historical information.

OBJECTIVES

After completing this activity, students will be able to:

• Interpret information from historical photographs and text.
• Draw conclusions about what kinds of homes different Coloradoans lived in at the turn of the century.
• Outline plans and building materials for two different homes

INQUIRY QUESTIONS

• What different building materials were used? Why were different materials chosen for different homes?
• How many rooms were in most homes? How many rooms were in most mansions? What kinds of rooms were included in the homes?

MATERIALS

• All photographs and text from the Doing History CD-ROM disk or Internet site for the Cities Topic, Homes and Mansions Theme.

6/23/2003
These activities were developed with funding from the State Historical Fund.
PROCEDURE

1. Have students review all the photographs and primary sources about Homes and Mansions, thinking about the above inquiry questions.

2. As a whole class or in small groups, discuss the students’ thoughts and answers to the inquiry questions.

ASSESSMENT

Tell the students that they are each an architect in Denver in the late 1800’s. They have two new clients who want a home built. One client has earned a fortune in mining and the other is a police officer. How would their homes differ? What style would they suggest to each client. Their work should include the materials used for each home as well as a floor plan.
If I Had Lived Long Ago
In a City in Colorado

Shelly Schmidt
Eastridge Elementary
Aurora, Colorado

OVERVIEW

Students will be writing to convey information gathered about food, clothing, and shelter, as if they had truly lived long ago in a city in Colorado. Students must describe what life was like in a 19th Century city in Colorado either by writing a story or a journal entry.

STANDARDS

- Geography Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

- Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences.

- History Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

OBJECTIVES

- Students will be able to explain in writing what life was like in a Colorado city of the 19th Century.
- After reading the stories (pieces) of all students in the class, students will be able to organize the stories from earlier years to later years in history (some stories may clump together in the same decade).

INQUIRY QUESTIONS

- What Colorado city are you writing about?
- What is the economic situation of the time and place you are writing about?
- Were there other historic events that you could include in your story during the same time line?
- What else of historical importance was happening in the world, including major inventions?
(Be sure to be careful about not writing in something that has not been invented yet.)

MATERIALS

- Writing materials
- Doing History CD-ROM disk or Website; Cities Topic, especially Food, Clothing, and Shelter photos and Large Cities photos.
- Additional history books, or pieces of historic information

PROCEDURE

After viewing, reading, and discussing the information in the Cities Topic: Food, Clothing, and Shelter, students will choose a city from the Large Cities Theme. From this, students are asked to create a story, journal entry, or a piece of persuasion that shows their understanding of the what everyday life might have been like in that city at that time. Students’ own creativity will shape their work. There are many specifics from the CD-ROM disk that can be included to show how much the student has picked up about the time, events of history, fashion, inventions, etc. (Of course, depending on how much of the CD-ROM disk has been used previously, students may really go way out on this!)

ASSESSMENT

Assessment of this activity will vary, depending on the needs of the class/teacher/student. A rubric may be created to include writing skills, speaking/presentation of information, inclusion of amount of historical items in the piece, etc.

Teacher may also choose how the end products are displayed.
What's in a Picture?

Kallie Corbin
Carbondale Elementary
Carbondale, Colorado

OVERVIEW

Students will choose a picture about food, clothing and shelter in Colorado and write a story about what they believe to be happening in the picture. They will then compare/contrast their prediction stories to the real stories.

STANDARDS

• History Standards 2.1: Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

• Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

OBJECTIVES

Students will know and be able to:
• Write a prediction story based on a picture.
• Distinguish between how their predictions prove to be correct/incorrect.

INQUIRY QUESTIONS

• What types of houses did people live in?
• Describe the kinds of people that may have lived in the mansions.
• Where did people eat their food?
• Why do you think people dressed so differently than how we dress today?

MATERIALS

• Lined paper
• Pencils
• Individual copies of these photos from the Doing History CD-ROM disk or internet site for the Food, Clothing and Shelter theme in the Cities topic: Houses 1-6; Mansions 1-5; Food 1-5; and Clothing 1-6.
PROCEDURE

1. Pass out copies of the pictures from Food, Clothing and Shelter (trying to give each student a different picture.)

2. Tell them to write a half-page to a page prediction story about what is happening in the picture they have. To stimulate expression, ask questions such as "What (or who) do you see in the picture?" "Where are they?" "What are they doing?" "Why are they doing this?"

3. Hang each picture with the student's prediction.

4. Students then find their picture on the Doing History website and read about the correct information for his/her picture.

5. Each student writes about how his or her prediction was correct/incorrect.

6. Hang these responses next to the predictions.

ASSESSMENT

Write individual responses for the following questions:

- Was the student able to write a thoughtful prediction about the picture?
- Was the student able to understand and write about how his/her predictions compared to the real information?
Children’s Games

Connie Briggs
Sierra Elementary
Arvada, Colorado

OVERVIEW

Students will describe the equipment and games used in the historic photographs and in current times. They will identify common characteristics and formulate questions about recess equipment and games.

STANDARDS

• History Standard 3.1: Students know how various societies were affected by contacts and exchanges among diverse peoples.
• Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

OBJECTIVES

After completing this activity students will:

• Gather information from the historical pictures and their own experiences
• List similarities and differences in the playground equipment and games from the photographs to the students’ own playground equipment and games
• Draw conclusions about how our society has similarities based on the needs of children and children’s play
• Formulate questions about how children from an earlier century spent their playtime and what equipment and materials they used

INQUIRY QUESTIONS

• What are the games and equipment being used in the photographs?
• What equipment is there that you still use?
• Does clothing make a difference on how you would use the equipment?
• Why do you think children need a recess during school?
• What is the purpose of children’s games?
MATERIALS

- Photographs from the Cities CD-ROM disk or website for the Families, Children, & Schools topic: Children file, Photo #5.
- “In their Own Words” from Photo #5.

PROCEDURE

Students will work in partners or small groups of three.

1. Use CD-ROM disk or website to investigate photographs and read “In their Own Words.”

2. Pay attention to what they play on recess and note what other students are doing.

3. Students will discuss what they see in the photograph and compare it to their own recess experiences.

4. After reading “In their Own Words,” students will formulate questions about vocabulary, clothing, games and recess; then and now.

5. Students will record three of their questions that demonstrate their understanding of similarities and differences in recess then and now.

ASSESSMENT

The teacher will assess the students’ questions for understanding of the similarities and differences in recesses. It may be necessary to have them explain their questions orally.
**Schools at the Turn of the Century**

Kim Hamilton
Carbondale Elementary
Carbondale, Colorado

**OVERVIEW**

Students will compare and contrast schools in Colorado at the turn of the century with schools in Colorado today.

**STANDARDS**

- Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing. This includes making predictions, analyzing, drawing conclusions, and discriminating between fact and opinion in writing, reading, speaking, listening, and viewing.
- History Standard 2.2: Students know how to interpret and evaluate primary and secondary sources of historical information.
- History Standard 2.3: Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

**OBJECTIVES**

After completing this activity, students will be able to:

- Interpret information from historical photographs and text
- Compare and contrast information with their present day experiences

**INQUIRY QUESTIONS**

- What did schools look like at the turn of the century? How were they organized? Where were they located?
- What did classrooms look like at the turn of the century? How were the desks arranged? What would you find in a turn of the century classroom?
- Who went to school together? How were students grouped and separated?
- How did students dress? How did teachers dress?
- How did students behave? What did students learn?
- How did teachers teach? What materials did they use?
MATERIALS

- All photographs and text from the Doing History CD-ROM disk or Internet site for the Cities Topic, Schools and Classrooms Theme.

PROCEDURE

1. Have students review all the photographs and primary sources about Schools and Classrooms, thinking about the above inquiry questions.

2. In small groups, have students complete a Venn Diagram, comparing and contrasting schools and classrooms at the turn of the century to their own school and classroom.

3. Have groups report their findings, creating a whole class Venn Diagram.

ASSESSMENT

Ask students to draw a detailed picture of a classroom at the turn of the century. They should try to incorporate as much of the information as they can that they gathered from the primary sources and Venn diagrams.
OVERVIEW

Students will analyze an historic picture, read support materials, compose a journal entry discussing at least one aspect of a day in the life of a student in the 1860’s.

STANDARDS

- Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences. This includes generating topics and developing ideas for a variety of writing and speaking purposes; choosing vocabulary to communicate messages clearly; revising writing.

- History Standard 2.1: Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

OBJECTIVES

Students will be able to:

- Collect and organize data.
- Synthesize information and write a journal entry.

INQUIRY QUESTIONS

- What materials were used to construct the school?
- How many windows does the school have?
- Where is the school located?
- In what type of environment was the school placed?
- What do the school grounds look like?
- How many students are in the picture? How many are boys? How many are girls?
- How are the boys dressed? How are the girls dressed?
- About how old is the oldest student? About how young is the youngest one?
- What subjects might the youngest one need to study? What subjects might the oldest one need to study?
MATERIALS

- Photographs from Doing History CD-ROM disk or Internet site: Cities/Families/Schools 1
- “In Their Own Words” (Teacher Materials)

PROCEDURE

1. Study the pictures from the CD-ROM disk or Internet site.

2. Read the support materials. Discuss what is in the pictures.

3. Write a journal entry about one aspect of a day in the life of a student who attended the first school in Colorado.

4. (Possible topics include what the room would look like to a student entering it for the first time, what subjects they would study, how the teacher would conduct the class, what the children would decide to do at recess, etc.)

ASSESSMENT

Construction of a journal entry
Where Do You Go to School?

Landis Bowman
Sierra Elementary
Arvada, Colorado

OVERVIEW

Students will study photographs of old schools and classrooms from the “Doing History” CD-ROM disk or Internet site and read selections from “In Their Own Words” and fill in a matrix comparing their school to those in the pictures. From the matrix the students will write a paragraph explaining the changes that have taken place during the past century in schools and classrooms.

STANDARDS

• Reading and Writing Standard 2: Students will write and speak for a variety of purposes.

• History Standard 4.1: Students understand the impact of scientific and technological developments on individuals and societies.

• History Standard 2.3: Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

OBJECTIVES

Students will be able to:

• Compare and contrast schools from the past with schools from the present.
• Complete a matrix with the relevant information gathered from the CD pictures and “In Their Own Words.”
• Make logical predictions of what schools in the future may look like based on past history and future advances.

INQUIRY QUESTIONS

• What were schools like 100 or more years ago?
• Why were schools built differently in the past? How are they built differently now?
• What were classrooms like 100 or more years ago?
• Are classrooms the same or different now and how?
• What do you think schools and classrooms will look like in the future?

MATERIALS

• CD-ROM disk or Internet website – “Doing History/Keeping the Past”; Cities; Schools/Classrooms and 20th Century: Schools/Classrooms
• “In Their Own Words” – Cities; pages 7-9
• Matrix for Past/Present

PROCEDURE

1. Using the CD-ROM disk or website, students will examine the photographs of the schools and classrooms. Students will also read the section from “In Their Own Words” on schools.

2. In groups of 3 or 4, students will discuss and fill in the matrix comparing schools from the past with their own school.

3. Students will then discuss and write, in their groups, predictions as to what a school or classroom might look like 100 years from now, giving justification of their predictions based on the progression from the past and what they know of modern day technology.

ASSESSMENT

Individual teachers may determine an appropriate rubric for the matrix using their knowledge of their students' levels of proficiency.

Assessment of the written summary should be based on how effectively students have organized their thoughts and used the information available and how well they have justified their predictions. Written papers should not be more than one page long.
Where Did Our Families Come From?

Karen M. Ortiz
Northside Elementary
Montrose, Colorado

OVERVIEW

Students will learn about their family history, when their family settled in Colorado and where their parents, grandparents and ancestors were born.

STANDARDS

- History Standard 1: Students understand that societies are diverse and have changed over time.
- Reading and Writing Standard 1: Students read and understand a variety of materials.
- Reading and Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

OBJECTIVES

Students will be able to:
- Use a full range of strategies to comprehend nonfiction materials.
- Know and use correct capitalization, punctuation and abbreviations.
- Describe the history of the various peoples and cultures that have lived in or migrated to the area that is now Colorado.

INQUIRY QUESTIONS

- What kinds of people have settled in Colorado?
- Where did your family come from?
- How many different generations of your family have lived in Colorado?
- What is the cultural heritage of our class?

MATERIALS

- Doing History/Keeping the Past CD-ROM disk or website: Cities topic, “Family” topic photos and text (Families, Children and Schools theme). Other pictures with people may used as well.
• *Where in the World Does Your Family Come From?* worksheet & spreadsheet
• Wall maps of Colorado and the United States
• At least three different colors of push pins

**PROCEDURE**

1. Begin with an informal assessment of the students’ knowledge of the variety of people who live in their community and their family history (K-W-L strategy, informal discussion, small group discussion w/ sharing, etc.).

2. CD-ROM disk or website use (options used depend upon number of computers and other management variables):
   - Classroom computer pod: A small group of students or an individual can research at the pod while other students are researching using other materials (literature, nonfiction books, etc.) or during Writers’ Workshop while others are doing other writing activities;
   - Classroom with projection device: Students view the photos as a whole class while teacher models process of note-taking, site navigation, etc.;
   - Lab setting; independent or paired research directly from the website or CD;
   - No classroom computers: print hard copies of the photos and text for students to use.

3. After viewing the CD-ROM disk or website, pose the question, “Do the four photos represent all of the peoples who now live in Colorado?” Add student feedback to the KWL chart.

4. Introduce the *Where In the World Is Your Family From?* worksheet. Assign completion of it for homework. Stress the importance of getting both the city and state of birth for each person and correct spelling and capitalization.

5. Introduce the spreadsheet and its navigation to the whole class using a projection device and yourself as an example. Be explicit about your Language Arts expectations!

6. When the worksheet is returned, have the children complete the class spreadsheet individually or as pairs as a center. Clearly model the conventions you expect!

7. Use different colors of push pins for each family member’s birthplace the children will be locating on the wall map(s).
8. When all of the data has been put into the spreadsheet, discuss the results. Help the students form generalizations about class data and how it may correspond to statewide data.

**Extensions:**
- Students can make individual family trees.
- Modify spreadsheet to include: when family settled in Colorado, more generations, etc.
- Class data can be represented in graphs of how many families are from different states, of different nationalities, etc. or Venn diagrams.
- Students can read the following Primary Sources found in the *Cities in Colorado* Teachers’ Notebook (pg. 6): *Italian Immigrant Families* and *A Black Family Moves to Colorado*. One-sentence summaries of the main idea could be written and graded.

**ASSESSMENT**

*Informal* - completion of worksheet, spreadsheet and map activities

*Formal Language Arts grading* - correct spreadsheet for spelling, capitalization, punctuation, etc. Use percentages to assign letter grades.
Where in the World Does Your Family Come From?

Directions: Use this sheet to collect information about the birthplaces of yourself, your parents, grandparents, or other important people. Be sure to spell the words correctly and capitalize the names of people, cities, states, and countries.

<table>
<thead>
<tr>
<th>Person</th>
<th>Birth City</th>
<th>Birth State</th>
<th>Birth Country</th>
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<tbody>
<tr>
<td>Me</td>
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Goods, Services, People, and Ideas Transported
Through Colorado: A Mission Impossible?

Shelly Schmidt
Eastridge Elementary
Aurora, Colorado

OVERVIEW

Students will be selecting (at random) goods and services, as well as methods of transportation in order to complete a mission across Colorado. Impossible or possible?

STANDARDS

• Geography Standard 1.3: Students know how to analyze the dynamic spatial organization of people, places, and environments.

• History Standard 2.1: Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

• Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

OBJECTIVES

Students will:

• Be able to use maps of Colorado to derive information about places and environments.

• Use information from the Doing History CD-ROM disk or Website to solve problems in transporting good and services across Colorado.

• Use thinking skills through reading, writing, viewing, to justify their reasoning.

INQUIRY QUESTIONS

• What goods or services do you think would be important to transport across Colorado?

• What problems could arise from transporting this product?

• Which would be the fastest, safest, or easiest way to transport this product?

• Are there places in Colorado that would be more difficult to transport products to then others?
• What might be some difficulties that could arise from a different choice of transportation?
• Which transportation inventions made the most impact on your product?

MATERIALS

• Doing History CD-ROM disk or Website, including both the Cities and Farming and Ranching topics
• Maps of Colorado
• Information on agricultural products of Colorado, etc.
• Note cards (three different colors of note cards would be helpful)
• Three cups or jars to hold note cards

PROCEDURE

Depending on the information already studied in class, the teacher may arrange this activity to suit the needs of students and to review information already studied.

1. Students will view the information on Cities Topic: Transportation, and on Farming and Ranching Topic: Food.

2. Using note cards, teacher and students will list information learned in class about Colorado in the 19th Century on the following topics: cities in Colorado, products (or services) in Colorado, modes of transportation (different colors for each topic/jar).

3. Place the note cards with the names of Colorado cities in one jar, in another jar place note cards with products of Colorado, and in another jar place the note cards with the different modes of transportation.

4. In small groups of 2 or 3 students, each group will choose 2 cards with the names of cities, 2 cards with products of Colorado, and 2 modes of transportation. Copy down the information chosen and return the cards to the appropriate jars.

5. Students will then be given the MISSION to use what they already know about the topics chosen (or what they need to learn more about these topics) to carry out the following orders:

   “Your MISSION, if you choose to accept it, is to help in the transportation of the important products (or services) between the two cities listed on your cards. You must determine the best mode of transportation between the two chosen transportation methods. It is important for you to analyze the geographical maps for your route. You must prove to the AGENCY (teacher and classmates) your reasons for your decisions. You may display your choices/information on charts,
graphs, maps, or in written paragraph form. Remember that this MISSION is taking place in Colorado of a century ago, not in the present.”

6. Give students an appropriate amount of time to come up with information to make their MISSION POSSIBLE.

7. Share each group’s findings. Were their missions possible or impossible? Difficult or easy? What problems could arise?

ASSESSMENT

Assessment will vary, depending on the time spent on this activity, etc. Were students able to use information from previously learned activities to fulfill their missions? Were good problem-solving techniques used? Could students help to make up their own rubrics? Did students meet the objectives determined in the standards used? The assessment could be heavily based on the discussions that come from each group that shares.
Fill in the matrix below with observations about the different categories using the pictures from the CD-ROM disk or Internet website and observations about your own school. Look for things that are the same and things that are different.

<table>
<thead>
<tr>
<th>Name: ___________________</th>
<th>PAST</th>
<th>PRESENT</th>
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</thead>
<tbody>
<tr>
<td>BUILDING</td>
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<tr>
<td>CLASSROOM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATERIALS (Those used by teachers and students)</td>
<td></td>
<td></td>
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<tr>
<td>FURNITURE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Jobs Changed Over Time

Pat Martin
Little Elementary
Arvada, Colorado

OVERVIEW

Students will be able to tell about jobs found in Colorado, and describe the differences and similarities in jobs of the 1800’s and the 1900’s.

STANDARDS

- Economics Standard 3.1: Students understand that the exchange of goods and services creates economic interdependence and change.

OBJECTIVES

After completing this activity, students will be able to:
- Understand economic factors that contributed to jobs present in Colorado in the 1800’s.
- Understand the concept of supply and demand.
- Understand why jobs disappear, and how new jobs are created.

INQUIRY QUESTIONS

- What are some jobs in the photographs that no longer exist today, or are no longer available in every city?
- Why have those jobs disappeared?
- What are some jobs that you saw that are still in existence today?
- Why have those jobs remained in our culture today?

MATERIALS

- Doing History CD-ROM disk or website:
  Photos from Cities topic, Work Places theme
PROCEDURE

1. Students will view the CD-ROM disk or website for Doing History/Cities/Work Places.

2. Students will make a list of the pictures they see, and the jobs that were available.

3. Students will check off the jobs that are no longer available today, or are very limited (saddle maker).

4. Students will note what the job produces, and who benefits from the job done.

ASSESSMENT

When students have finished these activities, they will make a poster advertising one occupation, but designing it in such a way that depicts the job in the past and how it looked, and the present day job, and how it looks today.
Work to Do

Maggie Clark
Fairmount Elementary
Golden, Colorado

OVERVIEW

Children will research jobs in the early 20th century in Colorado and choose one to role-play.

STANDARDS

• History Standard 2.2: Students know how to interpret and evaluate primary and secondary sources of historical information.

• Reading and Writing Standard 2: Students will write and speak for a variety of purposes.

OBJECTIVES

After completing this activity, students will be able to:

• Interpret information from historical photographs.

• Write a paragraph that describes jobs available at the turn of the century.

INQUIRY QUESTIONS

• What kinds of jobs were there in the early 1900’s?

• What goods and services were provided for people?

• Are all of the same goods and services available today?

MATERIALS

• Doing History CD-ROM disk or Internet site, Cities Theme: Work Places photos.
PROCEDURE

1. Have the children use the inquiry questions to guide them through the CD-ROM disk or Internet site to research the Cities: Work Places theme.

2. Children will then select one job to role-play and will create an identity for themselves.

3. Children draw and color a picture of the worker.

4. Children write a paragraph about the worker that answers the following questions:
   - Name
   - Job
   - Location
   - Kinds of goods and services provided.

5. Children will share their paragraphs and drawings with the class.
   
   Modeling this activity for the children will give them a better understanding of the process.

ASSESSMENT

Use the paragraphs the children write to assess their understanding.
A Weekend in Denver

Kim Hamilton
Carbondale Elementary
Carbondale, Colorado

OVERVIEW

Students will analyze primary sources and draw conclusions about life in Denver at the turn of the century.

STANDARDS

• Reading and Writing Standard 2: Students write and speak for a variety of purposes. This includes telling stories, presenting analytical responses to literature, conveying information, explaining concepts and procedures, and persuading.

• History Standard 2.2: Students know how to interpret and evaluate primary and secondary sources of historical information.

OBJECTIVES

After completing this activity, students will be able to:

• Interpret information from historical photographs and text
• Draw conclusions about what activities people did in their free time at the turn of the century
• Write and illustrate a piece of historical fiction that accurately describes turn of the century life in Denver

INQUIRY QUESTIONS

• What did the churches look like? What were church services like?
• How did families entertain themselves? What different activities were available?
• Which activities were for special occasions? Which activities were more common?
• What sports did women play? What sports did men play? How did they dress?

MATERIALS

• All photographs and text from the Doing History CD-ROM disk or website for the Cities Topic, Community Life Theme.
PROCEDURE

1. Have students review all the photographs and primary sources about Community Life, thinking about the above inquiry questions.

2. As a whole class or in small groups, discuss the students’ thoughts and answers to the inquiry questions.

ASSESSMENT

Discuss what the genre of historical fiction is. How is it different from other fiction; how is it different from nonfiction. Ask students to write and illustrate a historical fiction story about a turn of the century child’s or family’s weekend, using the information learned from the primary sources about community life.
Doing History/Keeping the Past
Colorado Cities - Inquiry Activities

Transportation in Large Cities

Connie Briggs
Sierra Elementary
Arvada, Colorado

OVERVIEW

Students will analyze a historic photograph depicting transportation in a large city to develop an understanding of how science and technology has changed the modes of transportation.

STANDARDS

• History Standard 4.1: Students understand the impact of scientific and technological developments on individuals and societies.

• Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences.

OBJECTIVES

After completing this activity, students will be able to:

• Gather information from an historical photograph.
• Identify differences in the modes of transportation from the time the photograph was taken and present times.
• State the purposes of different modes of transportation and discuss the similarities and differences in the purposes from then to now.
• Brainstorm ideas about what scientific and technological developments had to happen to create the new modes of transportation, using cause and effect to organize their thinking.
• Orally present a cause and effect explanation of how transportation has changed stating some of the scientific advances that had to be in place.

INQUIRY QUESTIONS

• How many types of transportation can you find in the picture?
• How are the people using the transportation, what is the purpose of the different types of transportation?
• What type of transportation came first?
• What types of transportation do we have today that takes the place of these types?
• What kind of scientific inventions had to happen to allow the newer types of transportation?
Do you think the new inventions caused the new transportation or do you think the need for new transportation caused the inventions?

Think about the omnibus in the picture and the light rail train to help you with some of the cause and effect questions.

MATERIALS

- Photograph from the Doing History CD-ROM disk or website for the Cities topic: Denver: Photo #4

PROCEDURE

Students working with a partner will:

1. Use the CD-ROM disk or website to examine the photograph.
2. Discuss the variety of transportation types they see.
3. Compare them to the types of transportation we have today.
4. Begin a list of the kinds of scientific inventions necessary to make the current types of transportation.
5. Fill in a cause and effect chart with their ideas of the scientific advances and inventions.
6. Practice an oral presentation of their chart to be given to the class.

ASSESSMENT

The students in the class will assess the oral presentation using the following standards:

1. Was the presentation easy to understand?
2. Are you able to state at least two scientific advances that changed the transportation from the past into modern forms of transportation?
City Buildings

Pat Martin
Little Elementary
Arvada, Colorado

OVERVIEW

Students will describe various kinds of buildings within a large city, and have some ideas as to why the buildings were constructed in the manner that they were.

STANDARDS

• Geography Standard 4.4: Students know the processes, patterns, and functions of human settlement.

OBJECTIVES

After completing this activity, students will be able to:

• Understand and discuss characteristics of residential buildings in a large city
• Understand and discuss characteristics of recreational buildings in a large city
• Understand and discuss characteristics of business and commercial buildings in a large city
• Understand and discuss characteristics of industrial buildings in a large city
• Articulate why all of these different structures are important in the make-up of a large city
• Discuss the cities of the 19th and 20th century Colorado, and how they are alike and different

INQUIRY QUESTIONS

• Why don’t all buildings in a city look the same?
• Who decides where buildings should be built?
• What were the first buildings built as a town grew up?
• What materials are buildings constructed of?
• How does your city look different/alike the cities pictured here?

MATERIALS

• Doing History CD-ROM disk or Internet site: Photos from Cities topic, Large Cities theme
PROCEDURE

1. Students will view pictures from the Doing History materials for Cities topic, Large Cities theme.

2. Students will discuss in small groups what these large cities looked like as they began, and grew up.

3. Students will describe what a city in the 1800’s looked like, as well as a city in the 1900’s.

4. Students will discuss what they think are the most important buildings in a city and list them in order of importance.

ASSESSMENT

Students will write a letter to a tribal student in Kenya. In this letter they will attempt to describe their city, telling what they think are the most important buildings in their city and why they believe this is so. They must list at least five buildings and give their reasons for these choices to meet standard.
Cities Changing Through Time

Landis Bowman
Sierra Elementary
Arvada, Colorado

OVERVIEW

Students will “read” the photographs of any one of the five major cities and place them on a time line in chronological order and explain their choice of order, citing key clues from the photographs.

STANDARDS

- History Standard 1.2: Students use chronology to organize historical events and people.
- History Standard 2.1: Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.
- Reading & Writing Standard 2: Students will write and speak for a variety of purposes.

OBJECTIVES

After completing this activity, students will be able to:
- “read” a photograph
- understand chronological order
- explain in a clear manner, in both written and oral form, their process
- identify significant technological changes in the historical progression

INQUIRY QUESTIONS

- How were cities constructed in their early beginnings?
- What happens to a city as it grows?
- What are some significant signs of change as a city grows?
- What are some important clues to demonstrate the passage of time in the photographs?
MATERIALS

- Doing History CD-ROM disk or project web site (http://Hewit.unco.edu/dohist/);
- Cities; “Big Cities” photographs for Denver, Pueblo, Leadville, Colorado Springs, and Grand Junction……..
- Photos copied for cut and paste.
- Long sheets of white butcher paper

PROCEDURE

1. Working in groups of 3 or 4, students will select one of the 5 “big cities” identified on the Doing History CD. The photos will be printed out for each group so that the dates cannot be read from the CD.

2. Students will discuss, in their groups, the historical features in the photographs, taking individual notes of their discussion.

3. Students will then place the pictures on a number line in chronological order from the earliest to latest picture.

4. Students will write a summary of their reasons for placing the pictures in the order they did, describing the significant changes as the timeline progresses.

ASSESSMENT

Students’ summaries will be assessed based on the clarity of their explanation of the order they placed the pictures on the timelines. Summaries should include direct reference to evidence observed in the photographs and an explanation of how this evidence demonstrates the passage of time.
Leadville Travel Brochure

Kallie Corbin
Carbondale Elementary
Carbondale, Colorado

OVERVIEW

Students will produce a travel brochure that encourages people to come settle in Leadville, Colorado. They will then present the information to the class.

STANDARDS

• History Standards 2.1: Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

• Reading and Writing Standard 2.1: Students write and speak for a variety of purposes and audiences.

OBJECTIVES

Students will know and be able to:

• advertise the early Leadville area in a way that draws people to it.
• read and write about the important information on Leadville.
• speak clearly in front of the class about the information on Leadville.

INQUIRY QUESTIONS

• What are the buildings in Leadville made of?
• Describe the geography of the land in Leadville.
• What is the Tabor Opera House?
• Why did people live in Leadville?

MATERIALS

• Historic photos from the Doing History CD-ROM disk or website for the Cities topic, Leadville theme, pictures 1-5
• Drawing paper folded in half lengthwise
• Markers, crayons, colored pencils

6/23/2003
These activities were developed with funding from the State Historical Fund.
PROCEDURE

1. Read about all the historic photos on Leadville.

2. Determine what information is needed for a brochure to entice people to move to Leadville about the year 1880. Write this information in the brochure.

3. Draw and color pictures in the brochure about Leadville to make it visually appealing.

4. Present the brochure to the class.

ASSESSMENT

Use the following rubric to assess each student’s work:

<table>
<thead>
<tr>
<th></th>
<th>Awesome!</th>
<th>Okay</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the brochure visually appealing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the brochure include important information about Leadville?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the presentation to the class interesting and informative?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Book of Knowledge about the First Automobiles

Kallie Corbin
Carbondale Elementary
Carbondale, Colorado

OVERVIEW

In this activity, students will analyze historical photographs to build a “book of knowledge” about early modes of transportation in Colorado.

STANDARDS

- History Standard 2.3: Students apply knowledge of the past to analyze present-day issues and events.

- Reading and Writing Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. This includes using organizational features of printed text and sorting information as it relates to a specific topic or purpose.

OBJECTIVES

Students will know and be able to:

- Read, locate, and organize information into proper headings.
- Compare early automobiles with the automobiles available today.

INQUIRY QUESTIONS

- What did the first automobile look like?
- What did a delivery truck look like?
- What were some of the problems that early automobiles had?
- What are the similarities of the early automobile and the automobiles made today?
- What are the differences of the early automobile and the automobiles made today?

MATERIALS

- Historical photos from the Doing History CD-ROM disk or Internet site: Cities topic, Transportation; Early Autos, numbers 1-7.
- Book of Knowledge
PROCEDURE

1. Make a Book of Knowledge. Use three standard pieces of paper and stagger the sheets one inch apart at the bottom. Fold over the papers in half together so there are six tabs. Staple the top.

2. Write one inquiry question for each tab. All six questions should be written on the tabs.

3. Under each tab, the students write the answer to the question.

ASSESSMENT

Use the following rubric to assess each student:

<table>
<thead>
<tr>
<th></th>
<th>Awesome!</th>
<th>Okay</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student described the early automobiles in detail.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student understood the problems of the early automobile.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student had thoughtful similarities and differences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Stagecoach Travel

Jerilyn Kennoy
Hackberry Hill Elementary
Arvada, Colorado

OVERVIEW

Using historical pictures and written information to collect data, the student will construct a diagram of the inside of a stagecoach to scale and design a brochure advertising the stagecoach as a means of travel.

STANDARDS

- Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences. This includes generating topics and developing ideas for a variety of writing purposes; revising and editing speaking and writing.

- Reading and Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. This includes use correct spelling and grammar in speaking and writing.

- Reading and Writing Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. This includes paraphrasing, summarizing, organizing, or synthesizing information from a variety of media, reference, and technological sources.

- Math Standard 5: Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems. This includes estimating measures of length; using appropriate measures of familiar objects; selecting and using appropriate standard units of measure in problem-solving situations.

OBJECTIVES

Students will be able to:
- Collect and organize data from a variety of sources.
- Estimate measurements of length using standard measures.
- Construct a scale drawing of the inside of a stagecoach.
- Develop a brochure advertising travel by stagecoach.
- Present the brochure to peers
INQUIRY QUESTIONS

- How many people are on the top of the coach?
- How many people can be seen inside?
- How many horses were necessary to pull the wagon?
- Using the people standing beside the stagecoach, can you estimate the dimensions of the stagecoach?

MATERIALS

- Photographs from Doing History CD-ROM disk or Internet site: Cities/Transportation/Wagons and Carriages 5
- Materials from other sites -- Possible Internet sites:  
  www.wellsfargohistory.com/1852/page8.html  
  www.wellsfargohistory.com/states.col1.htm

PROCEDURE

1. Study the pictures from the CD-ROM disk or Internet site.
2. Read the support materials.
3. Draw a diagram of the inside of a stagecoach using information derived from the support materials and estimates of the outside dimensions of the stagecoach.
4. Design a brochure advertising the use of the stagecoach as a means of travel.
5. Construct the brochure to share with others.
6. Present the brochure to the class.

ASSESSMENT

Construction of the brochure and presentation of the brochure to the class.
Streetcars
Jerilyn Kennoy
Hackberry Hill Elementary
Arvada, Colorado

OVERVIEW
The student will describe the evolution of the streetcar and construct a time line of its “life” in Denver.

STANDARDS
• Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences.
• Reading and Writing Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
• History Standard 1.2: Students use chronology to organize historical events and people.
• Math Standard 5: Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

OBJECTIVES
Students will be able to:
• Collect data from a variety of sources.
• Construct a timeline to display historical information.
• Present timeline to class

INQUIRY QUESTIONS
• How many people can the car hold?
• How is the car powered?
• How many attendants/drivers would be needed to manage the car, and/or how many attendants/drivers are in the picture?
MATERIALS

- Photographs from CD-ROM disk or Internet site
  Cities/Transportation/Street Cars 1-5

- Materials from other sites:
  lcnmaster.littleton.org/lcn/Governme/Museum/history/PM23.htm
  www.denvergov.org/AboutDenver/history_narrative_3.htm pp. 4-5
  http://gowest.coalliance.org (search for “streetcars”)

PROCEDURE

1. Study the pictures from the CD-ROM disk or Internet site.
2. Read the support materials.
3. Complete worksheet.
4. Construct a time line showing the “life” of the streetcar in Denver.
5. Present the timeline to the class

EXTENSION

- Research other forms of transportation used in Denver. Create a timeline
  for each form of transportation studied.
- Create a timeline comparing multiple forms of transportation.

ASSESSMENT

Construction of the timeline and presentation to the class.
Transportation in the 1800s and 1900s

Karen M. Ortiz
Northside Elementary
Montrose, Colorado

OVERVIEW

Students will learn about the history of transportation in Colorado cities. They will understand the types of transportation and how changes in transportation affected the people and the way they lived. They can calculate differences in the rate of travel to the same destination and create a graph of the data using a computerized spreadsheet.

STANDARDS

• History Standard 4: Students understand how science, technology, and economic activity have developed, changed and affected societies throughout history.

• Reading and Writing Standard 5: Students will understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading and writing.

• Math Standard 5: Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

OBJECTIVES

Students will be able to:

• Describe the impact of various forms of transportation in Colorado History on individuals, the local community and state.

• Recognize the organizational features of electronic information.

• Comprehend nonfiction material and use reading to solve problems.

• Construct, read, and interpret data in bar graphs.

• Compare and order objects according to measurable attributes.

INQUIRY QUESTIONS

• What kinds of transportation did city people use in the late 1800s and early 1900s?

• How did transportation in the cities change over time in Colorado?

• How have the changes in transportation affected the way Coloradoans
MATERIALS

- *Doing History/ Keeping the Past* CD-ROM disk or website: Cities Theme, Transportation topic, all subtopics
- Primary Sources which have been xeroxed and made into individual cards which are grouped to go with the CD-ROM disk or website photos and text:

<table>
<thead>
<tr>
<th>Subtopic</th>
<th>Photo(s)</th>
<th>Primary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Streetcars</td>
<td>1 &amp; 2</td>
<td>Horse Cars #1&amp;2, Paying the Fare</td>
</tr>
<tr>
<td></td>
<td>3 &amp; 4</td>
<td>The Cherrelyn Horse Car, More About the Gravity Car</td>
</tr>
<tr>
<td></td>
<td>4-7</td>
<td>Cable Cars, Trolley Cars, Trolley Rides</td>
</tr>
<tr>
<td>Wagons &amp; Carriages</td>
<td>1 &amp; 2</td>
<td>Express Wagons, A Vegetable Wagon, Delivery Wagons</td>
</tr>
<tr>
<td>Railroads</td>
<td>All</td>
<td>Early Railroad to Co. Springs, Excursion Trains</td>
</tr>
<tr>
<td>Early Autos</td>
<td>All</td>
<td>Denver's First Speeding Ticket, Speed Limit 45</td>
</tr>
</tbody>
</table>

- *How Long Did It Take?* worksheet and spreadsheet
- Colorado state highway maps, ideally one per two students.

PROCEDURE

1. Introduce the lesson and assess prior knowledge by asking the Inquiry Questions.

2. CD-ROM disk or website use (options used depend upon number of computers and other management variables):
   - Classroom computer pod: A small group of students or an individual can research at the pod while other students are researching using other materials (literature, nonfiction books, etc.) or during Writers’ Workshop while others are doing other writing activities;
   - Classroom with projection device: Students view the photos as a whole class while teacher models process of note-taking, site navigation, etc.;
   - Lab setting; independent or paired research directly from the website or CD;

6/23/2003
These activities were developed with funding from the State Historical Fund.
• No classroom computers: print hard copies of the photos and text for students to use.

3. If students haven't already done so, divide the Primary Source readings among small groups or pairs to read, summarize, and share. Stress the importance of reading for main ideas and vocabulary.

4. If students aren't already familiar with using the map to find distance between places, teach this skill.

5. Pass out the worksheet and have students complete it.

6. Model completion of the spreadsheet with the whole group using your own example. Be sure to talk about the formulas, decimals, and calculations.

7. Have the students complete the spreadsheet in pairs and copy their results on their worksheets.

8. Students may use a mental math, calculator, or paper and pencil to figure the difference between their predictions and the actual answers.

**Extension:** The data may be graphed using the graphing function built into the spreadsheet or on regular graph paper.

**ASSESSMENT**

• Have students write a short answer response to the prompt: How did changes in transportation affect the way Coloradoans live? Give one example. Grade for accuracy and any or all of the C-SAP skills or Six Traits being developed.
• Assess the worksheet and spreadsheet for accuracy as appropriate.
Ride the Rockies

Landis Bowman
Sierra Elementary
Arvada, Colorado

OVERVIEW

Students will compare/contrast a bicycle race in Colorado from 1895 with a bicycle race of today, focusing on changes in Colorado geography (roads and trail) and advances in technology.

STANDARDS

- Reading and Writing Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
- History Standard 2.2: Students know how to interpret primary and secondary sources of historic information.
- History Standard 4: Understand the impact of scientific and technological developments on individuals and societies.

OBJECTIVES

After completing this activity students should be able to:
- Interpret and organize historical information from primary and secondary sources.
- Describe how the recreational sport of bike racing has evolved in Colorado.
- Make hypotheses about the recreational sport 100 hundred years ago and compare and contrast that to the sport today.

INQUIRY QUESTIONS

- How long do you think bike races were in 1895? How long are they now?
- What kinds of equipment did bikers use then? Now?
- How have bikes and bike races changed since 1895?
MATERIALS

- CD-ROM disk or Internet website – Doing History/Keeping the Past; Cities/Community Life picture #2
- Venn diagram
- www.ridetherockies.com
- www.ctuc.asn.au/bicycles/articles
- www.pedalinghistory.com

PROCEDURE

1. Examine the picture from the “Doing History” CD-ROM disk or website and the “Ride the Rockies” website and other sites.

2. Using the information gathered, complete a Venn Diagram comparing a bike race from 1895 and the current “Ride the Rockies” bike race. Include comparisons of distance, equipment, clothing, speeds, etc.

3. As an extension activity, make some hypotheses as to how long it would take to complete the “Ride the Rockies” event using the equipment available in 1895 and explain why you think it would take that long. Explain why there were no races like “Ride the Rockies” in 1895.

ASSESSMENT

Students will be assessed on the Venn Diagram turned in, based on the accuracy and pertinence of the information included.
Transportation in the 20th Century

Maggie Clark
Fairmount Elementary
Golden, Colorado

OVERVIEW

Students will use a Venn diagram to compare and contrast means of transportation in the late 1800’s and early 1900’s with the kinds of transportation available today and predict the kinds of transportation methods people will use in the future.

STANDARDS

• History Standard 3: Students understand that societies are diverse and have changed over time.

• Reading and Writing Standard 5: Students read to locate, select and make use of relevant information from a variety of media, reference and technological sources.

OBJECTIVES

After completing this activity, students will be able to:

• Understand how to gather information from a variety of sources, including a CD-ROM disk, encyclopedia, and nonfiction.
• Explain why methods of transportation have changed over time.

INQUIRY QUESTIONS

• How were people able to move from place to place in the late 1800’s and early 1900’s?
• Why are some methods of transportation no longer used?
• Why have methods of transportation changed over time?

MATERIALS

• Doing History CD-ROM disk or Internet site, Cities topic: Transportation.
• Non-fiction resources
PROCEDURE

1. Children will use the photographs on the CD-ROM disk or Website to make a list of the kinds of transportation used in the late 1800’s and early 1900’s.

2. Children will work in small groups to generate a list of the kinds of transportation used today.

3. The class will work together to create a Venn diagram on chart paper.

4. Conduct a class discussion on why methods of transportation have changed over time.

5. Have the children draw a picture of a type of vehicle they think will be used in the future to move people from place to place. Their pictures should include the sentence: People in the future will be transported by ___________________________ because ___________________________.

6. Have the children write an expository paragraph that explains how transportation of the two eras is similar and different.

ASSESSMENT

Use the drawings and paragraphs generated by the children to assess their understanding.
What Makes Our Community Special?

Karen M. Ortiz
Northside Elementary
Montrose, Colorado

OVERVIEW

Students will learn the qualities that define a small town or city. They will use the Doing History/Keeping the Past materials as a springboard from which they can form generalizations and determine what makes their community unique. A concept web (computer or paper and pencil) class and electronic presentation are suggested products.

STANDARDS

- History Standard 2.2: Students know how to interpret and evaluate primary and secondary sources of information.
- Geography Standard 6.1: Students know how to apply geography to understand the past.
- Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences

OBJECTIVES

Students will be able to:

- Describe how places and environments may have influenced people and events over time
- Identify the main idea in a source of historical information
- Choose content specific vocabulary to communicate clearly and precisely
- Organize nonfiction information using a graphic organizer
- Create an electronic or written presentation based upon the information they’ve learned or their community’s unique customs and celebrations

INQUIRY QUESTIONS

- What types of activities do communities engage in that make them special and develop a sense of pride in their citizens?
- Do smaller communities have similar activities that define their town as cities do?
- What purpose does a specific community activity serve (e.g. recognize a culture, showcase a unique product or lifestyle, pride, etc.)?
- How do children play a role in community activities? Is that role the same?
as for adults?

MATERIALS

- *Doing History/ Keeping the Past* CD-ROM disk or website Cities theme, all Community Life topics
- a computer drawing or painting program (Word or ClarisWorks Draw) or software such as *Inspiration*, a tool to create graphic organizers
- presentation software such as *HyperStudio* or *KidPix*, etc. and digital camera if desired
- primary sources from the *Cities in Colorado* Teacher’s Notebook which correspond to the different subtopics:

<table>
<thead>
<tr>
<th>Subtopic</th>
<th>Photo(s)</th>
<th>Primary Source</th>
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</thead>
<tbody>
<tr>
<td>Churches</td>
<td>all</td>
<td><em>An Early Denver Church, First Church Service in Denver</em></td>
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<tr>
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<td></td>
<td><em>A Church Service in Denver, 1867, Church Services</em></td>
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<td></td>
<td><em>African Methodist Episcopal Church, Denver’s Methodist Church</em></td>
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<td>Holidays &amp; Festivals</td>
<td>1</td>
<td><em>Christmas in Denver, 1859, An Early Christmas in Denver</em></td>
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<td></td>
<td><em>Christmas Fruit Cakes, Christmas Tree Decorations</em></td>
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<td>3 &amp; 4</td>
<td><em>The Festival of the Mountain and Plain</em></td>
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<tr>
<td>Sports</td>
<td>4</td>
<td><em>High School Football</em></td>
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<tr>
<td>Entertainment</td>
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<td><em>An Early Denver Theater, Tabor Grand Opera House</em></td>
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<td><em>Performing at Denver’s Apollo Theater</em></td>
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<td></td>
<td>3</td>
<td><em>The Elitch’s Garden Theater, A Movie at Elitch’s Gardens</em></td>
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<td>6</td>
<td><em>First Movie in Denver</em></td>
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PROCEDURE

1. Begin with the Essential Question, “What kinds of activities make a community special?” Web student ideas on the board, chart paper, or computer program using colored markers to color code answers into categories. Use the same mode as the student created concept web as a model of your expectations.

2. Have students research Community Life using the CD-ROM disk or website. Stress the use of specific vocabulary in their note taking. (Options used are based upon the number of computers and other management variables):
   - Classroom computer pod: A small group of students or an individual can research at the pod while other students are researching using other materials (literature, nonfiction books, etc.) or during Writers’ Workshop while others are engaged in other
activities;

- Classroom with projection device: Students view the photos as a whole class while teacher models process of note-taking, site navigation, etc.;
- Lab setting; independent or paired research directly from the website or CD-ROM disk;
- No classroom computers: print hard copies of the photos and text for students to use.

3. Students may also read primary sources during a Language Arts block to enrich their understanding and the precision of their vocabulary.

4. Have students use their notes to create a web which demonstrates their understanding (paper & colored pencil or computer generated).

5. Students may be divided into groups based upon the subtopics to create an electronic presentation about their community’s uniqueness. It could be structured so each subtopic may be a “page.” Digital photos of significant places and events can be taken during the year or scanned images collected from the children’s home could be imported into the presentation.

Extensions:

1. Have the students use the Twentieth Century theme, Community Life photos and text to compare and contrast with those studied in Cities.
2. Students could produce a commercial, tourists’ brochure, or newspaper ad showcasing their community’s unique celebrations and customs.

ASSESSMENT

- Formal Assessment: Use the attached grading sheets to assess the student products.
## THE STREETCAR

<table>
<thead>
<tr>
<th>Style of Streetcar</th>
<th>Number of Passengers</th>
<th>Means of Power</th>
<th>Drivers or Attendants Needed</th>
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</table>
**Community Life**

Connie Briggs  
Sierra Elementary  
Arvada, Colorado

**OVERVIEW**

Using one of the photographs from the Doing History Project’s Community Life -- Recreation theme, the students will be able to write a letter to a friend describing a family outing and how families depend on each other.

**STANDARDS**

- History Standard 5.4: Students know the history of relationships among different political powers and the development of international relations.

- Reading and Writing Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

**OBJECTIVES**

After completing this activity the students will:

- Investigate possible family activities from the photographs.
- Draw conclusions based on the information in the photographs and “In their own words” writings.
- Discuss how an activity with your own family might be similar. Also discuss the differences.
- Create an imaginary activity with their family from the 20th century.
- Write a letter to a friend describing the family activity in the historical photograph from the perspective of one of the family members.

**INQUIRY QUESTIONS**

- What are they doing in the pictures that make you think it is recreation and not a job?
- How are they dressed for these activities? Does this look similar or different from how we might dress for the same activity today? Explain your thinking.
- How might family members depend on each other in this activity?
- Do you depend on your family for your activities? Explain your answer.
- What equipment are they using that is equivalent to our equipment? What material or equipment is different?
MATERIALS

• Photographs from the Cities CD-ROM disk or Internet site for the Community Life topic: Recreation: Photos # 1, 2, 3, 4, 5.

PROCEDURE

1. Students will work with a partner and examine the photographs.

2. As they are viewing, they will be discussing the inquiry questions.

3. They will select one photograph and discuss how the family might depend on each other for this activity.

4. One student will write a letter to a friend describing the activity and including how the family depended on each other. The other student will write a letter to a friend describing an activity they might do today that would be similar including the same information.

ASSESSMENT

The teacher will assess the letters based on their descriptions of the activity and family involvement. This includes the students understanding of how recreational activities might need family support.