FARM TOWNS

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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

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>
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<tbody>
<tr>
<td></td>
<td></td>
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