

KEEPING MINING TOWN CELEBRATIONS

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OVERVIEW

Students learn about Leadville's Winter Carnival as a point of departure for finding out about historic celebrations in their own community. It may be used as an enrichment activity for individual students or as a small-group activity for an entire class.

STANDARDS

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

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

By the end of this activity, students will be able to:

- Investigate an historical community celebration (Winter Carnival at Leadville; Ice Palace).
- Explain the value of historical traditions to a community.
- Write a letter to a local community leader advocating the preservation or restoration of a local celebration.

INQUIRY QUESTIONS

- What winter event did Leadville celebrate during the mining era (Winter Carnival)?
- How was that event celebrated in a special way in 1896 (building the Ice Palace)?
- What seasonal celebrations take place in your community?
- Are any of these celebrations a part of your community's history?

- How could you help preserve or restore a celebration that is part of your community's history?

MATERIALS

- Doing History/Keeping the Past CD-ROM disc or website--Mining topic; Community Life theme; Holidays and Fairs sequence.
- Brochures advertising major community events in your city.

PROCEDURE

1. Print out photographs from the Doing History/Keeping the Past CD-ROM disk or Project website (<http://hewit.unco.edu/dohist/>) of the Leadville Winter Carnival and the Ice Palace of 1896. Make several sets.
 - Open the CD-ROM disk
 - Click on the Mining topic
 - Click on the Community Life theme
 - Click on the Holidays and Fairs sequence
2. Write the inquiry questions above on the chalkboard or on an overhead transparency.
3. Divide students in small groups.
4. Pose the first two inquiry questions above; hand out the sets of photographs; give the students time to develop a group answer.
5. Using local tourism brochures or Chamber of Commerce handouts, list and discuss your community's celebrations. Decide which are historical? (Introduce the students to celebrations that may once have been observed, but which have been discontinued.)
6. As a whole- or small-group activity, decide which celebrations have the most historical value to your community.
7. Pose the final inquiry question and have students write a letter to an appropriate community leader explaining why this celebration should be preserved or restored.