Discovering Denver: Brick by Brick Teacher's Packet Table of Contents

Introduction to <i>Discovering Denver</i>	2
Oscar's Stone Tool, Prehistory to 1858	6
Alexander's Map, 1858-1859	8
Emaline's Rocky Mountain News, 1859-1869	10
Sand Creek Massacre	12
Beth's Timetable, 1870-1881	14
Joseph's Square, 1881-1890	16
Julia's Button Tin, 1893-1900	18
Margaret Tobin Brown	20
Marie's Little Journal, 1908-1914	21
Edward's Pen, 1914-1930	23
Jacob's Keys, 1930-1941	25
Frank's Drugstore, 1941-1960	2 7
Rachel's Photograph, 1960-1980	29
Natty's Gold, 1988-Present	31
Matrix of 3 and 4th Grade Colorado Standards	33
Bibliography	34
Online Teacher Resources	36
Architecture Glossary of Terms	38
Field Trip Options	41
How to use Denver Story Trek	43
Scavenger Hunts	
Around the Capitol	45
Around the Capitol Answer Key	46
Capitol Building to Molly Brown House Museum	4 7
Capitol Building to Molly Brown House Museum Answer Key	48
Molly Brown House Museum to Capitol Building	49
Molly Brown House Museum to Capitol Building Answer Key	50
Civic Center Park	51
Civic Center Park Answer Key	52
Civic Center Cultural Complex	53
Civic Center Cultural Center Answer Key	54
LoDo Sixteenth St. Mall (Tremont to Arapahoe)	55
LoDo Sixteenth St. Mall (Tremont to Arapahoe) Answer Key	56
LoDo Sixteenth St. Mall (Arapahoe to Wazee)	5 7
LoDo Sixteenth St. Mall (Arapahoe to Wazee) Answer Key	58
LoDo Sixteenth St. Mall Warehouse District	59
LoDo Sixteenth St. Mall Warehouse District Answer Key	60
Technology Scavenger Hunts	
Five Points	61
Five Points Answer Key	65
Civic Center Cultural Complex	66
Civic Center Cultural Complex Answer Key	67

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Discovering Denver: Brick by Brick Teacher's Packet

Rationale

This Denver history book has been designed as a *frame* story; that is, a non-fiction history book set within a fictional framework. The purpose of this format is to immediately engage and motivate the learner to listen, to investigate, and to share. The stories of Natty and her family should help students connect to historical events in a more personal way.

Frame

Natty owns a used furniture store. She shares a box of family artifacts with two children who have just moved to Denver. The city's history unfolds as Natty tells the story of each object. Natty's Family Tree is inside the book, and can serve as a reference point about characters introduced through the box of objects.

The tree is intentionally incomplete. Many children do not have much information about their family history or cultural heritage. Any class family tree project should emphasize that not knowing family members beyond parents or grandparents is very common.

The children are also intentionally nameless and faceless. Their interaction with Natty is written in first person. This should allow the readers to put themselves into the frame, regardless of their cultural background or family heritage. Please note: Although based on real events, Natty, her family tree, and her ancestors' stories are entirely fictional.

What's Inside Discovering Denver: Brick by Brick

- · Table of Contents
- Natty's Story
- Natty's Treasure Box
- · Twelve chapters on Denver history, Pre-history to Present

In each, there is a photo of Denver's skyline at the time on the top of the page. Natty introduces the children to a family artifact and brief story. On the left side of the spread, two different fonts and colors indicate a dialogue between them. On the right side of the spread, *We Dig Deeper* includes more detailed information about that time in the city's history. *Brick by Brick* highlights an historic structure that is related to the time period. *Curiosity Corner* questions encourage inquiry.

NOTE: All bold words are defined in the Glossary. All green bold sites are detailed for teachers in the Site Glossary.

- Faces and Place 1-4: People and important structures
- · Peripheral Pieces: Sand Creek Massacre; Statehood and The State Capitol; Margaret Tobin Brown and The Brown Palace Hotel; Women's Stories; Denver Pastimes
- · Conclusion: Denver with New Eues and A Treasure Box of Our Own
- · Curiosity Corner Answers
- Glossary
- Timeline
- · Natty's Family Tree

How to Use the Book

A. Read the Introduction with your class. Ask if they have ever been in a used furniture or antique store. Find out if their families have any objects, including photographs that have been saved over the years.

- B. Ask them to look at Natty's treasure box contents after each chapter, and predict which object will be next. You might introduce the concept that the oldest looking artifact is probably first, and that the newest looking ones come last. Ask them to look carefully, as Natty suggests. Sometimes things have dates or other visual clues about their age.
- C. Read each chapter, and look at the photo of the skyline of Denver at the time. Ask students to compare the photos over time, and point out the changes in structures and growth. Ask about details in other photos like styles of street lamps, wagons or cars, people's clothing, building features.
- D. Read the *Brick by Brick* section: you may visit these locations on a field trip. Children may visit them with parents. Ask if anyone has been to (or by) each location.
- E. *Curiosity Corner* questions can be used for assignments, extra credit, or brief class time projects. The answers are located in the back of the book.

Faces & Places

Faces may be used for creating biographies. After students research the person, information may be shared with the class. Suggested format for sharing:

- o Interview students ask questions as if the person were being interviewed on television. One-on-One, talk show style, panel discussion with several characters
- o Who Am I? Character gives clues while class tries to guess the identity of the person
- o Living Portrait character sits as though in a painting, comes to life, and tells his/her story
- Portrait Gallery an array of characters from Denver history
- Character's Facebook Page, complete with message board messages
- o Character's YouTube video

Places can be researched and written up. Suggested format for sharing:

- Traditional drawing and report
- o Photo gallery display of Important Places in Denver History with text description
- o Newspaper or magazine article about location with images or drawings.
- o Article written as a blog or Wikipedia-type entry with images
- Website design for location including images and historical information

Peripheral Pieces

Any of the informational pieces can be used for research reports, artwork, or writing prompts

Essential Questions

This history has been written with these six essential questions in mind:

- 1. Why do historians use multiple sources (or why are there multiple points of view)?
- 2. Why do people settle in various places in Denver?
- 3. What impact does the physical environment have on the growth of Denver?
- 4. What do we learn from people in the past?
- 5. How does studying the past impact the future?
- 6. How do Denver residents affect the environment?

Teacher Packet Features

- Individual Chapter Guides
 - o Chapter Summary
 - o Let's Find Out three questions for students to analyze, research, debate
 - o Discussion Topic
 - Group Project
 - o Three Essential Questions that pertain to the chapter content
 - o Extension lesson Plans
 - Colorado Standards supported by chapter content
- Supplemental Resources
 - Bibliography
 - Site Glossary
 - o Architectural Glossary
 - Scavenger Hunts
 - o Field Trip Itineraries and Classroom Materials
 - o Online Teacher Resources
 - Primary Source Sites

Recurring Themes:

- **Boom and Bust**: There are four major periods of Boom and Bust in Denver's history: 1860s before the railroads, 1893 Silver Bust, 1930 Great Depression, 1980s Oil Bust
- Risk vs. Opportunity: Events where positive incentives were offered in hopes of big rewards
 - o Boosters offering free land to attract businesses to early Denver
 - o Free use of the Denver Municipal Auditorium in hopes of tourist dollars and free publicity
 - o Land donated to the U.S. government for military bases in hopes of permanent developments

Peacemakers: Doing What's Right No Matter What

Silas Soule Josephine Aspinwall Roche

Clara Brown Justina Ford Frances Wisebart Jacobs Emily Griffith

Ralph L. Carr Judge Benjamin Lindsey Rachel B. Noel Rodolfo "Corky" Gonzales

Hard Times Lead to Prejudice

- o Economic Troubles in 1860s, 1893, 1930s, 1980s
- o World War I & II distrust of "foreigners"

What does it mean?

Many of the chapters have quotes. Some are taken from journals and reports, and speak to personal experiences. Others are poetic sayings whose meanings can apply to a number of human stories. Ask your students what the quotes mean, and if they apply to our world today. These can be used as talking points or writing prompts.

- "A frog does not drink up the pond in which he lives." (Conservation, Sustainability)
- "Sometimes it's hard to let the future begin" (Change of any kind)
- "The real voyage of discovery consists not in seeking new landscapes but in having new eyes" (Being open to new experiences; really looking and paying attention to what's around us)

Tough Topics: For discussion or investigation (optional)

- Manifest Destiny and white man's assumption that unoccupied land belongs to no one
- Broken Treaties with Native Americans
- Damage to the Environment
- Poor treatment of anyone who is "different" in any way
- Segregation and equal rights

Suggestions for Unit Projects

Create a Timeline

Students will begin the development of a timeline throughout the unit on local history. The events in *Discovering Denver* are placed on a rudimentary timeline in the book. Other state, national, and even international events could be added as the unit progresses. This can be done in a variety of ways;

- · Each student creates his own timeline
- · Class creates a timeline together, to be displayed along a wall in your classroom
- Timelines can be written in a traditional linear form, a ribbon, a spiral, pages in a notebook, an arrangement of drawings of events, or a chronological mural
- · Students create a living timeline by becoming people from different periods in Denver's history

Virtual Field Trip

By using Denver Story Trek website, <u>www.denverstorytrek.org</u>, students can visit historical buildings and listen to stories about each building. Students can then create their own story trek by gathering pictures, descriptions and oral histories about buildings important in their life. They can then compile the pictures and descriptions in a variety of ways;

- Students can create a pamphlet with pictures and descriptions of their buildings
- Students can create their own PowerPoint presentation that incorporates audio files for their oral histories

Class Museum

The class should prepare exhibits to share with another class, teachers, or parents.

Step 1: Brainstorm what type of museum you want to create:

art gallery

history museum of artifacts

portrait gallery (artwork or living portraiture)

Combination of the above

Step 2: Assign groups to different parts of the displays

Step 3: Students should measure display area and plan their exhibit

Step 4: Written labels should accompany all artifacts/portraits/artwork

Step 5: Decide on atmosphere for the exhibit: music, lights, refreshments

Step 6: Create invitations to the exhibit opening

Step 7: After the event, write an essay on the experience of designing and sharing the exhibits

Treasure Box

Taking the example of Natty's Treasure Box, the class should create its own collection of artifacts. The box can reflect Denver's history or Denver of today (like a time capsule)

Items can include:

Drawings Photographs Artifacts (Real or created)

Letters Newspapers Maps Menus Poems Books

Oscar's Stone Tool - Prehistory to 1858

Chapter Summary

Prehistoric people occupied the area we know as Denver at least 12,000 years ago. The Plains Indians followed a similar nomadic lifestyle, making careful use of the natural world for their sustenance. The flood of newcomers devastated those resources and precipitated the historical events that followed.

Let's Find Out

- Why was the travois the only transportation vehicle for the Plains Indians?
 They did not invent or obtain the wheel.
 After they were exposed to wagons, they still chose the travois. Why?
 Have students discuss possible answers: tradition, more efficient for nomadic lifestyle; wagons required parts and maintenance
- What did American Indians use for money or currency?

 They bartered or traded goods. Some items were worth more than others depending on the supply and demand.

 Rendezvous was a trading market that died out with the advent of trading posts.
- What was the Louisiana Purchase?

 Thomas Jefferson bought the large area of land from Napoleon. It stretched west from the Mississippi River into the eastern plains of Colorado. It doubled the size of the U.S. instantly. Jefferson wanted the possible resources in the unknown land, and wanted to prevent other countries like England from buying it first.

Discussion Topic

American Indians and the Horse

The horse greatly impacted the Plains Indians' culture. Hunting techniques and battle strategies changed dramatically. Horses became valuable trade currency.

- How and when did Native Americans get horses?
 The Spanish brought horses to North America. Plains Indians got them through trade or by finding them in the wild.
- Brainstorm and research a list of other inventions that have impacted human life so significantly. Examples: Railroads Telegraph Photography Cars Electric Light

Computers Indoor Plumbing

Industrial Machines

Group Project

Ancient People

Colorado's prehistory is rich with varying groups of people and lifeways. From the agrarian culture at Mesa Verde to the nomadic groups on the plains, archeologists have uncovered incredible campsites, artifacts, and anecdotal information passed down to descendants today. Researching and comparing these cultures is an excellent opportunity for students to understand:

- · how the environment shapes cultures and events
- · how people's resourcefulness helps them shape their environment to survive and thrive
- · how the availability of resources affects the choice of cooperation or conflict with others

Groups can investigate native cultures, noting lifeway specifics: location in Colorado, homes, foods, transportation, trade goods, etc. Information should be shared with the class. Creating a Venn diagram or other graphic organizer as information is presented can help students think about the similarities and differences of the cultures, and gain perspective on the above concepts.

Why do historians use multiple sources?

In the study of prehistory, archaeologists and historians use physical, scientific, and anecdotal evidence to piece together the puzzle of the past. They don't base their findings on one source, but on a comparison and combination of sources.

NOTE: *Motel of the Mysteries*, by David Macauley is a great book about the interpretive mistakes an archaeologist can make. Although the reading level is 6th grade, the wonderful illustrations make the book very accessible to younger children.

Why do people settle in various places?

The Plains Indians and their ancestors followed a "seasonal round", meaning they traveled to the same places at certain times of the year. They followed the resources, particularly water and animal life.

How do Denver residents affect the environment?

Native people lived in harmony with nature. They did not affect the environment as much as the environment and natural resources drove their culture

Extension Lesson Plans Response Journal

Students could... make a Response Journal for different activities and responses. This could be as simple as stapling pages of notebook paper between tag board covers. This could also include a list of response-starters for students to finish and record after reading each chapter or section within a chapter. Examples include:

When I read ..., I wondered ...

I think ... because...

Now I know that ..., because...

When I read ..., I made a connection with ...

In their Response Journals, students could make a chart to keep track of reasons people moved to and from Denver. Such a list could be added to after each chapter.

One page of this Journal could be for a list and description of artifacts, photos, and stories of the student's own family. This list could prompt future writing, journaling, or creating individual Discovery books: discoveries about their own families and histories.

One page could be for students to pretend that their family is part of a nomadic tribe; they need to travel "light." They can write about three items they would take with them as they traveled, and why they would chose those items.

"Both sides understood the importance of protecting the balance of nature for survival." Students could write about what that meant then, and what it means today.

Colorado Standards History 1 & 2 Geography 2 Economics 1

Alexander's Map - 1858 to 1859

Chapter Summary

When gold was discovered in Cherry Creek, thousands rushed out to the region. Most who came never intended to stay. Their plan was to get rich and go back home. Many stayed because they didn't have the money or energy to leave. They did the next best thing. They worked to make the little town grow and thrive, and found other ways to profit from the gold rush.

Let's Find Out

- Did William Larimer settle in Denver City?

 No. Larimer was disappointed when Abraham Lincoln did not appoint him the first governor for Colorado

 Territory. He went back east to join the Union during the Civil War, and settled in Kansas where he became a

 state senator
- Why didn't Larimer know that James W. Denver had resigned when he named Denver City?

 Denver City was in Kansas Territory. Larimer thought naming the town after the territorial governor would bring him special attention and political favors. News traveled slowly though, by wagon or horseback. The trip from Leavenworth or Kansas City to Denver could take weeks or even months.
- · How did boosters encourage people to rush to Denver?

 Land developers saw an opportunity to claim land and sell it to those who came out to look for gold. They knew when people came out, some would settle in town and buy land. Once they had invested their money, people worked hard to keep the town going. Today, developers still buy land, build housing developments or shopping centers, and sell or rent the properties. They sometimes encourage buyers with embellished ads and promises.

Discussion Topic

Risk and Opportunity

Denver's boosters saw great opportunities in the gold rush, but took big risks, too. They made a long difficult journey to invest money and buy land in a place they did not know. Brainstorm a list of these risks and opportunities, and ask students what points might be most important to them in making a careful decision. Some ideas:

Dangers traveling across the prairie Investments that fail

Costs Living without law and order Leaving jobs and family behind Competition with others

Group Project

Many wagon trains left from Leavenworth, Kansas. Investigate a wagon train journey from Leavenworth to Denver. Create a plan for your group to make the trip:

How many miles to travel

How many miles traveled in a day (10-15 miles – 20 if empty)

How much food and waterClothing neededPreparations for bad weatherTools neededMedicines, First AidWhat kind of shelterHow many pounds can oxen pullWhat time of year

Write up your plan, and compare your preparations with the others in class. Which group seems the best prepared?

Why did people settle in various places in Denver?

In the early days, people chose locations for mostly economic reasons. They settled where they could stake out mining claims or buy lots for shops and cabins near the panning sites. When the stagecoach depot was created, people opened hotels and restaurants to be near the arriving passengers.

How did Denver residents affect the environment?

The Arapaho and Cheyenne were alarmed at the way the prospectors dug up the soil, dirtied the water, and cut down trees to build their shacks. The oxen and wagons coming across the plains wore down the prairie grasses and chased away the buffalo.

Why do historians use multiple sources?

Primary sources are documents and artifacts that were created at a particular time in history. They give us first hand knowledge of that period. Secondary sources written or created by people who are interpreting events that they did not live through. Multiple sources give us different points of view and a more accurate understanding of the past.

Extension Lesson Plans

Students could... make a Response Journal for different activities and responses. This could be as simple as stapling pages of notebook paper between tag board covers. This could also include a list of response-starters for students to finish and record after reading each chapter or section within a chapter. Examples include:

When I read, I wondered	If I were, I would
I think because	Now I know that, because
When I read, I made a connection with	

In their Response Journals, students could find a current map of Denver, on paper or on the Internet. They could locate each of the places they read about.

Students could work in groups and add "info boxes" to their maps (similar to the zoom-in feature on Google Earth maps). People, places, and events could be topics for such boxes. Examples could include the confluence of Cherry Creek and the South Platte River, William Green Russell, and Auraria.

Colorado Standards History 1 & 2 Geography 1 & 2 Economics 1 & 2 Civics 1

Emaline's Rocky Mountain News - 1859 to 1864

Chapter Summary

William Byers and his *Rocky Mountain News* arrived just six months after William Green Russell discovered gold in the area. Developers worked fast to bring the stagecoach to town, and with it, a sense that a real town was growing. The U.S. formed Colorado Territory, and told the Arapaho and Cheyenne people they would have to move.

Let's Find Out

- How did William Byers get the first Rocky Mountain News out in just a few days after he arrived?

 Byers wrote most of the newspaper on his journey to Denver. As a booster, he wrote articles about the possibility of riches to find. Businesses like gold exchanges in Kansas City had already paid to advertise. When Byers got here, he sold the rest of the ads to Denver locals and quickly caught up on local news.
- · Where did all the bricks come from when Denver was rebuilt after the fire?

 The clay in the soil was suitable for brickmaking, and Thomas Warren made town's first bricks. Sun baked adobe blocks were not allowed. Warren also operated a ferry across the Platte River, and made furniture and coffins. He was very versatile.
- What happened to the cemetery that was located where Cheesman Park is today?
 Neighborhoods eventually spread out to the suburbs, and people didn't want the cemetery near them anymore.
 The city found land in another area and told families they had 90 days to move their relatives' graves. Someone was hired to move the rest, but was fired for dishonesty. Stones were taken down and the park was constructed.
 It is estimated that there are still 2,000 bodies underneath beautiful Cheesman Park!

Discussion Topic

The stagecoach was a faster, more comfortable way to travel across the prairie for most people. However, some felt the sting of prejudice even in the middle of nowhere. Mary Randolph was an African American woman who wanted to come out west. Although she had money to pay for her ticket, the coach driver would not let her sit inside. Mary had to ride up top with the driver. Somewhere in Kansas, he made her get off the coach, and left her there without food, water, or protection. The story of Mary's journey says that she fought coyotes off all night by opening and closing her umbrella. The next day, another coach came by and picked her up. She arrived in Denver, and lived there the rest of her life.

Remember that the country was in the middle of arguing over slavery and the Civil War. Why do you suppose Mary had to ride up top? What could have made the driver leave her on the prairie? What do you think the passengers inside the coach thought or said about this incident?

Group Project

How Do You Build a Town?

Divide the class into groups. Each group will design their own town. Let them know they will be adding to the town during the unit. All drawings should be done in PENCIL.

Draw a layout of at least four streets going east/west, and four going north/south. Name the streets. Include sidewalks, and make streets wide enough for two-way traffic.

Designate businesses, houses, meeting halls, etc. (Be sure to encourage students to think of NEEDED services and shops in a town far away from other cities.

Name the town.

How did Denver residents affect the environment?

As soon as prospectors and developers arrived, everything changed. Trees were cut down for cabins, waste was thrown into the river, and streets were set out on the open land. The air was polluted with smoke from fires, and the streets were full of trash. It would be awhile before anything was done about it.

How does studying the past impact the future?

Studying the mistakes and triumphs of the past help to make better decisions today. The use of resources like water and control of growth issues like pollution are things to consider with every land development in the Denver metropolitan area. Understanding the poor treatment of the American Indians should give us insight into current tribal issues.

Why do people settle in various places in Denver?

Prospectors didn't find much gold in Cherry Creek or the Platte River. They headed up into the foothills and mountains, searching for treasure. Others moved because of events like the 1863 fire or the 1864 flood. As immigrants came to the area, they settled in areas with people of their own culture, who spoke the same language.

Extension Lesson Plans

Response Journal

Students could... make a Response Journal for different activities and responses. This could be as simple as stapling pages of notebook paper between tag board covers. This could also include a list of response-starters for students to finish and record after reading each chapter or section within a chapter. Examples include:

When I read, I wondered ... If I were ..., I would ...

I think ... because... Now I know that ..., because...

When I read ..., I made a connection with ...

In their Response Journals, students could write about any connections they make after reading about the broken treaty between the Arapaho and the U.S. (They should have background knowledge about other tribes and their relationships with the U.S. government.)

Students could... find the Cherry Creek Dam on Google Earth or an area map and follow the path of Cherry Creek. They could write about what the area would look like today without the Dam.

Students could...reads the Stagecoach rules and modify them for current school bus riders, light rail riders, or riders in their family cars.

Students could... begin a list of the ABCs of Denver: an event, person, or place associated with each letter of the alphabet. They could make a book to share with other classes, their parents, or younger students. This book could be written/typed and bound, or a digital one. It could include artwork, photos, and maps.

Students could... begin a list of places to include in a walking tour of Denver. They could make their own tour: places they would like to visit. This could include well-sequenced directions from one place to another and informative blurbs about each stop.

Colorado Standards History 1 & 2 Geography 1 & 2 Economics 1 & 2 Civics 1

Sand Creek Massacre - Colorado's Native Americans

There are many accounts of the Sand Creek Massacre:

- · Soldiers who felt justified in participating
- Native American accounts of what occurred
- · White traders who were present in the camp
- Letters written by officers Silas Soule and Joseph A. Cramer
- John Chivington's account
- Denver newspaper reports
- Congressional hearing records

The newspapers called it a "battle" and wrote of the courage and ability to protect Denver and its settlers. White traders, Arapahos and Cheyenne who were at Sand Creek gave accounts of incredible cruelty, and gratuitous violence toward women, children, and babies. The letters from Soule and Cramer substantiated the Native American claims and probably were the impetus for the Congressional investigations. The letters most certainly played a part in the murder of Silas Soule.

Many of these accounts are available online and in textbooks at the library. They provide an excellent resource for discussing the importance of:

Primary Sources Comparing multiple sources Determining fact from fiction The use of language to inflame or persuade

NOTE: Many of these sources have disturbing, graphic descriptions of the events at Sand Creek. Taking careful excerpts for teaching and comparison purposes would be the best use for elementary grades.

Witnesses at Sand Creek

http://kansashistory.wordpress.com/2009/09/23/witnesses-to-the-sand-creek-massacre/

Letter of Silas Soule

http://www.kclonewolf.com/History/SandCreek/Bio/silas-soule-letters.html

Chivington's Testimony

http://www.patriotfiles.com/index.php?name=Sections&req=viewarticle&artid=8572&page=1

Testimony of Henry Hewitt, soldier at Sand Creek

http://www.kansasmemory.org/item/211655

Rocky Mountain News - December 14, 1864

 $\frac{http://www.colorado/bistoricnewspapers.org/Default/Skins/Colorado/Client.asp?Skin=Colorado&AW=1327256574728\&AppName=2$

New York Times - June 3, 1915 "One Who Took Part in It..."

Extension Lesson Plans

Students could... create point-of-view journal entries or poems from the various participants in the Sand Creek Massacre. Pieces may be written from the perspective of soldiers, Arapaho or Cheyenne Indians (to allow for more of a perspective, some might be from the night before the massacre, or even from the point of view of a ghost after the massacre), white traders, Silas Soule, or John Chivington. Sources may be found by Googling the sources in the above list. The following websites also provide accounts from these various perspectives.

http://www.pbs.org/weta/thewest/resources/archives/four/sandcrk.htm http://sandcreekmassacre.net/witness-accounts/

Students could share completed pieces by reading them to classmates or by creating podcasts.

IMPORTANT NOTE: Because of the graphic and disturbing nature of some accounts, we recommend you do not allow students to visit these sites unsupervised. Instead, you may want to print off accounts and cut and paste suitable excerpts.

Students could... create podcasts from the different points of view of participants in the Sand Creek Massacre. They should answer questions such as: Who was my person? What did my person want in this conflict? Where was my person during the conflict? Why was my person involved in this conflict? How did the conflict affect my person? They could end each podcast with a statement about how their person would like to be remembered in history.

Students could... create a reality TV show episode based on the conflict at Sand Creek, but taking place in modern time. Students should develop a modern-day scenario that could escalate into a violent conflict. Students should brainstorm participant groups representing various conflicting perspectives (for example, "Occupy Wall Street" demonstrators, bank employees, and police officers) and allow different perspectives to be voiced during "video confessionals" throughout the course of the episode.

Beth's Timetable - 1870 to 1881

Chapter Summary

Vision and energy propelled Denver's leaders to build a connecting line to the Transcontinental Railroad. They used their own money, political connections, and the power of persuasion to rally the citizens for this project. Historians seem to agree that Denver would have faded into a ghost town were it not for the determination and drive to get this done.

Let's Find Out

- How long did it take to build the first Transcontinental Railroad?

 It took 7 years from the time the U.S. government approved the plan to the driving of the "Golden Spike" on May 10, 1869. The Union Pacific started building west from Omaha, Nebraska, and the Central Pacific built east from Sacramento, California. They met at Promontory Summit in Utah.
- How did people find out the Transcontinental Railroad was complete?

 The driving of the final spike was heard via telegraph as it happened. Each strike of the hammer was represented by a click over the wire. When it was finished, the word "DONE" was transmitted. This was probably the first "live" broadcast of an important, national event.
- Did people sleep on the train?

 After George Pullman spent the night sleeping in his train seat, he invented the "sleeper car." It had berths or cots that pulled down from compartments near the ceiling, like overhead bins in an airplane. The seats below folded down into sleeping cots. Curtains separated each cot for privacy. The bathrooms were at the ends of the cars. There were also cars for dining, playing cards, and reading.

Discussion Topic

Trains completely changed westward expansion. A journey that took months now only lasted for a week. Families that had been separated for years could easily visit each other.

Ask your class to brainstorm a list of developments that might occur because of the railroads. Examples:

Families could visit Mail arrived quickly

Large shipments of belongings

Catalogue businesses like Sears Roebuck

Heavy equipment moved easily

Livestock moved

Farm goods went to bigger markets

Towns developed along route Thousands employed

Group Project

Both the railroad and Denver leaders worked to bring tourists to the area. William Henry Jackson was hired to photograph the city and the beautiful mountains. These photographs found their way into brochures, books, and hand-colored postcards. Artists like Albert Bierstadt painted large canvases displaying the dramatic light and landscape of the mountains.

Ask your students to research the works of Jackson, Bierstadt, Ansel Adams, and current Colorado photographers like John Fielder. Ask them to prepare a media advertisement piece about Denver. This should include written descriptions and artwork. The format can be a brochure or poster. You may choose to do something more contemporary like a website design or Facebook page!

What impact did the physical environment have on the growth of Denver?

The fact that the Colorado Rocky Mountains are much higher than those in Wyoming made a huge impact on 1860s Denver. Because of those mountains, mining operations were difficult and dangerous. The city would never have grown if the leaders and citizens hadn't joined together to conquer those challenges.

How does studying the past impact the future?

Innovative thinking, willingness to change, and determination have overcome many challenges for the city. This is a recurring pattern in Denver history. There is a strong tradition of taking risks, seizing opportunities, changing focus, and planning ahead. In today's lingo, we might call this "thinking outside the box."

How did Denver residents affect the environment?

The railroad building alone tore up parts of the prairie going north to Cheyenne. Small farming towns grew up along the tracks, putting an end to Indian hunting areas. Trains puffed their black smoke into the air, and train whistles broke the peaceful silence of the plains. Once trains brought ore down to the smelting plants, Denver's air was polluted from the heat and chemical processing. The English sparrow came west on the train, nested in Union Station, and went on to populate Denver with a new species. Ask your class what other types of wildlife might have hitched a ride. (Insects, bacteria, plant seeds, etc)

Extension Lesson Plans

Students could... make posters advertising the benefits of bringing the railroad to Denver to garner support from Denver citizens. Using the list of developments your class brainstormed in the Discussion Topic above, have students create persuasive posters aimed at convincing Denver citizens to contribute money and time to the Denver Pacific Railroad effort.

Students could...create podcast commercials urging Denver citizens to donate time and money to the cause of bringing the railroad through Denver. Podcasts should highlight all the wonderful improvements that will be made to citizens' lives if the railroad comes through Denver

Students could...brainstorm a modern-day transportation innovation that would dramatically impact life in the Denver metropolitan area. Based on that innovation, students could brainstorm positive changes that would come to the city and businesses that might benefit or spring from that development. Students could create posters or write persuasive letters urging Denver citizens to support this transportation innovation.

Colorado Standards History 1 & 2 Geography 2 Economics 1 & 2

Joseph's Square - 1881 to 1890

Chapter Summary

The discovery of silver in Leadville combined with railroad access brought a flood of people to Denver. Sudden wealth brought a desire for mansions, large office buildings, fancy hotels, theatres and restaurants. The building boom brought new kinds of structures, artisans, architects and tradespeople to build them, and families needing housing.

Let's Find Out

- When did Denver get its first electrical generating station? Denver's first generating station was built in 1881, making it the first one built west of the Mississippi River. Even though new buildings had electric lights, people didn't trust electricity enough to have it in their homes. Electric companies started selling small electrical home appliances to women who were a bit more open to trying them. They also put electricity into public buildings like libraries and schools, knowing that young people would be more willing to accept the new technology. Sound familiar?
- The first streetcar building was at 17th and Wynkoop right in front of Union Station. People got off the train, and could get the streetcar right away. Is the original streetcar building still there?

 Yes. When electric streetcars replaced the horse drawn cars, the building was sold and used for other business purposes. In 1902, a mining company bought the building and used it as a showroom and warehouse for 70 years. Today, the upper floors are used for living space (lofts). The ground floor has space for shops or restaurants.
- Many of the warehouses that were built near Union Station still exist. Take a look at this map of LoDo to see which historic buildings are still there, and what they are used for today.

Map of LoDo with Information (Click on LoDo Virtual Tour) http://lodo.org/lodo-map.html

Discussion Topic

Developers often buy land and develop housing or shops, in hopes that people will buy the properties. If successful, roads and public transportation follows. In the case of Denver's first streetcars, lines were built out where nothing was built yet. Developers hoped that inexpensive transportation would encourage people to buy their properties outside of the busy city. Although this plan was a bit out of the ordinary, it worked. Suburbs like Washington Park, South Denver, Highlands, and Curtis Park grew up along the streetcar lines. Discuss the *risk versus opportunity* aspect of this way of doing things.

Group Project

How Do You Build A Town?

The basic physical needs or features of a city are called its infrastructure. Things like roads, bridges, and plumbing lines are vital to a town's existence.

Ask your class to brainstorm a list of today's infrastructure:

Road repair New bridges Widening interstate highways like 170

Widen mountain passes Sidewalks Power lines

Cable lines Cell towers Light rail lines & stations

On group plans for building a town, have students add a list of infrastructure needs, and indicate locations in town (stations, power lines, bus stops, etc.)

Why did people settle in various places in Denver?

In the thriving city, economics began to play into the choice of where to live. Wealthy people wanted their mansions in fancy neighborhoods like Capitol Hill, with other homes of the same caliber. Workers wanted homes that they could afford in areas away from the noise and crowding in the city. Immigrants settled where there were others who spoke their language and had common cultural traditions and heritage.

How did Denver residents affect the environment?

The influx of people had dramatic effects on the land and air. More people and more buildings meant more wood and coal fires. That, added to the smoke of the smelters and trains, polluted the air. Inadequate sewage and trash removal soiled much needed water sources.

What impact did the physical environment have on the growth of Denver?

Environmental issues had to be overcome in order for Denver to grow. Management of water resources has been the essential necessity since prehistoric people lived in the Platte Valley. The city struggled to bring clean water to homes and buildings through the City Ditch project, water companies that dug wells and pipelines, and water treatment plants trying to filter the pollution out of streams and river water.

Extension Lesson Plans

Students could ...build their own city through the Molly Brown House's traveling classroom program, "Lego City" Program and fee information available at: http://www.mollybrown.org/learn/classroom-programs/ Some scholarships are available for classroom programs.

Students could... create commercials (using posters, podcasts, or written scripts) advertising businesses they would have created had they lived during the silver mining boom in Colorado. These could be businesses related directly to mining, or they could be businesses aimed at providing needed services to the people who moved to the area. To get students brainstorming different services that were needed, you may want to read the picture book, *Levi Strauss Gets a Bright Idea* by Tony Johnston.

Students could... brainstorm a discovery or new industry in the Denver area that could once again revitalize the area economically. For example, they could imagine the discovery of a huge oil source just east of Denver International Airport, or the sudden appearance of funds to build hundreds of wind turbines on the plains around Denver. Students could brainstorm how this would impact jobs, businesses and immigration to the area. Students could create poster-sized maps of the area around that discovery or business, and could include new housing, businesses, and services that would develop or grow in that area.

Colorado Standards History 1 & 2 Geography 2 Economics 2 Civics 1

Julia's Button Tin - 1893 to 1900

Chapter Summary

The overproduction of silver and the repeal of the Sherman Silver Act caused a terrible economic depression in Colorado. People worked at any jobs they could find. Communities tried to care for the needs of the poor. Joblessness caused racial tensions towards the city's immigrants. Denver was unprepared for the flood of unemployed people, and tried to offer them a way out of town.

Let's Find Out

- What was The Molkery?

 Baron Von Richtofen built the Molkery in 1888. It is in the Montclair neighborhood of Denver. It was originally built as a restorative home for tuberculosis patients. The second floor of the building has wide wraparound porches that were built to hold beds for sleeping in the fresh air. Cows were kept on the first floor for two purposes. They provided fresh dairy products, and there was a belief that the fumes from their waste had curative powers. It was bought by the City of Denver in 1911, and is used as the Montclair Civic Building today.
- Is there still a Festival of Mountain and Plain?

 The Festival of Mountain and Plain was celebrated from 1895 through 1899, and again in 1901. It was a gathering of pioneers from the plains, miners, tourists and merchants. There were floats, masquerade balls, and parades. Although the tradition did not continue, each year Denver hosts a city festival over the Labor Day weekend, called "A Taste of Colorado". The full title is "Festival of Mountain and Plain: A Taste of Colorado."

 Although quite a different format, the festival includes the historic title.
- Did anyone use the flat boats to leave Denver?

 There were some who tried to leave by going down the Platte River. The boats weren't very safe or reliable, and the plan failed.

Discussion Topic

Horace Tabor is a good example of someone who lost all of his money because he did not diversify. The "silver kings" who made their fortunes in mining all worked hard to keep the U.S. government as their main customer for coin silver. The government complied for a time, but eventually cancelled the agreement. If Tabor and the others had invested some of their money in other businesses, they could have survived the drop in silver prices. Diversifying investments or diversification is an important economic strategy to understand.

What are Denver's major industries today? Are they diversified?

Group Project

Create a *Festival of Mountain and Plain* in your classroom. Divide the class into four groups. Each group should have a large piece of butcher paper and markers. On each paper, write a single word: FARMING, MINING, BUSINESS, or TOURISM.

Give your students 10 minutes to write words or images around the word on their paper. The words and images should reflect what comes to their minds when they think about their assigned group of people in Denver history. You can remind them of events or people to stimulate their thought processes.

Have the groups create a *tableau*, or living picture of the images on their paper. They should arrange themselves as if they were a mural of the their assigned topic. Have each group share their tableau with the others. Ask the others who they see and what they are doing.

Each group should carry the tableau into a scene with motion.

Why are there many points of view?

People's experiences color the way they see the world. Reading different accounts of events or time periods gives us a fuller picture because we compare and combine different perspectives. Even primary sources like newspapers, letters, and journals reflect the point of view of the writer. It's important to look at and consider them all.

What do we learn from people from the past?

Difficult times bring out the best and worst in people. When money and jobs get tight, people look for someone to blame. This can lead to tension and even violence. There is a pattern for this, not only in Denver history, but also in world history. Studying these events helps us to understand and, hopefully, find more constructive ways to deal with difficult times.

How does studying the past impact the future?

Denver's fortune was tied to the silver market and mining. Many of its millionaires kept all of their money in their mining investments. This experience teaches us that diversification, investing our money and efforts into varying projects, safeguards our future wellbeing. Denver's leaders learned this in 1893, and brought the city out of its depression by developing new industries like agriculture and manufacturing.

Extension Lesson Plans

Students could... act out the part diversification played in the story of Horace Tabor and the Silver Crash of 1893. Have one student play Horace Tabor and another play Charles Boettcher. Give Charles Boettcher an index card with the name of one of the businesses that made him a rich man. Every time you do, give Horace Tabor an index card with "Silver Mine" on it to represent one of the many mines he owned. Tell the students it is now 1893, and The Silver Crash has just occurred. Who will survive the crash because he still has viable businesses? Who will be ruined because he had not diversified?

(Some Businesses of Charles Boettcher: hardware store in Boulder, hardware store in Leadville, Union Powder Works to supply blasting powder to the miners, an electric company, owned a ranch, was a banker, President of a Railroad, Ideal Cement Company, Great Western Sugar Company)

Students could... read about the life of Charles Boettcher and Baby Doe and Horace Tabor in The Colorado Chronicles: Volume 1 Famous Colorado Men and Volume 2 Famous Colorado Women and act out their lives in play form.

Students could... compare and contrast the lives of Boettcher and Tabor in a Venn diagram.

Colorado Standards History 1 & 2 Geography 1 Economics 1

Margaret Tobin Brown and her Titanic Survival

Many students are fascinated by the story the *Titanic*. There are many good children's books on the events and people involved in the disaster and its aftermath. There are also primary source materials available online and at the library. This topic can be used for an in-depth study of:

- · Multiple sources that reflect different points of view
- Fact or Fiction much has been written not all of it true
- How economic divisions impacted opportunities for survival
- Marine science how the Titanic was found

Primary Source Materials

Molly Brown House Museum http://www.mollybrown.org

Library of Congress: Photos and other images http://www.loc.gov/pictures/search/?q=Titanic

Titanic in the Classroom

http://connections.smsd.org/titanic/Titanic%20Links.htm

Survivors' Stories

http://cheddarbav.com/ooooTea/Titanic/passengers/survivors/survivors2.html

National Geographic - Robert Ballard

http://www.nationalgeographic.com/explorers/bios/robert-ballard/

Extension Lesson Plans

Students could... listen to the story of Titanicat by Marty Crisp. The author's note presents opportunities to discuss how primary sources add to our knowledge of events in history.

Students could... explore one of the many causes Margaret Tobin Brown fought for, women's suffrage. Have students play the part of these women in the suffrage movement and present these quotes as a start of discussion on women and voting rights..

My name is Elizabeth Cady Stanton, and I said, "When I first heard that I had the same right to think for myself that men had, and the same right to be guided by my own convictions, I felt a newborn sense of dignity and freedom."

My name is Alice Paul, and I said, "When you put your hand to the plow, you can't put it down until you get to the end of the row."

My name is Susan B. Anthony, and I said, "Men, their rights and nothing more." Women, their rights, and nothing more."

My name is Delphine de Girardin, and I said, "In their fine promises for universal suffrage, they forgot women."

My name is Susan B. Anthony, and I said, "It was we, the people; not we, the white males, who formed the union."

My name is Carrie Chapman Catt, and I said, "Everybody counts in applying democracy."

More quotes can be found in *Women of the Suffrage Movement* by Janice E. Ruth and Evelyn Sinclair, and *Created Equal: Women Campaign for the Right to Vote*, by Ann Rossi.

Students could... research on the computer and create a timeline of how voting rights in America changed through Amendments to the Constitution. Students could present the timelines to the class.

Marie's Little Journal - 1908 to 1914

Chapter Summary

Robert Speer wanted to change Denver's image from a "cow town" to *Paris on the Platte*. He proposed many new buildings, parks, cultural institutions, and monuments that we still enjoy today. In 1908, the Democratic National Party held their convention in Denver. The nation got a good look at the little town that had grown into a pleasant and attractive city.

Let's Find Out

- Visitors walking through the Welcome Arch toward Union Station would read MIZPAH on the top. What does that mean?
 - The arch said WELCOME on the station side, welcoming people to Denver. MIZPAH is a Hebrew word from the Bible, meaning 'The Lord watch between me and thee, when we are absent one from another."
- How did Speer get the Democrats to bring their convention to Denver?

 The City of Denver offered the use of the new Municipal Auditorium to the Democrats for free, along with thousands of dollars in other incentives. His risk paid off, bringing tourism dollars to Denver, and capturing the attention of the nation.
- A sculpture of Kit Carson is on the top of the Pioneer Monument. He replaced someone else. Do you know whom? The Pioneer monument marks the end of the Smoky Hill Trail. The original plan included a sculpture of an American Indian at the top. This caused a big controversy, ending with a veto of the first design. Kit Carson was placed there instead.

Discussion Topic

Risk vs. Opportunity

Robert Speer and the City of Denver gave away the use of the new convention hall in hopes of getting big returns on their gamble. They wanted the visitors to spend money for hotels, meals, entertainment, and goods. Even more, they wanted the travelers to spread the word about the wonderful time they had in Denver. They used the strategy of positive incentives. Ask the students if they can think of other examples of this strategy in Denver history so far. Possible answers:

- · Original town boosters giving away land to the stagecoach company to get them to come to Denver
- · Mountain men bringing trade items in exchange for information and help
- · Homestead Act giving land away at a low price to develop farmland on the prairie

Ask for examples of negative incentives:

- · Poor treatment of Native American neighbors
- Destroying buffalo habitat to impact Native American lifeways
- Discriminating against minorities encourages them to live together in neighborhoods where they are accepted

Group Project

Going to Market

Brainstorm a list of current positive incentives used to market products: buy one-get one free, sale prices, coupons, free giveaways, prizes. Ask the groups to develop a product from things available in the classroom – decorated bookmarks, stickers, ring toss or beanbag game, etc. Give them time to come up with their positive incentive strategy. Each student will need token money – buttons, pennies, paper clips. Hold the market for 30 minutes. Count tokens to determine which group was more successful. Compare marketing incentives to determine which was most effective.

What do we learn from people in the past?

Positive and negative incentives influence behavior in a predictable way. People in Denver's history used these strategies to eliminate difficulties and bring new opportunities to the area. The use of these incentives is a basic economic principle that is repeated throughout history.

How does studying the past impact the future?

There are repeated instances of people taking risks for the possible opportunities they might bring. Looking at the choices that were made gives us lessons into making those decisions more wisely. Choice, risk and opportunity are factors that cities and citizens make every day.

How did Denver residents effect the environment?

Robert Speer's City Beautiful program changed many things in the environment. Better sewage and trash programs helped clean up polluted waters like Cherry Creek. The creek was lowered and lined with retaining walls to prevent flooding. Trees were planted, roads built, and stones quarried for building. Important water resources had to be managed to support growth.

Lesson Extension Plans

Students could... read more about the life of Dr. Justina Ford in *Justina Ford: Medical Pioneer* by Joyce B. Lohse and take a field trip to her home which is now the Black American West Museum and Heritage Center. It is located at 3091 California Street, Denver, Colorado.

Students could... research other famous Denver people and present their lives and accomplishments to the class. Timelines, plays, Power Points are some ways the information could be presented

Students could... write a persuasive paragraph on which Denver sports team is the best.

Students could... create a Venn diagram comparing/contrasting the 1908 and 2008 Democratic conventions. How has the city changed? How has technology changed? How has transportation changed? How would this affect the conventions?

Colorado Standards History 1 & 2 Geography 2 Economics 1 & 2

Edward's Pen - 1914 to 1930

Chapter Summary

World War I brought increased economic opportunity to Denver. Agriculture, manufacturing and transportation brought increased opportunities for skilled workers. An increase in jobs attracted people of different cultures who sometimes experienced discrimination. This created distinct neighborhoods where people could be at home with others who shared their language and heritage. Turmoil and conflict resulted in awareness and activism, and better treatment of young people, workers, and others without power.

Let's Find Out

Why did Judge Benjamin Lindsey push for a juvenile justice system?

When Lindsey was a young judge, he heard the case of a boy who had been caught stealing coal. Lindsey investigated the boy's case himself, and found that his family was freezing in their small shack. The father had worked in a smelting plant and was too ill to work because of exposure to lead in the plant. The boy had stolen the coal to help the family. This incident moved Lindsey to push for laws to detain juveniles away from adult criminals. He saw them as misguided youths who needed direction and help.

Are newspapers good primary source materials?

Before television, newspapers and magazines were the main sources of information about everyday events. Using them as primary sources has its advantages and disadvantages. They are eyewitness documents of their times, giving us a first hand look at people and events. However, anything that is written reflects the writer's point of view. No matter how objective a writer tries to be, word choice, omissions, and personal emotions make reporting a fairly a difficult job. Discuss current events that might be hard to write about objectively: elections, wars, sports teams, school bullying.

How did Emily Griffith encourage people to come to her school?

She offered classes in job skills so that people could take advantage of work opportunities. She knew that many immigrants knew how to work, but did not speak enough English to get the jobs. She also assisted with transportation to the school, and fed the students who were hungry: all <u>positive</u> incentives.

Discussion Topic

Transportation

When cars first came to Denver, they were expensive, and just a few people had them. The assembly line changed the economics of car making. Using an assembly line, Henry Ford was able to make cars affordable. Motorized transportation changed everything. Ask your class to create a list of changes that cars/trucks might bring to a city. Examples:

Good roads delivery of farm goods manageable distances for suburban living automobile tourism movement of manufacturing products leisure time activities

Group Project

How Do You Build A Town?

Have your groups revisit their original town design. Ask them to work together to add elements they have read about in the last few chapters:

Office buildingsSuburban developmentsMuseumsPublic transportationOffice buildingsSchoolsMore roadsHotelsLibrariesConvention CentersCity HallCourthouse

Why do historians use multiple sources?

All sources, even primary sources, can be biased or slanted. Anything that has an author brings his/her own emotions and opinions to the work. This includes things like journals, letters, and newspaper articles. It's good to compare those works with other sources to get multiple perspectives and a fuller picture of events.

Why did people settle in various places in Denver?

Like most cities, Denver has a rich history of cultural neighborhoods. When immigrants came to Denver for work, they chose to settle where they felt most comfortable. Living with people who share the same customs and beliefs makes people feel safe and at home, particularly in times of economic or political difficulty when immigrants become the focus of blame or discrimination.

For example, Italian workers settled in North Denver. African Americans were restricted from buying homes in most places in the city, and settled in Five Points. The Latino community that had settled in Auraria was later moved and spread out to West Denver. Highland was home to many Scottish families.

How did Denver residents effect the environment?

The invention of the automobile brought great change to the environment in and around Denver. Roads were built and paved where there had only been dirt paths. Mountain Parks were set aside and enclosed for public use. The sides of mountain passes were dynamited to make the roads wide enough to accommodate cars and even busses.

Extension Lesson Plans

Students could... draw their interpretation of what a Denver street would have looked like when the first cars came to Denver and had to share the streets with horses and carriages. Compare their pictures to pictures of the actual streets.

Students could... research what kinds of classes the Emily Griffith Opportunity School offers today. Is this what Emily Griffith wanted her school to provide?

Students could... create a family tree of the Evans family starting with Governor John Evans. A list of contributions of some members could be made. The same could be done for the family of William Byers founder of the *Rocky Mountain News*. A field trip to the Byers-Evans House Museum provides hands on experience for students.

Students could... use toothpicks dipped in ink to see what writing with a fountain pen was like.

Colorado Standards History 1 & 2 Geography 2 Economics 1 Civics 1

Jacob's Keys - 1930 to 1941

Chapter Summary

In the 1930s, the U.S. was plunged into terrible economic troubles. The Great Depression caused many to be homeless and out of work. This, combined with terrible drought, devastated farms and ranches. Some relief came when Franklin Roosevelt was elected and started the public programs that put people back to work. Movies and music provided inexpensive recreation and a distraction from everyday troubles.

Let's Find Out

What was the Dust Bowl?

The drought that overtook the plains states ruined crops and natural grasses. The land was so dry, that swirling winds picked up the loose soil and turned into terrible dust storms. The areas that were affected, including Colorado, were referred to as the "Dust Bowl." Some other states affected by the drought were Oklahoma, Texas, Nevada and Nebraska.

· What were the public programs that put people back to work?

Like many cities, Denver was the recipient of important roads and structures through these programs. The city also had great contributions to education, museums, libraries and cultural institutions through measures that employed artists, teachers, historians, and scientists.

One project was the recording of stories told by African Americans who had been slaves. Now in their 70s & 80s, these elderly people described their experiences with slavery. These recordings are part of the collection at the Library of Congress today.

· When were movies first shown in Denver?

The first "moving picture" was shown at the theatre at Elitch Gardens. The short films were instantly popular. The first full length "talkie" was Al Jolson's, "The Jazz Singer" in 1927. By the early 1930s, movies were popular all over the country. Theatres were built specifically for movies, and included space in front of the screen for live entertainment before the show. Some had elaborate musical equipment like the Wurlitzer organ in the Paramount. Before the movie, the audience would have a "sing-along," following a bouncing ball indicating the words to the songs shown on the screen - an early version of group karaoke!

Discussion Topic

Drought

Colorado farmers were hit hard by the terrible drought in the 1930s. Water has always been the key natural resource for survival. Lack of it impacted many aspects of Denver's life. Water shortages meant failed crops and poor animal life. Ask your class to think about the extended impact of drought. Create a web diagram with "Drought" as the central word. Examples:

food shortages higher food prices (supply and demand)
water rationing lawns and landscaping dry up
dust storms lung diseases from inhaled dust
farmers without work farm families abandon homes
fire dangers destruction of anything flammable

Group Project

Media Illustrates the Story

The Works Progress Administration (WPA) hired photographers to document the devastation of the "Dust Bowl" and its impact on farm families. This photograph of a "Migrant Mother" made the country more aware of the hardships faced by victims of the Dust Bowl drought.

Florence Owens Thompson photo taken by Dorothea Lange, 1936. http://www.loc.gov/pictures/resource/fsa.8b29516/

Show the photo to the class, explaining that it has come to symbolize the poverty and difficulties of the Great Depression. Instruct each group to choose one photograph from the Jacob's Keys chapter. The photo should show an aspect of the Great Depression (gold panning, soup kitchen, movie theatre) Ask them to write a fictional newspaper story, as if the photo is the illustration to the article. These should be shared with the class.

Why are there multiple points of view?

People bring their own set of emotions and ideas to topics. The woman in the "Migrant Mother" photo was interviewed 40 years after it was taken. She and her grown children said that the photo only made them feel ashamed of their poverty. The photographer took the photo as part of her job and was never paid anything extra for the image. It did, however, make her and her work famous.

What impact does the physical environment have on the growth of Denver?

The drought of the 1930s brought thousands of people to Denver. The southeastern part of the state was particularly hard hit. Many in the Latino community who were farm workers there were out of work.. Denver could not feed all of the needy and homeless that flooded in. Churches, charities and other organizations tried to take care of as many people as they could. By the 1950s, the farm populations had normalized again.

How does studying the past impact the future?

The U.S. experiences some of the same economic troubles from time to time. There is much debate about Roosevelt's "New Deal" solutions to the Great Depression. Economists look at the situations of the past and try to construct better solutions to current problems.

Extension Lesson Plans

Students could... use cardboard boxes or other hands-on materials to create houses that look like the Denver Square.

Students could... listen to jazz music and use keyboards to try and simulate this same sound.

Students could... research movies that might have been shown at the Mayan Theatre in the 1930s.

Students could... research different types of key designs, draw their favorite one, make a mold of it, and imprint the mold in salt clay so that they have a "fossil" of their key design.

Students could... learn about The Great Depression through picture books

Colorado Standards History 1 & 2 Geography 1 & 2 Economics 1 Civic 1

Frank's Drugstore - 1941 to 1960

Chapter Summary

World War II brought many people to Colorado. The U.S. military set up air corps sites and training bases. Thousands of soldiers came here to be trained and shipped out to Europe or the Pacific. After the war, many returned to stay. The government converted a number of its military buildings to government centers. Businesses came to Denver, and the city grew quickly.

Let's Find Out

- Why did the U.S. government choose Denver for its operations? City leaders recognized the opportunity to bring people and businesses to Denver. Free land was offered for a military base. The flat, open plains were perfect for flight training. The government liked the fact that Denver was in the middle of the country, away from either coast where an enemy could launch an attack.
- · Why did the U.S. keep its centers in Denver after the war?

 The government had invested a lot of money in constructing military bases and offices in Denver. It was economical to continue using them for other government centers. The location was still considered to be a safe place for important centers like the archives in the Federal Center. Denver provided good access to either coast. Both air and train transportation were well developed.
- What happened to the Japanese American people after World War II? Japanese Americans were released from the internment camps. Governor Ralph Carr encouraged Colorado's Japanese Americans to stay and settle in Denver. Sakura Square was built at 19th and Larimer Street. It is at the base of the Tamai Tower apartment building. The small garden has a statue in honor of Governor Ralph L. Carr. There is an Asian market in the building, and the Tri-State Denver Buddhist Temple is nearby on Lawrence Street.

Discussion Topic

Freedom and Democracy

After the surprise attack on Pearl Harbor, many Americans did not trust Japanese Americans. Fear and suspicion clouded people's judgment. The government ordered all Japanese Americans to move inland away from the Pacific coast. The Federal Government set up internment camps where families had to stay for the duration of the war. One of these was Amache in southeastern Colorado.

Governor Carr did not agree with the policy. He did not make Colorado's Japanese citizens move to the camp. He encouraged the Japanese Americans to stay in Colorado after the war. He was the only politician who publicly apologized to the Japanese Americans for their treatment at the time. This policy cost him his political career, as he knew it would. Think about the character of a person who is willing to do what's right, even when it is unpopular. Make a list of words to describe such a person, and write a brief paragraph telling what you would do in a similar situation.

Group Project

A children's librarian in San Diego knew many "Nisei" or second generation Japanese American children through her programs at the library. When they were taken to camps, she exchanged letters with them for the entire duration of the war. Over 250 letters went back and forth. Four of her letters are available on the Smithsonian's education website.

Make copies of the letters and print them for your class. Ask them to read them over, and think about what life must have been like for a child basically imprisoned in a camp in their own country

Instruct them to write 2 letters: one as if they were writing to a friend outside the camp; and one as if they were living outside the camp and writing to a friend inside. Instruct them to be prepared to share at least one of the letters with the class.

What do we learn from people from the past?

The experience of frightened Americans behaving irrationally toward their fellow citizens is a dangerous precedent. It is important to study this episode to understand how to keep focused on what is right and just without giving in to prejudice and panic. This is essential in a democracy, but challenging to carry through.

How does studying the past impact the future?

Students should understand the challenges of living in freedom. Our country is made up of many cultures, ideas, and opinions. Democracy requires thoughtful citizens who respect each other's rights and views. If we have studied past conflicts, we can think about lessons learned in order to face new challenges.

How did Denver residents affect the environment?

The flood of people into Denver during World War II brought a boost to the economy. Businesses did well, and the city thrived. Afterward, large numbers of people and businesses moved into the area. The suburbs grew quickly, placing a strain on natural resources, especially water. It was time to develop new water management facilities, better roads, parking areas for businesses, and bigger buildings.

Lesson Extension Plans

Students could... explore the Japanese American point of view during World War II by reading books like *The Bracelet* by Yoshiko Uchida, and *Baseball Saved Us* and *Heroes* by Ken Mochizuki.

Students could... research on the computer where each of the ten internment camps were located. They could plot this location on a map of the United States. Students could also look at this exact spot on Google Maps to compare how the camps may have looked to how that location looks now.

Students could... research the population of Lowry in 2000 and then research its current population. Students could then analyze why the population has increased so much in the last few years.

Colorado Standards History 1 & 2 Geography 1 & 2 Economics 1 & 2 Civics 1

Resource Materials Smithsonian Online Lesson

http://www.americanhistory.si.edu/perfectunion/experience/index.html

Letters to Miss Breed

http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/index.html

Rachel's Photograph - 1960 to 1980

Chapter Summary

Like a lot of other American cities, Denver had turbulent times in the 1960s and 1970s. People marched and demonstrated against school segregation, Vietnam, and equal rights for Latinos. The city was struggling to keep up with the enormous growth, flight from the city, and an aging infrastructure. People worked to make equal rights and education a reality. A concept of preserving important structures while modernizing and revitalizing the city's core began to take shape.

Let's Find Out

- What was the Civil Rights Act of 1964?

 President Lyndon B. Johnson was sent an act of Congress that gave equal rights to everyone, regardless of their race or sex. Just signing the law did not change how some people still felt about integration. It took years of hard work and new generations of young people to bring about real change and understanding.
- Why were so many buildings torn down?
 Many people and businesses had moved to the suburbs, and buildings were empty and in disrepair. The city was not originally built to accommodate so many cars, so roads were not adequate, and parking was difficult. DURA's Skyline Project cleared a number of old buildings to make way for newer structures. When the focus turned to preservation, DURA developed programs to help to finance renewal projects that support Denver's historic neighborhoods and buildings.
- What is the State Historical Fund (SHF)?
 When voters approved gaming, or gambling, in two mountain towns, the law stated that a percentage of the profits had to go toward historical preservation. The SHF gives grants to people who want to save historical structures or features, and preserve them for the benefit and enjoyment of Colorado's citizens.

Discussion Topic

Diversity in Denver

In Denver history, many people from all cultures have come to Denver for work, for health reasons, or to be near family and friends. Over the years, people settled in neighborhoods where friends shared their heritage, spoke the same language, and enjoyed the same foods. Today, Denver has a rich tapestry of cultures and celebrations that all of its citizens enjoy sharing. Parades, festivals, holiday celebrations, and food tastings are just some of the events where Denverites can experience our rich heritage.

Ask your class to tell you about events they have enjoyed. Discuss the different foods, dances, music, and other cultural traditions experienced there. Examples:

Dragon Boat Festival Cinco de Mayo Celebrations

Cherry Blossom Festival The Healing Run

Juneteenth Martin Luther King, Jr. Parade

A Taste of Colorado People's Fair

The Denver Jewish Festival The Denver Greek Festival

Christopher Columbus Parade Parade of Lights

Group Project

How Do You Build A Town?

Have your students revisit the town they have designed. Instruct them to demolish (erase) at least four buildings in their original design. Have them "renew" or redesign at least four others into the same structures with new uses.

Why do people settle in various places in Denver?

People often settle for economic or lifestyle reasons. They live close to work or to public transportation like buses and light rail. Some love to live in open spaces, while others prefer city living. It is important to note that good transportation and roads have made this choice much easier.

What do we learn from people in the past?

We continue to learn that divisive practices do not benefit anyone. The turmoil of segregation, housing covenants, and attempted busing remedies were destructive. It is important to note that restrictive covenants no longer exist. Many Denverites live and work together now, and respect and enjoy each other's cultures and ideas. This is not yet a complete transformation, but we have come a long way from the19 60s.

How do Denverites affect the environment?

Our city has grown and sprawled far out into the prairie. We have changed the landscape to build towns and suburbs, dams to prevent floods, highways that cut through mountains, and tunnels to shorten the ride. Air pollution and water management are ongoing challenges caused by so many people, homes, cars, and industries. According to the 2010 Census, the city of Denver has over 600,000 citizens. The metropolitan area has 2.8 million people.

Extension Lesson Plans

Students could... develop a list of the pros and cons of tearing down old buildings or preserving them. They could then choose one building to focus on and write a persuasive paragraph to convince the city whether or not they should tear down that building.

Students could... create a poster to support DURA protecting mountain views from the city by limiting building height.

Students could... watch the video *My Friend Martin* or read *If A Bus Could Talk* by Faith Ringgold and then analyze how their lives would be today if schools were still segregated.

Students could... research the terms of the Civil Rights Act of 1964 and determine the one condition that they view is most important. They should defend their answer with evidence.

Colorado Standards History 1 & 2 Geography 2 Economics 2 Civics 2

Natty's Gold - 1980 to Present

Chapter Summary

The oil business failure of the 1980s once again left Denver in a "bust" period. City leaders were determined to bring more people to Denver to support the economy. Pena's "Imagine a Great City" has been compared, at least in spirit, to Speer's *City Beautiful*. Pena's vision was to support cultural and academic centers that attract residents, a convention center to bring in businesses and meetings, and a great airport to service industries, tourists, and Coloradans. Webb's focus on developing downtown, lowering crime, and promoting the city helped Denver to thrive.

Let's Find Out

How does our *light rail system* compare to the streetcars that served the first suburbs?

The streetcars were an inexpensive way to live outside the city and travel into town. The light rail serves the same purpose. It's energy-efficient, inexpensive, and convenient. People can visit LoDo, go to a concert at the Pepsi Center or game at Coors Field, without worrying about parking, the cost of gasoline, or bad traffic.

What do you think a Historic District is?

When a neighborhood or area is designated an historic district, it is protected from demolition or building that damages its historic importance and spirit. It's not that new building can't occur. It's a safeguard against new structures that don't respect the history of the area. They must conform to a design that follows the nature of the original structures and feel of the place.

Why should we care about old buildings?

The first place many tourists go when visiting Denver is Larimer Square. There is something appealing about standing in a place that has so much history. It's like touching artifacts in a museum. They are the real things: authentic witnesses to everything that has happened there, and can happen in a city. Buildings reflect our heritage and preserve a part of our past.

Discussion Question

Back to the Future

If William Byers were to come back and see Denver today, what would he say? Think about all of the things that touched Byers' lifetime in Denver.

The Rocky Mountain News The State Capitol Building

The Byers-Evans House Union Station
History Colorado Larimer Street
Union Station Cherry Creek

What would he think about:

Denver International Airport The Convention Center

16th Street Mall Republic Plaza
The Healing Run Confluence Park

Group Project

Denver of the Past

What if gold were never discovered in Cherry Creek? What would Denver look like today? Draw images and write a paragraph about your vision for the Platte Valley of today.

Denver of the Future

Where do we go from here? Draw images and write a paragraph about your vision for Denver 20 years from now. What will it look like?

Why do historians use multiple sources?

To understand the past, we must look to multiple sources to know what is fact and what is fiction. People pass information through their own filter – things they have experienced and felt. If we're going to learn from the past, it's important to get more than one point of view to really understand what happened.

What impact does the physical environment have on the growth of Denver?

Denver will continue to grow. There are challenges in dealing with our physical environment when growth occurs: sufficient water to sustain communities, widened roads to accommodate even more cars, infrastructure to support technology, enlarged highways through the mountains, and air currents that challenge control of pollution.

What do we learn from people in the past?

Good democracy depends on an informed citizenship. In a country where people affect change through their votes, citizens must study and understand the mistakes and triumphs of the past in order to have good judgment about the future.

Extension Lesson Plans

Students could...brainstorm their favorite places in Denver today and design postcards to send to students in other states.

Students could...make a guess why the Denver sports teams were given their names (Nuggets, Rockies, Broncos, Avalanche, Mammoth, Rapids.)

Students could...justify what they would have done with the gold if they were Natty.

Students could... create a story about how the gold nugget ended up under the floorboard in Natty's shop. They could choose to write this is the third-person point of view or in the first-person as the nugget.

Students could...select, draw and describe an object that helps them feel connected to their family history. They might also want to bring in the artifact to share with classmates, if appropriate.

Students could... recall and draw a map of the places they've been to, and show what kind of transportation they took. Ask them to explain why they like trains, busses, cars, or plains the best.

Students could... research other minority leaders in Denver and present their findings through a written report, a first-person monologue, a poster, or a website.

Students could... imagine that their friends in another state are visiting Denver this summer. Ask them to create a field trip itinerary that includes suggested activities and places of interest, as well as personal recommendations for things to do and see.

Colorado Standards History 1 &2 Geography 2 Economics 1 & 2 Civics 1 Matrix of Colorado State Standards—3rd Grade

Chapter	1. History	2.Geography	3. Economics	4. Civics
	•	~ ~ ~	3. Economics	4. Civies
Chapter 1: Oscar's Stone	1.1 & 1.2	2.2		
Tool				
Chapter 2: Alexander's	1.1 & 1.2	2.2		
Map				
Chapter 3: Emaline's	1.2	2.2		4.1
Rocky Mountain News &				1.
Sand Creek, American				
Indians				
Chapter 4: Oscar's	1.1 & 1.2			
	1.1 & 1.2			
Timetable				
Chapter 5: Joseph's	1.1 & 1.2	2.2		4.2
Square & Colorado				
Statehood				
Chapter 6: Julia's Button	1.1 & 1.2		3.1	
Tin & Women's Stories				
Chapter 7: Marie's Little	1.1 & 1.2			
Journal & Denver's	111 01 112			
Pastimes				
- *************************************	1 1 0 1 0			
Chapter 8: Edward's Pen	1.1 & 1.2			
Chapter of Leash's Vers	110-10			4.4
Chapter 9: Jacob's Keys	1.1 & 1.2			4.1
Chapter 10: Frank's	1.1 & 1.2			4.1
Drugstore				
Chapter 11: Rachel's	1.1 & 1.2			4.1
Book				
Chapter 12: Natty's Gold	1.1 & 1.2			

Matrix of Colorado State Standards—4th Grade

Chapter	1. History	2.Geography	3. Economics	4. Civics
Chapter 1: Oscar's Stone	1.1 & 1.2	2.2	3.1	-
Tool				
Chapter 2: Alexander's	1.1 & 1.2	2.1 & 2.2	3.1 & 3.2	4.1
Map				
Chapter 3: Emaline's	1.1 & 1.2	2.1 & 2.2	3.1 & 3.2	4.1
Rocky Mountain News &				
Sand Creek, American				
Indians				
Chapter 4: Oscar's	1.1 & 1.2	2.2	3.1 & 3.2	
Timetable				
Chapter 5: Joseph's	1.1 & 1.2	2.2	3.2	4.2
Square & Colorado				
Statehood				
Chapter 6: Julia's Button	1.1 & 1.2	2.1	3.1	
Tin & Women's Stories				
Chapter 7: Marie's Little	1.1 & 1.2	2.2	3.1 & 3.2	
Journal & Denver's				
Pastimes				
Chapter 8: Edward's Pen	1.1 & 1.2	2.2	3.1	4.1
Chapter 9: Jacob's Keys	1.1 & 1.2	2.1 & 2.2	3.1	4.1
Chapter 10: Frank's	1.1 & 1.2	2.2 & 2.2	3.1 & 3.2	4.1
Drugstore				
Chapter 11: Rachel's	1.1 & 1.2	2.2	3.2	4.1
Book				
Chapter 12: Natty's Gold	1.1 & 1.2	2.2	3.1 & 3.2	4.1

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Online Resources

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www.historycolorado.org/kids-students/biographies-notable-coloradans

Co State Capitol

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DPL Western History and Genealogy – Digital photos and documents http://history.denverlibrary.org/

DPL Creating Communities – Explore and create community archives http://creatingcommunities.denverlibrary.org

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http://www.historicdenver.org/

History Colorado

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LoDo Information http://www.lodo.org/

Map of LoDo with Information (Click on LoDo Virtual Tour) http://lodo.org/lodo-map.html

The Molly Brown House Museum http://www.mollybrown.org/

NPS, Pearl Harbor, Brothers aboard the U.S.S. Arizona http://www.nps.gov/valr/planyourvisit/upload/Brothers%20September.pdf

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Understanding Prejudice – Teaching Resources http://www.understandingprejudice.org/

U.S.Mint http://www.usmint.gov/

We Are Teachers – Lesson plans, ideas, resources <u>www.weareteachers.com</u>

Architectural Glossary

Arch: A typically curved structure, made of wedge-shaped elements (voussoirs), which spans an opening and is capable of supporting not only it's own weight but also the weight above it.

Architecture: The art or science of building; specifically: the art or practice of designing and building structures and especially habitable ones.

Art Deco: A popular architectural style of the 1920s and 1930s characterized especially by bold outlines, geometric and zigzag forms, and the use of new materials.

Art Glass: Colored or ornamental glass used in windows during the 19th and 20th centuries.

Asymmetrical: having no balance or symmetry.

Bay Window: A window built to project outward from an outside wall.

Beaux Arts: An architectural style characterized by the use of rich decorative detail, symmetry, and a tendency to resemble a monumental structure.

Belfry: The part of a tower or steeple in which bells are hung.

Brackets: A support attached to and projecting from a wall to structurally or visually hold up objects.

Bungalow: A usually one-storied house with a low-pitched roof and covered front porch.

Craftsman/Bungalow: Craftsman (1890s-1920s) and Bungalow (1905-1930): The bungalow represented a simpler, more efficient, low-maintenance house, and the characteristic front porch encouraged outdoor living. Bungalows replaced the Denver Square as the most popular style of house in Denver from 1910 to 1930. Highlights of Craftsman and Bungalow style are: low-pitched gable roof; wide overhangs; exposed roof rafters and wood structure; porch; tapered square column supports.

Classical: Of or relating to the ancient Greeks and Romans, especially their art, architecture, and literature.

Colonial Revival: Often a structure was considered Colonial simply by application of Colonial details to other vernacular types, such as a foursquare. Highlights of Colonial revival architecture are: symmetrically balanced, double-hung, multi paned windows; classical details; single side-gabled roof.

Columns: An upright supporting member most often used to support roofs.

Community: A body of individuals living in a particular area.

Design: The arrangement of elements or details in a building, product or work of art; a preliminary sketch or outline showing the main features of something to be executed.

Denver Square or Foursquare: A box shaped house that has four square shaped rooms on the first floor and second floor.

Dormer Window: A small window projecting vertically from a sloping roof.

Eclectic: a variety of different elements or styles.

Eave: The projecting overhang at the lower edge of a roof.

Gable: The exterior, usually triangular, wall segment shaped by the slope of the roof.

Gothic: Relating to, or having the characteristics of a style of architecture developed in northern France and spreading through western Europe from the middle of the 12th century to the early 16th century that is characterized by slender vertical pointed arches.

38

Half-timbering: Wood framing on a structure with the space between the timbers filled with masonry or plaster.

Historic District: A collection of historic resources in a specific geographic area or with a certain thematic relationship.

Historic Preservationists: Historic Preservationists are individuals, either professionals or volunteers, who work to save historic buildings, sites and objects from destruction.

Historical/Historic Context: The time, place, and theme in which something existed or occurred in history.

Horizontal: Parallel to the horizon.

Lime: a white powder made from calcium oxide, a mineral.

National Historic Landmark (NHL): National Historic Landmarks are nationally significant historic places designated by the Secretary of the Interior because they possess exceptional value or quality in illustrating or interpreting the heritage of the United States. Today, fewer than 2,500 historic places bear this national distinction.

National Register of Historic Places: The National Register of Historic Places is the Nation's official list of historic places worthy of preservation. Authorized under the National Historic Preservation Act of 1966, the National Register is part of a national program to coordinate and support public and private efforts to identify, evaluate, and protect our historic and archeological resources. Properties listed in the Register include districts, sites, buildings, structures, and objects that are significant in American history, architecture, archeology, engineering, and culture.

Ornamentation: The act of decorating.

Perpendicular: Being at right angles to the horizon.

Portland Cement: Cement that not only hardens by reacting with water but also forms a water-resistant product.

Queen Anne: The term "Queen Anne" was first used in England to describe medieval structures with classical ornamentation and decoration. Many Denver houses built during the 1880s and early 1890s are Queen Anne. Highlights of Queen Anne architecture: asymmetrical; textured surfaces; classical ornament; towers/turrets; wraparound porches; balconies; art glass; high brick chimneys.

Rafters: Any of the beams that slope from the ridge of a roof to the eaves and serve to support the roof.

Reconstruct - To re-create a historic building that has been damaged or destroyed; to erect a new structure resembling the old building.

Richardsonian Romanesque: Richardsonian Romanesque is a style named after American architect H.H. Richardson (1838-1886). Typical Richardsonian Romanesque architecture in Denver uses massive stone walls and rounded arches on otherwise Victorian or eclectic structures. Highlights of Richardsonian Romanesque architecture: heavy, massive, roughfaced stone masonry; carved Romanesque details; eyebrow dormers; squat towers; round arches.

Romanesque Revival: Romanesque Revival is a style of building popular in the mid 19th century. Popular features of these revival buildings are round arches and semi-circular arches on windows.

Shingles: Commonly overlapping wood, metal, or slate units used on walls or roofs.

Stone: A piece of rock for a specified function: such as a building block or a paving block.

Stucco: A fine plaster used in decoration and ornamentation, usually made of portland cement, sand, and a small percentage of lime and applied on a surface to form a hard covering for exterior walls.

Style: A distinctive manner of expression, a particular manner or technique by which something is done, created, or performed.

Symmetry: equal form on opposite sides of a dividing line.

Tudor Revival: Tudor Revival architecture incorporates characteristics of a variety of late medieval English prototypes. Tudor Revival was mainly a masonry or masonry-veneered style. Highlights of Tudor architecture include: half-timbering; steep roof; grouped tall, narrow, multi-paned windows; massive decorated chimneys; brick.

Turret: A small tower at the corner of a building and extending above it.

Vertical: Perpendicular to the plane of the horizon.

Vernacular: Native building style using local materials and traditional methods of construction and ornamentation.

Veneer: A decorative facing, as of brick.

Works Progress Administration: The Works Progress Administration (WPA) was a relief measure established in 1935 by President Franklin Delano Roosevelt in an effort to ease the burdens created by the Great Depression. The program offered work to the unemployed on an unprecedented scale by spending federal money on a wide variety of programs, including highways and building construction, slum clearance, reforestation, and rural rehabilitation.

Quick Architectural Style Guide

Architectural Style	Example	Time Period	Description	Materials Used
Log Cabin	Hiwan Homestead	1850s?	Dirt floor, one or two windows, fireplace on one wall	Large logs; logs notched to fit together
Italianate	2631 Curtis St.	1850-1880	Flat roof, brackets under the eaves	Brick?
Queen Anne	Dennis Sheedy House 1115 Grant Street	1880-1900	Colorfully painted, 2 or 3 stories, bay windows, steep roof	Shingles, brick or stone
Richardsonian Romanesque	Dunning Benedict Residence, 1200 Pennsylvania St.	1870-1900	Round arches, rough texture of materials	Stone
Gothic Revival	Cathedral of the Immaculate Conception, 301 E. Colfax Ave.	1860-1910	Pointed arches, steep roofs	Stone, brick, wood
Bungalow	1120 S Gilpin St.	1900-1940	1 or 2 stories, front porch	Wood, stucco
Prairie	1120 S Franklin Street	1900-1920	1 or 2 stories, flat roof, long and low to the ground	Wood, stucco, bricks
Tudor	Verner Z. Reed Mansion	1910-1940?	half-timbering; steep roof; massive chimneys; brick.	Wood, brick
Craftsman		1890-1920	low-pitched roof; wide overhangs; porch; tapered square column supports	Wood, Brick
Colonial Revival	Governor's Mansion/Cheesman -Evans-Boettcher Mansion, 400 East 8th Avenue	1876-1910	pedimented front door; symmetrically balanced	Brick, wood, stucco

List of potential Field Trip Itineraries

"Touring Our Capitol" Field Trip Option 1:

- Arrange Tour for State Capitol (Free)
 - o https://www.colorado.gov/apps/galc/capitol/tours/
- Take walking tour of Capitol Hill Neighborhood (Free)
 - o http://www.mollybrown.org/learn/mollys-neighborhood/
- Arrange a Tour of the Molly Brown House Museum (Fees apply)
 - o http://mollybrown.wufoo.com/forms/school-tour-reservation-request/

"Learning our History" Field Trip Option 2:

- Visit Civic Park (Free)
 - o Request a scavenger hunt from the Molly Brown House Museum (Free)
- Visit History Colorado (formerly Colorado Historical Society) (Fees apply)
 - o http://www.historycolorado.org/educators/field-trips-school-programs

"City Park" Field Trip Option 3:

- Visit City Park
- Visit either the Denver Zoo or Denver Museum of Nature and Sciences (Fees apply)

"Historic Neighborhoods" Field Trip Option 4:

- Walking tour of 5 points neighborhood using Denver Story Trek (Phone rates may apply)
 - o Request scavenger hunt from the Molly Brown House Museum (Free)
- Schedule a walking tour of LoDo through History Colorado (Fees apply)
 - o http://www.historycolorado.org/educators/explore-denver-walking-tours

"Denver's Story Trek" Field Trip Option 5:

- Create your own Trek (Free)
 - o http://www.denverstorytrek.org/

Feel free to mix and match any program from any list!

List of possible locations for a Field Trip

On-site programs available in Denver:

- Children's Museum of Denver (Fees apply)
 - o http://www.mychildsmuseum.org/educators/field-trips.aspx
- Denver Art Museum (Fees apply)
 - o http://www.denverartmuseum.org/learn and play/schools and teachers
- Denver Botanic Gardens (Fees apply)
 - o http://www.botanicgardens.org/content/schools-and-teachers
- Denver Museum of Miniatures, Dolls and Toys (Fees apply)
 - o http://www.dmmdt.org/FieldTrips.htm
- Denver Museum of Nature and Science (Fees apply)
 - o http://www.dmns.org/teachers
- Denver Zoo (Fees apply)
 - o http://www.denverzoo.org/education/school teacher pgms.asp
- Four Mile Historic Park (Fees apply)
 - o <u>www.fourmilepark.org/</u>
- History Colorado (formerly Colorado Historical Society) (Fees apply)
 - o http://www.historycolorado.org/educators/field-trips-school-programs
- Molly Brown House Museum (Fees apply)
 - o http://www.mollybrown.org
- State Capitol Tour (Free)
 - https://www.colorado.gov/apps/galc/capitol/tours/
- Colorado Governor's Mansion (Free)
 - http://www.colorado.gov/cs/Satellite/GovernorsResidence/GRES/1213523114150

On-site programs available outside of Denver:

- Arvada Center (Fees may apply)
 - o http://arvadacenter.org/galleries/historical-museum or call 720-898-7240
- Audubon society of Greater Denver (Fees apply)
 - o http://www.denveraudubon.org/programs/school-programs/
- Aurora History Museum (Fees apply?)
 - https://www.auroragov.org/AuroraGov/Departments/LibraryAndCulturalServices/CulturalServices/Hist oryMuseum/EducationPrograms/index.htm?ssSourceNodeId=1087&ssSourceSiteId=621
- Buffalo Bill Museum & Grave (Fees apply)
 - http://www.buffalobill.org/Learn Play%20at%20the%20Buffalo%20Bill%20Museum/index.html#SCH OOLS
- Butterfly Pavilion (Fees apply)
 - o http://www.butterflies.org/education/field-trips.php
- Colorado Railroad Museum (Fees apply)
 - o http://www.coloradorailroadmuseum.org/field-trip
- Golden History Museums (Fees apply)
 - o http://www.goldenhistorymuseums.org/groupprograms.php
- Hudson Gardens (Fees apply)
 - http://www.hudsongardens.org/content/fieldtrips/
- Lakewood Heritage Center (Fees apply)
 - http://www.lakewood.org/comres/page.cfm?ID=576
- Longmont Museum (Fees apply)
 - o http://www.ci.longmont.co.us/museum/education/school tours.htm
- Rocky Mountain Quilt Museum (Fees apply)
 - o https://rmgm.org/zz/education/museum-tours.html
- Tesoro Cultural Center (Fees apply)
 - o http://www.tesoroculturalcenter.org/Educational Outreach.html
- Sand Creek Massacre National Historic Site
 - o http://www.nps.gov/sand/index.htm
- Rocky Mountain National Park
 - http://www.nps.gov/romo/index.htm

List of potential in-class Field Trips

Rent a traveling trunk or bring a program to your classroom:

- Various trunks and programs from the Molly Brown House Museum (Fees apply)
 - o www.mollvbrown.org/learn
 - Lego City: Build your own past and present city with Lincoln Logs and Legos. Learn about saving important buildings and how cities change over time
 - Denver Grows: Travel through time as Denver grows from a mining town to an urban center
 - **Mining Trunk:** Pick up a pick and learn about Colorado's mining history with touchable historical artifacts and gold samples
 - **Industrial Revolution:** Reenact factory labor to understand the revolutionary changes and the human experience of Industrial America
 - Carpetbag: Learn all about Margaret Brown with a presentation provided by a costumed presenter
 - Molly the Activist: Take a look at Molly's involvement in politics, reform and women's suffrage
 - Uncovering the Titanic: An Artifact Exploration: Explore one of history's great tragedies through handling reproduction artifacts from the Titanic
- Various trunks from History Colorado (Fees apply)
 - o http://www.historycolorado.org/educators/field-trips-school-programs
- Various programs based on Multi-culturalism available at the Mizel Museum (Fees apply)
 - o http://www.mizelmuseum.org/engage-3/public-school-traveling-exhibits-2/
- Various programs from the Tesoro Historical Trunk Show (Fees apply)
 - o http://www.tesoroculturalcenter.org/Educational Outreach.html
- Various programs from the Chicano Humanities and Arts Council (Fees apply)
 - o http://www.chacweb.org/page/2781
- Various programs from the Children's Museum of Denver (Fees apply)
 - o http://www.mychildsmuseum.org/educators/field-trips.aspx

- Various programs from the Butterfly Pavilion (Fees apply)
 - http://www.butterflies.org/education/field-trips.php
- Various programs from the Denver Zoo (Fees apply)
 - o http://www.denverzoo.org/education/school teacher pgms.asp
- Various programs from the Denver Museum of Nature and Science (Fees apply)
 - o http://www.dmns.org/teachers

Virtual Field Trip Options:

- Take a virtual field trip through an exhibit from History Colorado (Free)
 - o http://www.historycolorado.org/educators/online-exhibits
- Skype with a staff member at the Molly Brown House Museum (Free)
 - o http://www.mollybrown.org/learn
- Rent or Download interactive CD-ROM game about Molly Brown (Free)
 - o http://www.mollybrown.org/learn
- Take a virtual tour through Molly Brown's House (Free)
 - o http://www.mollybrown.org/learn
- Take a virtual Trek through Denver Story Trek (Free)
 - o http://www.denverstorytrek.org

Using Denver Story Trek

Looking for a way to enhance a walking tour or want to learn about a specific building's history? Denver Story Trek is a journey to explore the stories behind the places. There are many ways to enjoy Denver Story Trek. You can take the Trek in person by bus, car, walking, or bike. You can even take a Virtual Trek-- just bring up the website, www.denverstorytrek.org, on your smart board and listen to the entries.

If you are taking the Trek in person, there are many ways you can access the information. If you have an iPhone, you can download the Denver Story Trek App for free! If you have an MP3 player, you can download your selected audio clips for free from our website. If you have a cellphone, you can simply call the number listed on the sign and follow the listening instructions or you can even use text messaging feature on your cell phone to receive and answer clues about the five featured sites. Standard text messaging rates do apply.

You can follow a Trek created by someone else, or you may choose your own adventure and discover the fascinating "six degrees of separation" among the people in the city's storied past. You may create your own Trek by using our website, www.denverstorytrek.org. You must create username and password in order to create your own trek. You may follow a Trek that is listed on the website or in our brochure. For a brochure you can call 303-832-4092 xt. 17.

How to Download Denver Story Trek iPhone App:

- Go to the App Store on your iPhone
- Search for "Denver Story Trek"
- Click on the Denver Story Trek icon
- Hit the "Free" button
- Hit the "Install" button

Denver Story Trek iPhone App: Button Explanation:

- The "Dashboard" button features six feature Treks
- The "All Notes" button allows you to select any building that you wish
- The "Post Note" button allows you to post a note about any building and share it with your friends via Facebook or Socialight
- The "i" button gives you information about Denver Story Trek
- The Magnifying button allows you to type and find certain buildings by name or location

How to use Denver Story Trek iPhone App:

- After installing the App, click on the icon
- You may choose to "allow" the App to use your location or "don't allow."
 - o If you choose "don't allow" you will be started by default at the Molly Brown House Museum
 - o If you choose "allow" it will give you a map showing your location and give you Treks close to your location
- You may follow the featured Treks by clicking on the "Dashboard" button and select your Trek

- You can then select which building you would like to hear about
- Once your building is selected, click the "Play" button and listen to the Trek

How to Download an MP3:

- Go to www.denverstorytrek.org
- Click on either a "Featured Trek", or click on "View All Treks" to find your building you wish to hear
- Click on "Download MP3file"
- Follow the onscreen instructions to download onto your computer
- Upload the Trek from your computer to your MP3 player

How to Call Denver Story Trek:

In Person:

- Go to your Denver Story Trek site
- Look at the sign and dial the number
- Follow the phone instructions

In the Classroom:

- Go to www.denverstorytrek.org
- Find your desired building, by searching or clicking on a "Featured Trek" or clicking on "View All Treks" to find your building.
- Call 303-562-2407 and then enter the building number located on the website

How to use Denver Story Trek Text Messaging:

- You MUST START at one of our five featured sites (Molly Brown House Museum, Four Mile Historic Site, Byers-Evans House Museum, Kirkland Art Museum, or Black American West Museum)
- Standard text messaging rates do apply. Simply text TREK GO to 56512. The first text will ask which site you are at so clues can be customized to your individual trek
- Follow the on screen directions to continue with the Trek
- For help with the text messaging scavenger hunt text HELP to 56512.
- To stop receiving messages text STOP to 56512. You can also e-mail <u>denverstorytrek@historicdenver.org</u> with questions

Around the Capitol Building Scavenger Hunt

1. Colorado's land	s were attractive to many people, so Colorado's se	ettlers and
	fought over its land.	
2. The Sand Creek	Massacre was a violent conflict in Kiowa County	y, Colorado, between
the		and the Colorado State Militia.
3. During War Wo	rld II, the United States government kept	Americans in internment camps.
N N	I Spy: Can You Find These Things	Around the Capitol Building?
	1. This statue is called <i>Closing of an Era</i> . How	•
LINE		
		·
	Read the plaque; how does this statue show the case settlers/militia?	conflict between the Native Americans and
Allegan	3. Read this Amache plaque. Wh	ny is Amache important to Colorado
Surgest and Comment of	history?	

ANSWER KEY Around the Capitol:

What I Know:

- 1. Native Americans
- 2. Cheyenne/Arapahoe (or Native Americans)
- 3. Japanese

- 1. This represents Colorado's history of settlement and the expansion West of the United States settlers. The era of Native Americans killing buffalo freely ended when this expansion occurred and the railroad was built. (East side of Capitol)
- 2. Even after many decades, each side in the Sand Creek Massacre maintained a different version of the events, each trying to make themselves look better. The militia wanted to call this attack a part of the Civil War, which would make them national heroes. (West/front steps of Capitol)
- 3. This commemorates what the U.S. government did to the Japanese-Americans doing WWII, and reminds us that this happened in Colorado, so it is a part of both national and state history. (SE side of Capitol)

Capitol Building to Molly Brown House Museum Scavenger Hunt

From the Capitol building (visitors exit is on the south side of the Capitol building), turn left and walk on 14th Street, toward Pennsylvania Avenue. Turn right on Pennsylvania Street until you come to the Molly Brown House Museum on your left.

What I Know: 1. Many of the old buildings in Denver have been torn down to make room for		
2. Colorado grew quickly due to this event in history: TheRush. 3. Margaret (Molly) Brown was a Denverite famous for (name at least two things)		
I Spy: Can You Spy These Things On the Way to the Molly Brown House 1. Why do you think the dome of the Capitol building is plated in gold	d? 	
2. Why do you think this neighborhood named themselves 3. Why do you think Margaret Brown's Home (now the Molly Brown House Museum) is also called the house of lions?		

ANSWER KEY Capitol to Molly Brown House Museum:

What I Know:

- 1. Apartment or office buildings
- 2. Gold
- 3. Surviving the sinking of the Titanic/Political activism (Juvenile justice/women's suffrage/running for office)

- 1. The Capitol is plated in gold because Colorado was built and settled during (and because of the gold rush) and the value of silver and gold in the state.
- 2. This neighborhood celebrates one of its most famous historic residents, Margaret Brown, who was "unsinkable" and survived the Titanic. Mrs. Brown's house is one of the only historic houses still standing on Pennsylvania Street.
- 3. The house has lions in front of it, which Mrs. Brown brought over from her European travels.

Molly Brown House Museum to Capitol Scavenger Hunt

From the Molly Brown House Museum walk towards 14th Street and turn left on 14th Street. Continue on 14th Street until you reach Grant Street. Turn right onto Grant Street. Turn left onto Colfax Ave and enter on the north side of the Capitol building.

1.	What I Know: Denver's dynamic history was made by Native Americans and diverse immigrant peoples such as
2.	TheHouse Museum is an
	important historic building on Pennsylvania Street.
3.	Margaret Brown was an important Denver citizen. Some of the things she is well-known for include:
	and
	<u>.</u>
I Spy:	Can You Find These Things On Your Walk to the Capitol Building?
	You can see these spires of the Cathedral of Immaculate Conception from the Molly Brown House Museum. Margaret Brown donated money to help build this church. Why do you think Margaret chose to go to this church?
2.	This building now houses the Salvation Army. If Margaret Brown were alive today, do you think she would be involved in the Salvation Army? Why do you think that?
CIT	

ANSWER KEY Molly Brown House Museum to Capitol:

What I Know:

- 1. Dutch, Chinese, Irish American (or any immigrant population)
- 2. Molly Brown
- 3. Founding Denver's Humane Society (The Dumb Friends League), creating Denver's juvenile justice system, surviving the *Titanic*, running for Senate, fighting for women's suffrage (the right to vote)

- 1. Margaret chose to go to church here because it was just down the street, she was Catholic, and she had also given money to help build the church.
- 2. Margaret probably would be involved in the Salvation Army, because she involved in so many things/organizations throughout Denver that helped others.
- 3. Pennsylvania Street is important to Denver's history because it was once home to the people who shaped Denver. (Many of these homes have been torn down, but Margaret Brown's still remains.)

Civic Center Park Scavenger Hunt

What I Know:

1. Denver began as aand continued to grow as city because of Colorado's
and silver rush.
2. The pioneers andoften fought in the 1800s.
3. Many people consider Colorado an icon of the American West because of its history of cowboys and thriving
industry.
4. The most important object to me that I see in the park is
I Spy: For each object you spy, answer these questions:
a. Why do you think this object/item was placed in the park? b. What part of Colorado history does this object/item represent?
1. On the War Trail Statue a. b.
2. Bronze Eagle on the City County Building a. h
3. The Prospector Mural a. b.

ANSWER KEY Civic Center Park:

What I Know:

- 1. Boomtown, gold
- 2. Native Americans
- 3. Cattle
- 4. Answers will vary

- 1. a. Native American culture is an important part of Colorado history.
 - b. Native American culture thrived in Colorado before and after pioneers from the Eastern United States settled here. Native Americans and pioneers often engaged in violent clashes.
- 2. a. The Eagle connects Denver and Colorado to the United States nation
 - b. Bronze represents the mining history of Colorado
- 2. a. The mining prospector was one of the earliest professions of those who came West to Colorado
 - b. Pioneers came West for valuable metals, such as gold and silver

Civic Center Cultural Complex Scavenger Hunt

What I Know:

One violent conflict between Native Americans and white settlers in Colorado in the

1800s	was the Sand		
1.	Native Americans	were forced off their land and into s	mall areas called
	in the late 1800s an	d early	
2.	At Denver's Civic	Center Cultural Complex you can v	isit,
		and	(see sign for answers!).
3.	I think library is an	important part of a city because	
			<u>.</u>
	I Spy: C	an You Find these around the Ci	vic Center Cultural Complex?
W.	Minimum .	1. Read the sign by the Byer-Eva	ins House Museum. Why do you think this house
is imp		is important to Denver's history?	Would you like to come back here and tour the
	A TOWN	inside of the house?	
	The state of the s		
714		2. Read some of the words on th	e Hock E Aye Vi Edgar Heap of Birds Wheel;
YY	AL Yes	what events in Colorado history	do they refer to?
			and
	3	. What building is this?	
ZI.		What is inside?	
		w mat is miside?	

ANSWER KEY Civic Center Cultural Complex:

What I Know:

- 1. Creek Massacre
- 2. Reservations, 1900s
- 3. Byer-Evans House Museum, DAM (Denver Art Museum), Denver Public Library, Colorado History Center
- 4. ...it is a place where anybody can go and check out books, learn new things and meet new people without paying anything (or any answer)

- 1. The Byer-Evans House Museum is important to Denver's history because William Byers printed Denver's first newspaper, *Rocky Mountain News*. The son of John Evans (second territorial governor of Colorado: Founders of the Denver Art Museum), William owned it. Margaret and Anne Evans were founders of the Denver Artist's Club, which then became the Denver Art Museum in 1924.
- 2. Forcing the Native Americans onto reservations, the Sand Creek Massacre
- 3. Denver Public Library, books, cds, coffee shop, offices, archives (Answers will vary)

LoDo-Sixteenth Street Mall Scavenger Hunt (Tremont St. to Arapahoe St.)

What I Know:

1. The Danie	Is and Fisher Clock Tower was the highest tower in Denv	ver until the
	Until then, buildings were not allowed to be t	aller than this tower.
2. Denver has	s several periods of buildings in its history, and there are	buildings from each period on the
	Street	
	You Find These Things On Sixteenth Street Mall?	
	nk there was a building height restriction until the 1950s	
	2. This building is TALLER than the Daniels and Fishe NEWER than the Daniels and Fisher Clock Tower? Wh	
3. Does this buildi	ng look new or old? Why do you think so?	
		\$ 100 mm m m m m m m m m m m m m m m m m

ANSWER KEY LoDo Sixteenth Street Mall (Tremont to Arapahoe St.)

What I Know:

- 1. 1950s.
- 2. Sixteenth, Mall

- 1. There was a building height restriction because Denver wanted the Western mountains visible from anywhere in the city. (Answers will vary)
- 2. This building is NEWER than the Daniels and Fisher Clock tower. It is taller than the tower, so it was built after the 1950s restriction.
- 3. This building looks old, because of its granite bricks and the ornamentations/decorations on the sides of the building and roof. Unlike the newer, taller buildings made out of glass, this building is smaller.

<u>LoDo-Sixteenth Street Mall Scavenger Hunt (Warehouse District: Arapahoe St. to Wazee St.)</u>

What I Know: 1. Buffalo used to roam free before the railroad was built. When the buffalo were killed, cowboys starting
planting crops and
2. Denver was born out of the Gold Rush, and soon became a large metropolis and a center of commerce.
Colorado is still an important state for mining and
3. Life as a pioneer could be very lonely, working in the mines or on the plains with the cattle. Pioneers did not
have modern conveniences such as televisions or, so they had to
entertain themselves by singing or playing harmonicas or guitars.
I Spy: Can You Find These Things On Sixteenth Street Mall? 1. a. What kind of work do you think this person does? b. How do you know this? 2. How is this art piece important to Colorado History?
3. What purpose do you think this building served in the growing city of Denver in the late 1800s?

ANSWER KEY LoDo Sixteenth Street Mall (Arapahoe to Wazee St.)

What I Know:

- 1. tending cattle
- 2. agriculture
- 3. iPods (or any modern convenience)

- 1. a. This person is a cowboy.
 - b. Because of his clothing (cowboy hat and bandana) and guitar (Student may recognize the figure of a cowboy playing the guitar from books/movies).
 - 2. This art piece is important to Colorado's history because of the buffalo that used to run across Colorado's Eastern plains.
 - 3. This building provided the basic seeds Coloradans needed to successfully grow plants in the dry, high altitude climate.

<u>LoDo-Sixteenth Street Mall: Warehouse District Scavenger Hunt (Wynkoop Street off 16th Street)</u>

What I Know:

1. Denver's history involves Native Americans and pioneers su	ich as miners, ranchers
and	
2. Buffalo used to roam free before the railroad was built. When the	buffalo were killed, cowboys starting
planting	
3. Denver was born out of the Gold Rush, and soon became a large	metropolis and a center of politics,
4. Colorado is still an important state for	
and	
I Spy: For each object you see, answer the	e following question:
What purpose do you think these buildings served in the growin 1.	SEP DS
3.	WWYON STATION

ANSWER KEY LoDo Sixteenth Street Mall: Warehouse District (Wynkoop off Sixteenth Street)

What I Know:

- 1. Cowboys or immigrants (Answers can vary)
- 2. Crops, or raising cattle (Answers can vary)
- 3. commerce, culture
- 4. agriculture, mining

- 1. This building provided the basic seeds Coloradans needed to successfully grow plants in the dry, high altitude climate.
- 2. The Icehouse served as a cold, insulated warehouse, and this is where Denver's ice and other cold goods were kept (It was home of the Littleton Creamery and Beatrice Foods Cold Storage Warehouse).
- 3. It is the train station, so it allowed Denver to become an important metropolis and bustling city in the West.

Five Points Scavenger Hunt

Welcome to the Five Points neighborhood in Denver, Colorado! This remarkable area has a rich and vibrant history. Given its name due to its location at the five-way intersection of Washington Street, 27th Street, 26th Avenue, and Welton Street, Five Points is one of Denver's oldest neighborhoods. The city's first street railroad, the Denver Horse Railroad Company, connected Five Points with downtown Denver in 1871. Five Points soon became the focal point of activities for the African American community. Today, efforts to renew and revitalize the neighborhood have begun so future generations can appreciate the historic structures that make this area unique. During this scavenger hunt you will be searching the surrounding area for important buildings located throughout the neighborhood.

Items you will need: Pencil and smart phone. Use your map and clues to answer the following questions as you tour the city. Begin your hunt on **Washington Street**.

1. To get to your first stop head **north** on **Washington Street** and take a **right** onto **Welton Street**. Turn **left** onto **29**th **Street** and then a **right** onto **California Street**. Make your way to **3091 California Street**. (Walking time ≈ 10 minute)

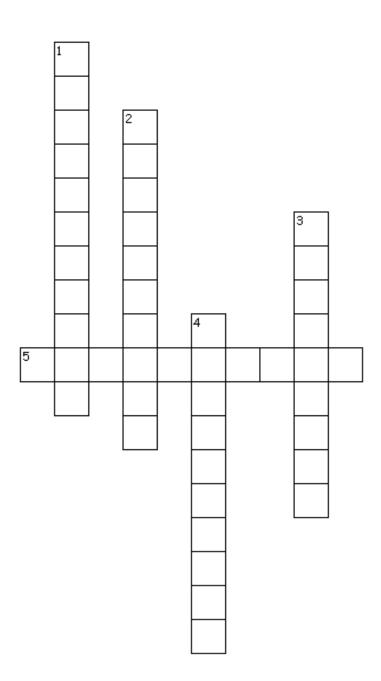
Founded in 1971 by Paul W. Stewart, the **Black American West Museum** is dedicated to collecting, preserving, and disseminating the contributions of African Americans in the Old West. To complete this stop on your hunt, use the Denver Story Trek smartphone application and listen to site #19 for the Black American West Museum. Then complete the activity below. The various words, that when entered correctly in the list, will spell your next location in the highlighted boxes.

1. How many thousands of b	babies did Dr. Ford deliver?	
2. The city where Dr. Ford g	got her medical degree.	
3. The historical figures the B	Black American West Museum has a special focus on.	
4. In 1950, Dr. Ford was given privileges at this hospital.		
5. The audio guide tells you t	to visit an exhibit in the museum on buffalo	
6. The nickname given to Dr.	r. Ford.	

Your next stop is 2830 Lawrence Street, the Sacred Heart School.

2. Next, head **southwest** on **California Street** towards 30^{th} and take a **right** onto 30^{th} **Street.** Turn **left** onto **Lawrence Street**. Located at 2830 Lawrence Street you will find the **Sacred Heart School**. (Walking time \approx 11 minutes)

To move on to your next stop you must first fill in this crossword puzzle. Once you are in front of the Sacred Heart School, use your smartphone to log onto the Denver Public Library's "Creating Communities" application. Find the entry about your location then complete the puzzle below.



Across

5. This 1890 building is in what revival style?

Down

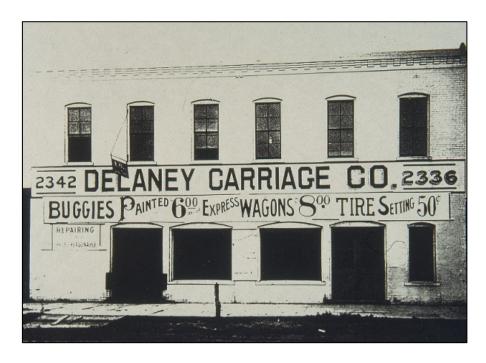
- 1. Classrooms were located to optimize natural lighting and _____.
- 2. What student population used the building until 1979?
- 3. The _____ utilized the open, centrally-located auditorium.
- 4. What type of art program was the school noted for?

3. To get to your next destination head **southwest** on **Lawrence Street** toward 28^{th} Street and turn **left** onto **Broadway**. Situated at **2342 Broadway** you will find the **Delaney Carriage Company Building**. (Walking time ≈ 9 minutes)

This building is a rare surviving example of a former carriage fabrication and repair facility, an industry that disappeared in the early 20th century as automobiles replaced the horse-drawn carriage and wagon as the dominate means of transportation. From 1901-1917, the Delaney Carriage Company manufactured and repaired horse-drawn carriages. The building then went on to serve as the location of Scotts Auto Body, further representing the city's industrial and commercial adjustment in response to the rise of the automobile.

The **façade** (front of building) consists of a change made in ca. 1921 when the north corner of the building was removed to accommodate the new Broadway right-of-way. The change left the building with a new address on Broadway.

Take a look at the picture below from 1902. What features (if any) are still visible today? *Circle the ones you find and take a picture of it.*



4.	. Your last stop is located at 2363 Blake Street. T	To get there, head north on Broadway towards Lawrence
an	nd take a left onto Larimer Street and then a righ t	t onto 24 th Street then turn left onto Blake Street.
(W	Walking time ≈ 5 minutes)	

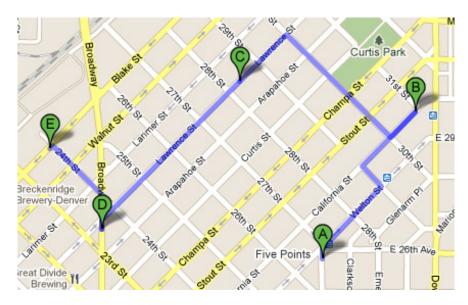
From 1888 until 1910 the Pacific Express Company delivered railroad freight out of this building. The company's wagons were housed on the first floor and the horses were in the basement level. The Pacific Express Stable has significance as a relatively unaltered 19th century stable building and has retained much of its original interior and exterior integrity.

The Pacific Express Stable/Francis J. Fisher Building was posted to the National Register of Historic Places on September 20, 1984. To find out how to list a property on the National Register of Historic Places go to http://www.nps.gov/nr/index.htm.

examining the property's	rty must meet the National Register Criteria for Evaluation. This involves
	,, and

Thank you for participating in the Five Points scavenger hunt!

ANSWER KEY Five Points Scavenger Hunt: Map of Five Points Scavenger Hunt Trail



Start: Crossroads Theater (2590 Washington Street)

Stop 1: Black American West Museum (3091 California Street)

Stop 2: 2830 Lawrence Street (Sacred Heart School)

Stop 3: 2342 Broadway (Delaney Carriage Co.)

Stop 4: 2362 Blake Street (Pacific Stable)

Answers to Anagram

Allswe	IDV	U I	1116	ıgı a	III										_				
1. How many thousands of babies did Dr. Ford deliver?										S	Е	V	Е	N					
2. The city where Dr. Ford got her medical degree.						С	Н	Ι	С	A	G	О							
3. The historical figures the Black American West Museum has a sp	ecial	l foc	cus c	on.			В	L	Α	C	K		С	О	W	В	О	Y	S
4. In 1950, Dr. Ford was given privileges at this hospital.						G	Е	N	Е	R	A	L							
5. The audio guide tells you to visit an exhibit in the museum on buff	alo _				S	О	L	D	Ι	E	R	S							
6. The nickname given to Dr. Ford.	L	A	D	Y	В	A	В	Y		D	О	С	Т	Е	R				

Answers to Crossword Puzzle

Across

5. Romanesque

Down

- 1. Ventilation
- 2. Elementary
- 3. Community
- 4. Performing

Answers to #4

Age, integrity, significance

Civic Center Cultural Complex Scavenger Hunt

What I Know:

1. One violent conflict be	tween Native Americans and white sett	tlers in Colorado in the							
1800s was the Sand		·							
2. Native Americans wer	e forced off their land and into small ar	eas called	in the late 1800s						
and early	<u>.</u>								
3. At Denver's Civic Cer	ter Cultural Complex you can visit		,						
	and	(see sign for answ	vers!).						
4. I think library is an im	portant part of a city because								
I Cove	Can Vay Find these around the Civi	o Conton Cultural Complex	9						
т эру:	Can You Find these around the Civic	_							
	1. Call the number on the Denver S	Story Trek sign. Why do you t	hink this house is						
A STATE OF THE PARTY OF THE PAR	important to Denver's history? Would you like to come back here and tour the								
S. M.	inside of the house?								
(III II)	2. Read some of the words on the <i>I</i>	Hock E Aye Vi Edgar Heap oj	f Birds Wheel;						
YY MALL YOU	what events in Colorado history do	o they refer to?							
		•							
		and							
			<u>.</u>						
	ing your phone, go to www.denverlibra er the following questions:	ary.org go to the "Facts and F	igures" link and						
How	many floors does the Library have?		_						
How	many books does it have?		_						

ANSWER KEY Civic Center Cultural Complex:

What I Know:

- 5. Creek Massacre
- 6. Reservations, 1900s
- 7. Byer-Evans House Museum, DAM (Denver Art Museum), Denver Public Library, Colorado History Museum
- 8. ...it is a place where anybody can go and check out books, learn new things and meet new people without paying anything (or any answer)

- 4. The Byer-Evans House Museum is important to Denver's history because William Byers printed Denver's first newspaper, Rocky Mountain News. The son of John Evans (second territorial governor of Colorado: Founders of the Denver Art Museum), William owned it. Margaret and Anne Evans were founders of the Denver Artist's Club, which then became the Denver Art Museum in 1924.
- 5. Forcing the American Indians onto reservations, the Sand Creek Massacre
- 6. Thirteen floors, Over 3 million items in the DPL collection