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HOUSES THEN AND NOW

Cynthia Stout
Educational Services Center
Jefferson County Public Schools, Golden

Sandra Stokely
Ellis Elementary School, Denver

OVERVIEW

Students will investigate the houses of early farmers in Colorado in terms of their materials, size, furnishings, and interior décor. They also will compare early farmers’ houses with their own.

STANDARDS

- History Standard 2: Students know how to use the processes and resources of historical inquiry.
- History Standard 3: Students understand that societies are diverse and have changed over time.
- Geography Standard 2: Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.
- Geography Standard 6: Students apply knowledge of people, places, and environments to understand the past and present and plan for the future.

OBJECTIVES

After completing this activity, students will be able to:

- Identify differences in building materials between early settlers' houses and houses today.
- Identify differences in size of houses then and now.
- Identify differences in furnishings, interior finish and decor of early settlers' houses and houses today.
- Express values and opinions about the importance of historic preservation.
INQUIRY QUESTIONS

- What kinds of materials did early settlers in Colorado use to build their houses?
- What size were the houses of early settlers?
- How did early settlers furnish and decorate the interior of their houses?
- How do early settlers' houses differ in these respects from our houses today?

PROCEDURE

House Materials, Size, and Interiors

1. CD-ROM/Internet Use: The following photos for the Farming/Ranching topic will be used by the whole class and by small groups of students:
   - The photos of houses in the Shelters sequence
   - The photos in the Interiors sequence
2. Show the students the above photos on a multimedia projector or as transparencies on an overhead.
3. Discuss the building materials, size, or interiors for the house in each photo.
4. Hold a whole-class discussion or brainstorm about the differences between the houses of early settlers and ours today.
5. Divide students into small groups to decide why these differences exist. Make one or more copies of the CD-ROM disk available in the classroom to allow students to inspect the photos close-up.
6. Have the small groups report back for a whole-class discussion of the reasons.

Historic Preservation

1. As a continuation of the above activity, introduce students to examples of early houses available in your own locality. For example, the metro-Denver area includes the sod house at the plains Conservation Center (a reconstruction), log and frame houses at the Littleton Museum farm, and the road station/farm house at Four Mile House Park. Use photos and brochures, if available.
2. Brainstorm reasons why these places have value in today's society (archaeological, historical, civic responsibility and pride, economic benefits or reusing structures, tourism).
3. Plan a field trip to one or more of the sites listed above to let students experience a part of their heritage first-hand.

6/23/2003
These activities were developed with funding from the State Historical Fund.
CAN YOU PICTURE THIS [HOUSE]?

Matthew Downey, Director, Doing History/
Keeping the Past Project

OVERVIEW

Using written primary sources, students will investigate some of the houses of early settlers in Colorado and speculate about why they built the kinds of houses they did.

STANDARDS

- History Standard 2: Students know how to use the processes and resources of historical inquiry.
- History Standard 3: Students understand that societies are diverse and have changed over time.
- Geography Standard 2: Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.
- Geography Standard 6: Students apply knowledge of people, places, and environments to understand the past and present and plan for the future.
- Reading and Writing Standard 1: Students read and understand a variety of materials.
- Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences.
- Reading and Writing Standard 4: Students apply critical thinking skills to their reading, writing, speaking, listening, and viewing.

OBJECTIVES

After completing this activity, students will be able to:

- Visualize at least one kind of house built by early settlers in Colorado.
- Interpret a written primary source.
- Transfer information from one medium to another.

INQUIRY QUESTIONS

- What do you think houses described in written primary sources looked like?
- Why did early settlers in Colorado build the kind of shelters described in the sources?
PROCEDURE

1. Primary Sources Use: This activity requires classroom sets of the following primary source documents (see below):
   - Dugouts
   - A Homestead Cabin
   - A Good Sod House

2. Make classroom sets of the above and hand out and hand out copies to students (individuals or small groups).

3. Ask students to read the documents and draw a picture of one of the houses described in the documents.

4. As the student(s) to write a paragraph explaining why the early settlers built this kind of shelter (dugout/cabin/house).

5. Collect and post the drawings and explanations.

6. Use the drawings and explanations to begin a discussion of the kinds of houses early settlers built in Colorado.

7. Following this discussion, show students some of the photos of houses of early settlers in Colorado and have students compare their drawings and descriptions with the photos.
Dugouts

"Some [of the first settlers] were in tents, some in dugouts and some just had a cave in the hillside. The first year there were but seven families in the settlement and we had only three teams [of horses]. . . . That winter only two of us had wooden houses, and the suffering was intense. We had scarcely any wood to burn. Buffalo chips and sagebrush were our chief fuel. Three of our horses died from starvation and the other three were too weak to pull the empty wagon."


A Homestead Cabin

"An 8 by 10 [feet] plank house was erected with one door and one window, and all of the "built-in" features--a cracker box over the head of my bed for books and one over the table for dishes. The table and bed were stationary, made of up-to-date planks. A trunk, small stove and two chairs were the furnishings of one of the first domiciles [homes] where Holyoke is now situated."

Source: Lizzie Gordon Buchanan (1934), CWA Interviews, Doc 341/18, Colorado Historical Society

A Good Sod House

"We had a good sod house and a barn in the side of a hill. We never went hungry and always had plenty of fuel to keep us warm. The Frenchman Creek crossed our land and there was a water hole that did not ever go dry. . . .The coyotes yelped at night, but we soon got used to their cry. I brought a great many flowers with me from Illinois, and they did fine in our sod house."


Additional sources are available in the Archives, under the topic Shelter.
EARLY SETTLERS’ HOUSES

Cynthia Stout, Instructional Services, Jefferson County School

Sandra Stokely, Ellis Elementary School, Denver

OVERVIEW

Students will investigate and compare early houses in different regions in Colorado.

STANDARDS

- History Standard 2.2 Students know how to interpret and evaluate primary and secondary sources of information.
- Geography Standard 2.2: Students know how and why people define regions.

OBJECTIVES

After completing this activity, students will be able to:
- Describe different kinds of building materials available to Colorado's early settlers.
- Identify regional differences in available building materials.
- Express values and opinions about the importance of historic preservation.

INQUIRY QUESTIONS

- What kinds of materials did early settlers in Colorado use to build their houses?
- Why did people in different places use different kinds of materials to build their houses?
- What size were the houses built by the early settlers?
- Do houses built by early settlers still remain in your community?
- If so, what materials were these houses made of and what size were they?
PROCEDURE

MATERIALS

1. CD-ROM/Internet Use: The seven photos of houses in the Shelters sequence of the Farming/Ranching topic will be used by the whole class and by small groups of students.
2. Show the students the above photos on a multimedia projector or as transparencies on an overhead.
3. Discuss the location of and building materials used for each house.
4. Divide students into small groups to decide why settlers in different places used different kinds of building materials. Make one or more copies of the CD-ROM disk available in the classroom to allow students to inspect the photos close-up.
5. Have students report and discuss their conclusions. Make sure they include locational, geographic, and cultural variables.

SIZE

1. CD-ROM/Internet Use: The seven photos of houses in the Shelters sequence of the Farming/Ranching topic will be used by the whole class and by small groups of students.
2. Show the students the above photos on a multimedia projector or as transparencies on an overhead.
3. Discuss the size of these houses. Estimate the square feet and number of rooms in each house.
4. Compare the size of these houses with the students' homes.
5. Discuss why early settler's houses were much smaller than houses today.

HISTORIC PRESERVATION

1. CD-ROM/Internet Use: None.
2. Find out if any of your local historic sites includes a preserved log cabin, sod house, or adobe house.
3. If so, take the students to visit the site or bring a video of the structure to class.
4. Discuss the value of early houses as historical evidence about how people lived in other times.
5. Discuss what house types we might preserve to let people a century from now understand what our lives are like.
OVERVIEW

Students will analyze contemporary and historic photographs to develop an understanding of how clothing styles and customs have changed over time.

STANDARDS

- History Standard 2: Students know how to use the processes and resources of historical inquiry.
- History Standard 3: Students understand that societies are diverse and have changed over time.
- 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:

- Interpret information from historical photographs
- Record information gathered from photographs on a matrix
- Compare and contrast information from two matrices
- Suggest reasons for changes in clothing styles and customs over time.

INQUIRY QUESTIONS

- What kinds of clothing are the people wearing (best clothes, work clothes, etc.)?
- What do the clothes indicate about the person's economic status?
- How differences are there between men's clothing, women's clothing, children's clothing?
- Why are certain types of clothing being worn?
Does the clothing reflect cultural or ethnic differences?

PROCEDURE

1. Doing History/Keeping the Past CD-ROM disc or website — Farming/Ranching topic; photos from Food, Clothing, and Shelter & Families, Children and Schools themes; various sequences.

2. CD-ROM Use: Students will use the CD-ROM disk or Internet site to do research on historical clothing.

3. Ask students to bring in five photographs of themselves and/or their families taken at different times in their life.
   - Give each student a copy of the Contemporary Clothing Matrix (see below) and ask him/her to complete it using information from their own photographs.
   - Ask students to share the information from their matrices and help them make generalities about clothing styles and customs in today's society.

4. Using the CD-ROM as a resource, ask students (working independently or in small groups) to find ten photographs that include people.
   - Give each student a copy of the Historical Clothing Matrix (see below) and ask him or her to complete it using the photographs found in the collection.
   - Ask students to compare and contrast the information from each of their matrices.
   - Ask them to suggest reasons for the differences in clothing styles and customs evidenced in each matrix.

5. Conduct a class discussion that leads to generalizations about clothing styles and traditions and the reasons for changes over time.
### Contemporary Clothing Matrix

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Boys</th>
<th>Girls</th>
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<tbody>
<tr>
<td><strong>Photo 1</strong></td>
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<td><strong>Photo 5</strong></td>
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These activities were developed with funding from the State Historical Fund.
### Historical Clothing Matrix

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<th>Girls</th>
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<tbody>
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<td>Photo 1</td>
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These activities were developed with funding from the State Historical Fund.
FIELD TRIP TO AN HISTORIC HOUSE

Matthew Downey
Hewit Institute, UNC
Greeley

OVERVIEW

Students will visit historic houses in their community to learn about the value and methods of historic preservation.

STANDARDS

- History Standard 2: Students know how to use the processes and resources of historical inquiry.
- History Standard 3: Students understand that societies are diverse and have changed over time.

OBJECTIVES

After completing this activity, students will be able to:
- Identify different historic houses that have been preserved.
- Describe how historic houses in Colorado have been preserved.
- Express values and opinions about the importance of historic preservation.

INQUIRY QUESTIONS

- What are some of the houses from the 1800s that still exist today?
- How were these houses kept from being destroyed?
- What value do these houses have in helping us know about how people lived then?

MATERIALS

- A local historical site.
- Brochure or other printed information about the site

PROCEDURE

1. Introduce students to examples of historic houses available in your locality. For example, the metro-Denver area includes such early houses as the sod house at the plains Conservation Center (a reconstruction), the log and frame houses at the Littleton Museum, and the road station/farm house at Four Mile House Park. Late-19th and early 20th-century houses...
include the Molly Brown House, the Streer House at Belmar Museum, and Hiwan House in Evergreen.

2. Visit the historic houses that you want to feature, take photographs, and pick up brochures about the houses.

3. Divide the class into small groups and assign one historic house to each group. Give them the following questions:

   - Where is the house located?
   - Who is responsible for maintaining it?
   - What value does the house have in helping us know about how people lived in the past?

4. Ask the students to write a letter to the curator or director of the historic house. The letter should include the following:
   - Questions that students may have about the house.
   - Questions they may have about the curator and how he/she became a curator.
   - Their own thoughts about what the house means to them.

5. Have students read to the class any responses they may receive.

6. Plan a field trip to one or more of these historic houses to let students experience the value of historic preservation first-hand.
A FAMILY SCRAPBOOK

Kim Hamilton, Carbondale Elementary School, Carbondale
Cathy Lasell, Cameron Elementary School, Greeley
Kathy Williams, Tarver Elementary School, Thornton

OVERVIEW

Using primary sources, students will research family life in turn of the century Colorado to create a mock scrapbook. (Other options are a slide show or quilt).

STANDARDS

- History Standard 2.2 Students know how to interpret and evaluate primary and secondary sources of information.
- Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

OBJECTIVES

- To do research and record data.
- To investigate family life.
- To identify chores, work, entertainment, food, clothing, and shelter for families.
- To identify the function of a family on a farm or a ranch.

INQUIRY QUESTIONS

- What chores/work do you see?
- How did they spend their free time (children and adults)?
- What were their houses like?
- Why did families take photographs?
- Are they wearing their best clothes or their work clothes?
- How did women dress?
- How did men dress?
- How did children dress?

PROCEDURE

1. In order for students to create the scrapbook, they need to evaluate the following primary sources found in the Farmers and Ranchers Lesson Binder or one the Doing History CD-ROM or the project’s web site.

2. The primary sources include the following:
Photographs in the Farmers’ & Ranchers’ Food, Clothing, and Shelter sequences;
Photographs in the Farmers’ & Ranchers’ Families, Children and Schools sequences;
Photograph in the sequences relating to Farm Work and Ranch Work.
Primary Source Documents may be obtained from the lesson plan binder or the Doing History Archives. The sources include the following:
   i. Raising Their Own Food
   ii. Dinner Parties on the Plains
   iii. Hispanic Settlers’ Blue Corn Meal
   iv. Beans, Chile, & Stew
   v. Food at Deerfield
   vi. Harvest Meals
   vii. Buffalo Meat
   viii. Calico Dresses
   ix. Children’s Games
   x. School Sports

3. Below are 4 different ways of organizing your students so that they can access the primary sources on the CD-ROM or Internet website. This choice is largely dependent on the number of computers available.
   a. A small group of students or an individual student can research at the computer station while other students are researching using other materials (literature, nonfiction, and trunk materials).
   b. Print the photographs and primary source documents listed above and give a complete packet of materials to each team of students.
   c. Independent student research can occur within a lab situation in which each student has access to a CD and/or Internet website.
   d. Whole class teacher-directed instruction can occur by projecting the CD-Rom images through an overhead or television screen.

4. As students research the documents and photographs, students record data on the graphic organizer (see a copy below).

5. Student teams need time to create items for their scrapbook. Suggestions include: pictures, mock letters or journal entries, invitations, certificates and awards. These scrapbook items might be printed off of the CD, brought in by the students, or created by the team.

6. Students present their scrapbook to the class explaining each item and why they decided to include it based on their research.
# SCRAP BOOK DATA COLLECTION

<table>
<thead>
<tr>
<th>Working Together</th>
<th>Playing Together</th>
<th>Family's House</th>
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<th>Clothes</th>
<th>Family at Dinner</th>
<th>Other</th>
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These activities were developed with funding from the State Historical Fund.
MEMORY BOX

Kim Hamilton
Carbondale Elementary School, Carbondale

Cathy Lasell
Cameron Elementary School, Greeley

Kathy Williams
Tarver Elementary School, Thornton

OVERVIEW

Students will use primary sources to research daily life of children who lived in Colorado at the beginning of the 20th century.

STANDARDS

- 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.

- History Standard 2: Students know how to use the processes and resources of historical inquiry.

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

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

- Reading and Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

OBJECTIVES

- Students will research and record data.
- Students will investigate daily life.
- Students will identify children’s chores and games.
- Students will investigate children’s functions within a farming or ranching family.
INQUIRY QUESTIONS

- What chores did children do?
- What games did they play?
- What toys did they play with

MATERIALS

Doing History/Keeping the Past CD-ROM disc or website:
- Farming/Ranching topic; Families, Children and Schools theme; Schools and Classrooms sequences.
- Also “In Their Own Words” documents for these sequences.

PROCEDURE

1. Select one of the following ways for students to access the above materials:
   a. Send students individually or in small groups to the computer station to examine the photos on a CD-ROM or Internet site while other students are working on other assignments.
   b. Print out and copy the photographs, giving copies to each group of students.
   c. Send the class to a computer lab where all the students can examine the photographs on the Internet site at the same time.
   d. Use a multi-media projector or overhead with an LCD projector to show the photographs to the entire class.

2. Hand out copies of the inquiry questions and ask the students to gather as much information as they can from the documents and photos. They should record the data on the graphic organizer developed for this activity.

3. Using the above information, the students should create items for a memory box. This box should be a collection of items and pictures that would have been important to an early 20th century child. Items might include photographs, models, mock journal entries or letters, toys or clothing. These could be printed from the website, brought from home or constructed by the team.

4. Students present memory boxes to the class, explaining each item and why they decided to include it.
COMMUNITY LIFE AND SCHOOLS

Juli Reutter  
Ellis Elementary School, Denver  

Tanya Weir  
Philips Elementary School, Denver  

OVERVIEW

In this activity students will use primary and secondary sources to learn about local history and methods for preserving the past.

STANDARDS

- 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.
- History Standard 2: Students know how to use the processes and resources of historical inquiry.

OBJECTIVES

- Use primary and secondary sources to gather information about the community.
- Compare historical periods, past and present.
- Develop lists of ways the community might change and remain the same.
- Document the class “community” for one year.
- Preserve this information for future use.

INQUIRY QUESTIONS

- In what ways has your community changed over time?
- In what ways has it remained the same?

MATERIALS

- Historical photos and other primary sources about the history of your community.
- Local histories and other secondary sources about your community.
PROCEDURE

1. Use the K-W-L strategy (what students Know, what students Want to know, and what students Learned) to find out what the students know and want to learn about your community.

2. Brainstorm and list possible resources that could help them find out about the community. Sources could include community leaders, school alumni, and other people, as well as books and library resources. Collect the text resources for use in the classroom.

3. Ask students to predict how the community is similar/different today than it was in the past.

4. Use primary and secondary sources to test the students’ predictions.

5. Using a two-column graphic organizer, list how your community has changed and remained the same.

6. Complete the L part of the K-W-L strategy.
ONE ROOM SCHOOLS

Kim Hamilton
Carbondale Elementary School, Carbondale

Cathy Lasell
Cameron Elementary School, Greeley

Kathy Williams
Tarver Elementary School, Thornton

OVERVIEW

This activity examines the benefits and limitations of one-room schoolhouses.

STANDARDS

- 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.
- History Standard 2: Students know how to use the processes and resources of historical inquiry.
- History Standard 3: Students understand that societies are diverse and have changed over time.
- Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences.
- Reading and Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

OBJECTIVES

- Students will analyze differences.
- Students will synthesize information.
- Students will communicate persuasively

INQUIRY QUESTIONS

- What is being taught?
- How large is the class?
- Who is in the classroom?
• What does the classroom look like?
• How is the classroom arranged?
• How would a one-room schoolhouse help students learn?
• What would be the disadvantages of a one-room schoolhouse?

MATERIALS

Doing History/Keeping the Past CD-ROM disc or website:
• Farming/Ranching topic; Families, Children and Schools theme;
  Schools and Classrooms sequences.

PROCEDURE

1. Ask the students to respond to the inquiry questions above by examining
   the photos on the CD-ROM or website from the sequences listed above
   and the following primary sources from “In Their Own Words”:
   a. “Rough & Tumble Games”
   b. “Sod Schoolhouse”
   c. “The One Room Schoolhouse”
   d. “Classroom Benches”

2. Students can access the photographs in one of the following ways:
   a. Send students individually or in small groups to the computer
      station to examine the photos on a CD-ROM or Internet site while
      other students are working on other assignments.
   b. Print out and copy the photographs, giving copies to each group of
      students.
   c. Send the class to a computer lab where all the students can
      examine the photographs on the Internet site at the same time.
   d. Use a multi-media projector or overhead with an LCD projector to
      show the photographs to the entire class.

3. Have students write an editorial or letter to the editor either for or against
   the one-room school. The essay should explain at least 3 benefits or
   disadvantages of this type of school. Students should explain how it
   would or would not help them learn.
OVERVIEW

Students will use photographs and primary sources to understand the difference between irrigated and dryland farming. A map exercise will help them understand the importance of water to Colorado agriculture and the growth of cities.

STANDARDS

- History Standard 4.3: Students understand the historical development and know the characteristics of various economic systems.
- Geography Standard 2.2: Students know how and why people define regions.
- Reading and Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

OBJECTIVES

After completing this activity, students will be able to:
- Differentiate between irrigated and dryland farming.
- Describe the relationship between access to irrigation and the kind of crops grown in Colorado.
- Describe the relationship between availability of water and size of towns and cities in Colorado.
- Use a map to record information about farming.
- Generalize about the importance of water to the settlement of Colorado.

INQUIRY QUESTIONS

- Where in Colorado did farmers use irrigation?
- Where was dryland farming practiced?
- What crops depended on irrigation? What crops were grown in dry areas?
- How important was water to the development of farms and towns in Colorado?
PROCEDURE

1. CD-ROM/Internet use: Whole-class teacher-directed instruction.

2. Show the students photographs related to irrigated farming:
   - Click on Farm Work and Tools;
   - Click on Irrigated Farming to access these photographs.
   - Ask what these photographs tell us about farming in Colorado?

3. Show the students photographs related to dryland farming:
   - Click on Farm Work and Tools; click on Harvesting Wheat.
   - Ask what these photographs tell us about farming in Colorado?

4. Make copies and handout the following primary sources:
   - Rules for Irrigated Farming
   - Learning to Farm in a Dry Climate
   - The Drought in Yuma County in the 1880s
   - The Drought in Baca County in 1891
   - Drought in Eastern Colorado in 1892
   - Ask what these sources tell us about farming in Colorado?

5. Use a blank map of Colorado that shows physical features, including waterways.
   - Locate or drawn in the rivers and larger streams
   - Shade the adjoining areas where farmers probably practiced irrigated farming.
   - Cross-hatch or otherwise distinguish areas where farmers probably used dryland farming techniques.

6. Make a list of crops grown in Colorado.
   - Develop a set of symbols to represent each crop.
   - Draw the symbols on the map in the regions where those crops were grown.
   - Discuss the relation between crops and the kind of farming techniques (irrigated, dryland) used.
   - Which area had the greatest variety of crops?

7. Make a two-column list of major towns and/or cities located along major streams/rivers where farmers irrigated.
   - In dry-farming areas.
   - Which list includes most of the largest towns and cities?

8. The students must write a paragraph about the importance of water to the farmers and townspeople of Colorado using evidence drawn from the above activities.
FARM CROPS

Cynthia Stout,
Instructional Services, Jefferson County School, and

Sandra Stokely,
Ellis Elementary School, Denver

OVERVIEW

Students will use historical photographs to understand the different kinds of crops (grain, root, vegetables, fruits) grown in 19th-century Colorado.

STANDARDS

- Geography Standard 2.2: Students know how and why people define regions.
- Economics Standard 1: Students understand that because of the condition of scarcity, decisions must be made about the use of resources.

OBJECTIVES

After completing this activity, students will be able to:

- Differentiate between various crops and where they were grown.
- Identify a geographic region from visual cues in a photograph.
- Describe varying water needs of each crop.
- Identify the sequence of steps involved in harvesting crops.

INQUIRY QUESTIONS

- What crop was being grown in this photograph?
- Is it an orchard or a field crop?
- In what region of Colorado was this photograph taken?
- How is the crop harvested?

PROCEDURE

1. CD-ROM/Internet use: Students will use photographs from the "Farm Work and Tools" theme or subtopic at the computer. For the wheat harvesting step below, the teacher should print out the photographs and make several hard-copy packets for the students to use.

2. Brainstorm a list of crops that were/are grown in Colorado.
Create categories for types of crops, such as "grain," "root vegetables," and "fruit."
Assign each crop a region in Colorado in which it is most likely to be grown, such as "eastern plains," "river valleys," and "western slope."

3. Send students in pairs or small groups to the computer to see which of these crops they can find in the historical photographs.
   - Ask students to identify the crops they find.
   - Ask them to assign a region to this photograph based on visual cues (flat background may indicate eastern plains mesas indicate the western slope, irrigation ditches indicate river valley locations).

4. Print out and copy the Harvesting Wheat photographs to make packets for small group work, and create a separate list of the titles of these photos.
   - Ask students to match the photo to the title.
   - Ask students to put the photos in the correct sequence involved in harvesting wheat.

5. End the activity with a discussion that compares and contrasts the work involved in growing wheat, root vegetables, and fruit.
TOOLS AND TECHNOLOGY ON FARMS AND RANCHES

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Jefferson County Public Schools, Golden

Sandra Stokely
Ellis Elementary School, Denver

OVERVIEW

Students will synthesize and demonstrate their knowledge of the tools, and technology associated with farming and ranching.

STANDARDS

• History Standard 2: Students know how to use the processes and resources of historical inquiry.

• Reading and Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

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

OBJECTIVES

After completing this activity, students will be able to:

• Make comparisons between tools and farm implements used in farming and ranching.

• Write a narrative that demonstrates their understanding of the tools and technology used in farming and ranching.

INQUIRY QUESTIONS

• How are the tools used by farmers and ranchers alike and how are they different?

• How are the farm implements and machines used by farmers and ranchers alike and how are they different?

• How did technology affect or change the lives of farmers and ranchers?
MATERIALS

Doing History/Keeping the Past CD-ROM disc or website:
- Farming/Ranching topic; Farm Work & Ranch Work themes; all sequences.

PROCEDURE

1. Students will use photographs to identify hand tools and farm implements used by farmers and ranchers.

2. The students will use the disk or Internet site in pairs or small groups to make the following four lists. Assign one list to each group. Focus on the Farm Work and Ranch Work subtopics or themes.
   - Hand tools used on farms.
   - Hand tools used on ranches.
   - Large implements and machines used on farms.
   - Large implements and machines used on ranches.

3. Conduct a discussion based on these lists about the differences and similarities between the tools and implements used on farms and ranches.

4. Ask each student to assume the identity of a person involved either in farming or in ranching. They should write a first-person narrative or a letter about their work as either a farmer or rancher and what tools and implements they find most useful.
FOUR RANCH WORK AND TOOLS ACTIVITIES

SaraJane Ericson,
Burlington Elementary School, Longmont

Jim Giese, Hewit Institute, UNC

OVERVIEW

The following activities will help students use photographs and primary sources to discover the kinds of work ranchers did and the kinds of tools they used. One of the activities focuses on the work done during a round up. The students also will write a first-person account of ranch work and life.

STANDARDS

- History Standard 2.2 Students know how to interpret and evaluate primary and secondary sources of information.
- Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

OBJECTIVES

After completing this activity, students will be able to:
- Use photographs and printed primary sources to identify ranch work done by men and women.
- Identify and describe tools and implements or machines used on ranches.
- Write a first-person account of ranch work and life.

INQUIRY QUESTIONS

- What kind of work did ranch men and women do?
- What purpose did round-ups serve?
- How did ranchers know which cattle belong to them?

PROCEDURE

1. CD-ROM/Internet Use: Students will use photographs at the computer to identify the kind of work done and tools used on ranches.
   - The two most useful subtopics or themes are "Ranch Work and Tools" and "Women's Work."
   - You may also wish to integrate text-based primary sources into this work—check out the Doing History Archives: Ranch Work page.
• Teachers may want to print out these photographs and make hard-copy packets for the students to use.

2. Ranch Work and Tools Activity
• Have students work in pairs or small groups to examine the photographs and make the following lists:
  • Tasks or jobs that ranch men and women did.
  • Tools required for each kind of task. (Saddles and bridles are tools, as well as branding irons and lariats. Discuss what is meant by a "tool").
  • Implements or machines used on ranches (windmills, chuck wagons, mowing machines, etc.)
• The groups will share their findings.

3. Ranch Artifact Activity:
• Invite a local rancher to bring ranch tools to class.
• Arrange tools in stations around the room.
• Ask students to handle the tools and decide what each tool is or was used for.
• The guest describes the actual use of the tools.
• Or create a classroom museum by acquiring a set of ranch tools (e.g., branding iron, spur, lariat, bridle).

4. Round Up Activity:
• Using the photographs in "The Round Up" sequence, have students working in pairs make predictions about the purpose of round ups.
• Have students read at least one printed primary sources about round ups.
• Then have them review their predictions and write brief, one-sentence descriptions about what they now think was happening in the photograph.
• Each pair should share their descriptions with another pair of students.

5. Diary/Letter-Writing Activity
• Each student will adopt the role of a ranch man or woman.
• Write a diary entry or a letter to a city dweller about the work he/she does and the tools used.
• Describe how life on a ranch is different from life in a city.
OVERVIEW

Students evaluate historical photographs to understand how towns developed.

STANDARDS

- History Standard 2: Students know how to use the processes and resources of historical inquiry.
- History Standard 4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
- 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 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

OBJECTIVES

- Students will be able to analyze historical data.
- Students will be able to identify the characteristics of a town.
- Students will be able to draw conclusions based on historical evidence

INQUIRY QUESTIONS

- What purposes does this town serve?
- What buildings does it contain?
- What are the buildings made of?
- What kind of people are in the photographs (age, gender)?
- What are the people doing?
MATERIALS TO BE USED

Doing History/Keeping the Past CD-ROM disc or website:
- Farming/Ranching topic; Market and Supply Towns theme;
- Primary sources under "In Their Own Words."

PROCEDURE

1. Select one of the following ways for students to access the above materials:
   a. Send students individually or in small groups to the computer station to examine the photos on a CD-ROM or Internet site while other students are working on other assignments.
   b. Print out and copy the photographs, giving copies to each group of students.
   c. Send the class to a computer lab where all the students can examine the photographs on the Internet site at the same time.
   d. Use a multi-media projector or overhead with an LCD.

2. Divide students into pairs or small groups, with each group assigned one or more of the inquiry questions. Each team needs a recorder and a reporter.

3. The reporter from each team must report the group's findings back to the class. The teacher should record similarities and differences between the towns investigated on a T-chart for the class (see below).

4. As a conclusion, have students write a paragraph explaining what their life would have been like had they lived in such a town.

Sample T-Chart

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MAIN STREET

Kim Hamilton
Carbondale Elementary School, Carbondale

Cathy Lasell
Cameron Elementary School, Greeley

Kathy Williams
Tarver Elementary School, Thornton

OVERVIEW

Students will evaluate the function of a town's main street and the purposes of towns.

STANDARDS

• History Standard 2: Students know how to use the processes and resources of historical inquiry.

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

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

OBJECTIVES

• Students will research and record data.
• Students will identify characteristics of main streets.
• Students will draw conclusions about the services that towns provide.

INQUIRY QUESTIONS

• Who lives in this town?
• What businesses are there?
• How do you get your needs met there?
• What kind of roads/sidewalks do you see?
• What are the people doing?
• What transportation do you see?
PROCEDURE

1. In order for students to draw conclusions about the function of main streets and the purposes of towns, they need to evaluate the following primary sources found on the Doing History CD-ROM and/or the Internet website.
   - Photos: Click on Market and Supply Towns
   - Printed Sources: See “Farm and Market Towns” documents.

2. Below are two different ways of organizing your students so they can access the primary sources on the CD-ROM and/or Internet website. This choice is largely dependent on the number of computers available.
   a. Print the photographs and primary source documents listed above and give a complete set to each team of students.
   b. Independent student research can occur within a lab situation in which each student has access to a CD-ROM and/or the Internet website.

3. Each group of students needs to investigate the complete packet of primary sources and photographs listed above and answer the inquiry questions. Each team member needs to take his/her own notes.

4. After examining the evidence, have the students complete a Venn Diagram comparing a main street in their town to the main street they have been observing.

   My Town                  Old Town
GETTING TOGETHER ON WEEKENDS

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Cathy Lasell
Cameron Elementary School, Greeley

Kathy Williams
Tarver Elementary School, Thornton

OVERVIEW

Students will read two primary source documents and compare past and present.

STANDARDS

- History Standard 2: Students know how to use the processes and resources of historical inquiry.

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

OBJECTIVES

- Students will draw conclusions based on historical evidence.
- Students will make comparisons of past and present

INQUIRY QUESTIONS

- Is the narrator an adult or a child?
- How is it the same as your weekend time?
- Where did they go to see other people?

MATERIALS

Doing History/Keeping the Past CD-ROM disc or website:
- Farming/Ranching topic;
- Market and Supply Towns theme; Interiors sequence; "In Their Own Words" for photo #2.
- Community Life theme; Churches and Religion sequence; "In Their Own Words" for photo #1.
PROCEDURE

1. Print out the two primary sources listed above and make copies for the students to work in pairs.

2. Have students brainstorm a list of activities of how they spend time on the weekend.

3. Have the partners read the two documents and discuss the answers to the inquiry questions.

4. Have the teams draw pictures that compare how young people spent their weekend time then and how they spend the time now.
TRANSPORTATION:
THEN AND NOW

Juli Reutter
Ellis Elementary School, Denver

Tanya Weir
Philips Elementary School, Denver

OVERVIEW

Students will use primary and secondary sources to learn about transportation and methods for preserving the past.

STANDARDS

• 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.

• History Standard 2: Students know how to use the processes and resources of historical inquiry.

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

OBJECTIVES

• Students will use primary and secondary sources to identify types of transportation that existed in late-19th century Colorado.

• Students will know the advantages and disadvantages of increased speed of transportation.

INQUIRY QUESTIONS

• How did transportation change over time?
• What forms of public transportation were available in 19th century Colorado?
• What forms of transportation did children use to go to school then?
• How does availability of transportation influence what food products are available to people?
MATERIALS

Doing History/Keeping the Past CD-ROM disc or website:
- Farming/Ranching topic; Families, Transportation theme.
- Also documents under “In Their Own Words”

PROCEDURE

1. Discuss “historical archives” and the labeling of artifacts to be placed in an archive.

2. Using photographs from the website, create a transportation collage to be placed in a class historical transportation archives. Have the students label the artifacts.

3. Ask students to lead a discussion about their collage based on the inquiry questions above.

4. Discuss how the increased speed of transportation affects farmers and ranchers now. How does it affect what food produces we eat today?
TRANSPORTATION

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Carbondale Elementary School, Carbondale

Cathy Lasell
Cameron Elementary School, Greeley

Kathy Williams
Tarver Elementary School, Thornton

OVERVIEW

Students will research historical photographs to find out what kind of transportation people used in late 19th-century Colorado.

STANDARDS

• 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.

• History Standard 2: Students know how to use the processes and resources of historical inquiry.

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

OBJECTIVES

• Students will evaluate historical evidence.
• Students will compare and contrast different forms of transportation.
• Students will draw conclusions about the value of different forms of transportation

INQUIRY QUESTIONS

• What kind of vehicle is this?
• What did it haul?
• Who used it?
• Why did they use it?
MATERIALS

Doing History/Keeping the Past CD-ROM disc or website:
- Farming/Ranching topic; Transportation theme; Horse-Drawn Vehicles sequence.

PROCEDURE

1. Select one of the following ways for students to access the above materials:
   a. Send students individually or in small groups to the computer station to examine the photos on a CD-ROM or Internet site while other students are working on other assignments.
   b. Print out and copy the photographs, giving copies to each group of students.
   c. Send the class to a computer lab where all the students can examine the photographs on the Internet site at the same time.
   d. Use a multi-media projector or overhead with an LCD.

2. Have students work in teams to fill out a four-column chart with the following headings: Description of Photo, What Kind of Vehicle Is This? What Was It Used For? Who Used It? Why Did They Use It?

3. After completing the chart, each team reports their findings. Add their conclusions to a class matrix.
### DESCRIPTION OF PHOTO

<table>
<thead>
<tr>
<th>What kind of vehicle is this?</th>
<th>What was it used for?</th>
<th>Who used it?</th>
<th>Why did they use it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>