

THE LAYOUT OF A MINING TOWN

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OVERVIEW

Students use information and evidence about Colorado mining towns to design their own mining town.

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

Students will be able to:

- Find information about mining towns using primary and secondary sources.
- Identify different kinds of buildings, businesses, and services that existed in Colorado mining towns.
- Use this information to design their own Colorado mining town.

INQUIRY QUESTIONS

- What physical features (mountains, gullies, creeks, rivers, etc.) restricted where and how towns could be built?
- What kind of buildings did mining towns have? How many stories? What materials were they made of?
- What kind of businesses and services did mining towns need?
- What kind of housing (single-family, hotels, boarding houses, etc.) existed in mining towns?

PROCEDURE

1. This activity will require the use of the following historical photographs:

MINING TOWNS THEME

- Central City Sequence: Photos 1-3
- Store Fronts Sequence: Photos 1-5
- Houses Sequence: Photos 1-4
- You may also wish to integrate some text-based sources into this activity. Check out the sources in the Doing History Archives: Mining Towns.

2. Students can access these photographs in one of the following ways:
 - 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.
 - Print out and copy the photographs, giving copies to each group of students.
 - Send the class to a computer lab where all the students can examine the photographs on the Internet site at the same time.
 - Use a multi-media projector or overhead with an LCD projector to show the photographs to the entire class.
3. Hand out the Mining Towns investigation sheet (see below) and ask the students to complete the sheet while they are viewing the photographs.
4. Have the students (individuals/groups) use the information they have found to design an ideal, 19th-century mining town. They should include physical features, names of businesses, street names, a variety of housing, etc.
5. Students complete the activity by presenting their mining town to the class. In their reports, they should distinguish between essential elements and non-essential ones that may add comfort and pleasure.

MINING TOWNS INVESTIGATION SHEET

INSTRUCTIONS:

Use primary and secondary sources provided by your teacher to find the information needed to answer the questions below. To use the *Doing History/Keeping the Past* CD-ROM disk or Internet site for this assignment:

- Open the disk (or access the web site: <http://Hewit.unco.edu/dohist/>)
- Click on Mining topic
- Click on Mining Towns theme
- Click on the Central City sequence and examine the three photographs
- Click on the Store Fronts sequence and examine the five photographs there
- Click on the Houses sequence and examine those photographs

FOCUS QUESTIONS:

1. What physical features restricted where and how towns could be built?

2. What were buildings like in mining towns? (How many stories? What materials were they made of?)

3. What kind of businesses and services did mining towns have?

4. What kind of housing was available in mining towns? Were individual houses the only places in which to live?
