

MINING TOWN COMMUNITY LIFE

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OVERVIEW

Students use information and evidence about community life in Colorado mining towns to create a brochure to attract settlers to a hypothetical mining community.

STANDARDS

- History Standard 2.2: Students know how to interpret and evaluate primary and secondary sources of information.
- History Standard 3.2: Students understand the history of social organization in various societies.
- 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:

- Find information about mining town community life using primary and secondary sources
- Identify different kinds of community institutions and activities, including churches, schools, celebrations, recreational activities, sporting events, etc. that existed in Colorado mining towns
- Use this information to create a brochure to promote a hypothetical Colorado mining town

INQUIRY QUESTIONS

- What community activities or events brought people together in Colorado mining towns? (Church attendance, sporting events, celebrations, etc.)
- What were churches like in mining communities?
- What kind of recreational or sporting events brought people together?
- How well balanced was the ratio of men, women, and children in Colorado mining towns?
- What would make a mining community an attractive place to live?

PROCEDURE

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

- MINING COMMUNITY LIFE THEME
 - Holidays and Fairs Sequence: five photographs
 - Religion Sequence: four photographs
 - Sports and Entertainment Sequence: five photographs
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.
 - Project the CD-ROM or Internet-site screen with these photographs for the entire class by using a multi-media or LCD projector.
 3. First, brainstorm what students like about the community in which they live. Make a list of the attractions. Include sporting events, seasonal celebrations, the arts, parks, and other attractive features.
 4. Discuss why people live in communities.
 5. Then hand out the Mining Towns Community Life investigation sheet and have students examine the photographs identified above.
 6. Have the students (individuals/groups) use the information they have found to design a brochure to persuade people to move to a hypothetical mining town. Be sure to have students:
 - Review the basic elements of a brochure; look at samples from AAA to see how different towns/organizations have portrayed their town; plan the layout of the brochure.
 - Include the name of the town, illustrations of its attractive features, and a list of community activities.
 - Make the brochure as attractive as possible.
 7. Have the students present the brochures to the class.

**MINING TOWN COMMUNITY LIFE
INVESTIGATION SHEET**
(Tanya Weir and Juli Reuter)

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
- Click on Mining topic
- Click on Community Life theme for photographs of community activities

FOCUS QUESTIONS:

1. What community activities or events brought people together in Colorado mining towns?

2. What were churches like in mining communities?

3. What kind of recreational or sporting events brought people together?

4. How well balanced was the ratio of men, women, and children in Colorado mining towns?

5. What would make a mining community an attractive place to live?
