

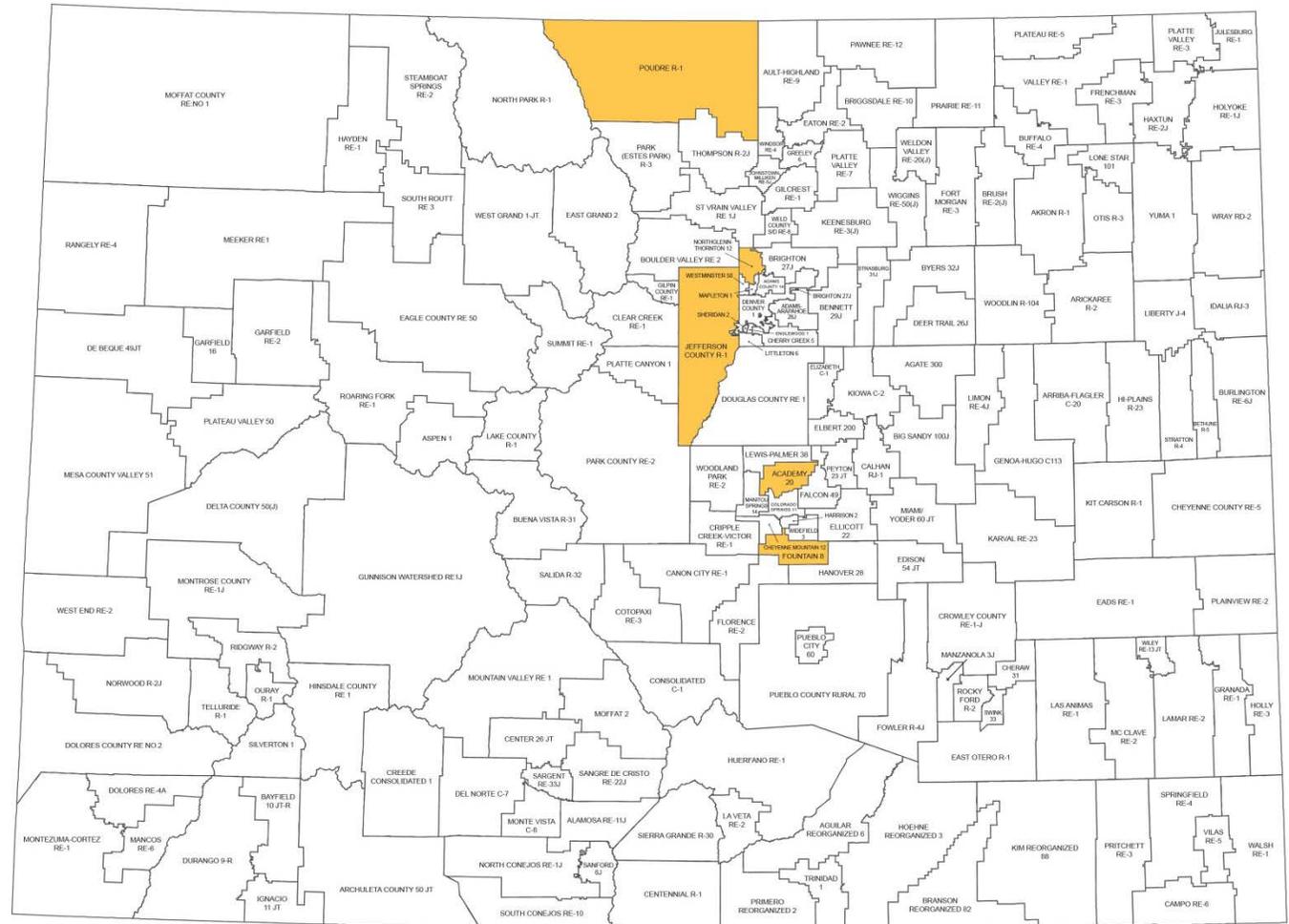
# Unit Title: Bust a Move: Bringing Colorado History to Life through Newsplay

## INSTRUCTIONAL UNIT AUTHORS

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*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

## Colorado Teacher-Authored Sample Instructional Unit

This instructional unit integrates the following separate units:

- Social Studies, 4<sup>th</sup> grade, **Boom and Bust** (see the Unit Overview here in [Word](#) or [PDF](#)); and
- Drama and Theatre Arts, 4<sup>th</sup> grade, **Back in the Day...Primary Sources Come Alive** (see the Unit Overview here in [Word](#) or [PDF](#))

Throughout this unit we denote levels of content area integration by listing an **Integration Continuum Color\***, as follows:

<b>GREEN</b>	Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.
<b>BLUE</b>	Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.
<b>PINK</b>	Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.
<b>YELLOW</b>	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

\* Adapted from *Varieties of Arts Integration* developed by Center for Applied Research and Educational Improvement and Perpich Center for Arts Education ©2002 Regents of the University of Minnesota

<b>Unit Description:</b>	This unit is designed to integrate two 4 <sup>th</sup> grade units of study: Social Studies unit “Boom and Bust” and Drama Theatre Arts Unit “Back in the Day...Primary Sources Come Alive”. This integrated unit will literally bring history to life! It starts with an example of a major boom and bust cycle – the fur trapping/trade industry (mountain men). From there, the unit moves on to mining and the gold/silver booms of the 1850s, which allows students to consider demand that is based on status (and scarcity). The historical sources utilized in the theatre activities are based on these specific events in Colorado history. These events appear in every Colorado history textbook and illuminate major industries in the state (mining/trading). They also highlight a significant turning point in the history of the United States and western expansion (manifest destiny). But the focus is on the multiple perspectives and conflict (e.g., over land rights) around these events. The goal is to accurately capture the conflict and diverse perspectives in a 4 <sup>th</sup> grade appropriate manner. The unit concludes with a performance assessment in the form of a news play. The news play incorporates the perspectives of fur traders (mountain men), Native Americans, and miners and the conflicts that each group faced during the boom and bust cycles.
<b>Considerations:</b>	N/A
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	<p><b>Social Studies:</b> Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state’s growth</p> <p><b>Drama and Theatre Arts:</b> Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events</p>
<b>Supporting Generalizations:</b>	<p><b>Social Studies:</b> Humans alter and adapt to existing natural resources to meet personal, cultural, and economic needs Every economic decision involves both potential risks and benefits Physical characteristics and human activity (availability and allocation of resources) within different regions and locations contribute to the sustainability of “booms”</p> <p><b>Drama and Theatre Arts:</b> Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations Interesting, dramatic compositions employ a range of emotions in order to accurately portray a spectrum of perspectives</p>

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**Performance Assessment: *The capstone/summative assessment for this unit.***

Both disciplines integrated

**Integration Continuum Color:** GREEN BLUE PINK YELLOW

GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.

<p><b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)</p>	<p><b>Social Studies:</b> Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state’s growth</p> <p><b>Drama and Theatre Arts:</b> Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events</p>
<p><b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</p>	<p>You will be part of one group for this performance assessment. Group one will be a member of a modern news crew who has found an archive of authentic news plays from the Gold Rush and fur trade eras in Colorado. Group two will perform as historical actors in the found footage newsreel about the Colorado Gold Rush and fur trade eras. The goal of both teams is to share the authentic footage, experiences and differing perspectives of people involved in the boom and bust cycles of the Colorado fur trade and mining. You should present the differing perspectives and document the various reasons for relocating (the boom that brought people to Colorado), the conflicts that arose around the boom, and the lack of sustainability of the boom.</p>
<p><b>Product/Evidence:</b> (Expected product from students)</p>	<p>As a class, students will form two groups.</p> <p>Group one will produce a news report-type presentation that depicts one to two groups of students as newscasters finding the archived footage (serving as the investigative researchers to document and provide context for the historic find).</p> <p>Group two will enact scenes from the footage retrieved (becoming the characters of the time). The news play components should depict the various perspectives of fur traders (mountain men), Native Americans and miners and the conflicts that were faced by each group.</p> <p>Examples of possible comparisons of people with varying points of view may include:</p> <ul style="list-style-type: none"> <li>• Miner who struck it rich vs. miner who went bust</li> <li>• Mine owner vs mine worker</li> <li>• Fur trader during boom vs. fur trader after boom (bust)</li> <li>• Native American vs. miner</li> <li>• Native American vs. fur traders</li> </ul>
<p><b>Differentiation:</b> (Multiple modes for student expression)</p>	<p>Students may be put into different groups based on their interests such as:</p> <ul style="list-style-type: none"> <li>• Newscasters</li> <li>• Researchers/anthropologists</li> <li>• Fur traders to enact archival footage</li> <li>• Miners to enact archival footage</li> </ul>

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<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
<p><i>Birchbark Brigade: A fur trade history</i>- Cris Peterson (1250 Lexile level)  <i>The Cripple Creek District</i> - Cripple Creek District Museum  <i>Colorado's Eccentric Captain Jack</i> - Ellen Jack  <i>Cripple Creek Days</i> - Mabel Lee  <i>Generating Wind Power</i>- Niki Walker (1070 Lexile level)  <i>Money Mountain</i> - Marshall Sprague (1120 Lexile level)  <i>Mountain Men of the West</i> – James Burger  <i>Oil and Gas (Rocks, Minerals, and Resources)</i>- John Paul Zronik (1100 Lexile level)  <i>Tales, Trails, and Tommyknockers: Stories from Colorado's past</i> - Myriam Friggens  <i>When the Beaver was King</i>- Doug Golden  <i>Wind Power (Energy for Today)</i>- Tea Benduhn (750 Lexile level)</p>	<p><i>Gold! Gold from the American river</i>-Don Brown (1010 Lexile level)  <i>Gold Rush Fever</i>- Barbara Greenwood (840 Lexile level)  <i>The Gold Rush Kid</i>-Mary Waldorf (1010 Lexile level)  <i>Hard Gold</i> - Avi (740 Lexile level)  <i>Whistler in the Dark</i> - Kathleen Ernst (680 Lexile level)</p>

<b>Ongoing Discipline-Specific Learning Experiences – Social Studies</b>				
1.	Description:	Think/work like a historian- Categorizing, using, and interpreting primary and secondary sources	Teacher Resources:	<a href="http://teachinghistory.org/digital-classroom/ask-a-digital-historian/24664">http://teachinghistory.org/digital-classroom/ask-a-digital-historian/24664</a> (General background on primary and secondary sources and their defining features)
			Student Resources:	<a href="http://www.kidscomputerlab.org/index.php/research-skills/primary-vs-secondary-sources/">http://www.kidscomputerlab.org/index.php/research-skills/primary-vs-secondary-sources/</a> (General background on primary and secondary sources and their defining features)
	Skills:	<b>Analyze primary and secondary sources</b> to place significant events in historical sequence	Assessment:	Historical Sources Wall Students will add resources to the wall according to their category (primary or secondary) and defend their categorization of the resource.
2.	Description:	Think/work like a historian- Creating whole-class and individual timelines	Teacher Resources:	<a href="http://www.colorado.gov/dpa/doit/archives/history/histchron.htm">http://www.colorado.gov/dpa/doit/archives/history/histchron.htm</a> (Broad timeline of significant events in CO History)
			Student Resources:	<a href="http://www.softschools.com/teacher_resources/timeline_maker/">http://www.softschools.com/teacher_resources/timeline_maker/</a> (Open-ended program for creating individual timelines) <a href="http://www.timetoast.com/">http://www.timetoast.com/</a> (Free, web-based timeline program that is user friendly)
	Skills:	Analyze primary and secondary sources to <b>place significant events in historical sequence</b>	Assessment:	Individual Colorado History Timelines Students will update their individual (online or physical) timelines daily/weekly. Class can also keep a larger visual timeline, with students adding (significant) events on a regular basis.
3.	Description:	Think/work like a geographer- Creating various maps to document resources, routes, and residences	Teacher Resources:	N/A
			Student Resources:	<a href="http://www.enchantedlearning.com/usa/label/states/colorado/">http://www.enchantedlearning.com/usa/label/states/colorado/</a> (Open-ended program for creating individual Colorado maps)

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	Skills:	Use maps to locate resources and regions	Assessment:	Colorado Resource Maps Using blank Colorado maps, students will create maps at strategic points in the unit (Fur trade, gold mining, energy resources, tourism sites, energy resources, etc.).
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**Ongoing Discipline-Specific Learning Experiences – *Drama and Theatre Arts***

1.	Description:	Think/work like a (theater) artist- Writing from primary and secondary sources	Teacher Resources:	<a href="http://www.childdrama.com/trail4.html">http://www.childdrama.com/trail4.html</a> (Good discussion of playwriting and one fourth grade teacher’s techniques with his students) <a href="http://www.childdrama.com/trailappendix2.html">http://www.childdrama.com/trailappendix2.html</a> (Good example of a news play script produced by a fourth grade teacher and his students) <a href="http://www.ehow.com/how_8768926_write-monologue-template.html">http://www.ehow.com/how_8768926_write-monologue-template.html</a> (Nice encapsulation of the steps in writing a monologue)
			Student Resources:	<a href="http://www.childdrama.com/trailappendix2.html">http://www.childdrama.com/trailappendix2.html</a> (Good example of a news play script produced by a fourth grade teacher and his students)
	Skills:	Write expressively in order to communicate a range of emotions resulting from historical conflicts and situations	Assessment:	Students will use graphic organizers throughout the unit to try to capture different perspectives and motivations of people involved in the gold rush and to draft their monologues for the performance assessment. <a href="http://www.myfoa.org/docs/mentoring/lessonplans/46GraphicOrganizers.pdf">http://www.myfoa.org/docs/mentoring/lessonplans/46GraphicOrganizers.pdf</a> <a href="http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm">http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm</a> (Great sample “Analyzing Perspectives” organizers)
2.	Description:	Think/work like a (theater) artist- Selecting appropriate and compelling visuals and tableaux to enhance spoken performance	Teacher Resources:	<a href="http://cied.uark.edu/KMisiewiczTableauInTheClassroom.pdf">http://cied.uark.edu/KMisiewiczTableauInTheClassroom.pdf</a> (Ideas for developing students’ use of tableau) <a href="http://inspiremykids.com/2011/tableau-bringing-theater-to-the-classroom-and-with-it-new-ways-of-learning/">http://inspiremykids.com/2011/tableau-bringing-theater-to-the-classroom-and-with-it-new-ways-of-learning/</a> (Tableau and language arts video)
			Student Resources:	<a href="http://inspiremykids.com/2011/tableau-bringing-theater-to-the-classroom-and-with-it-new-ways-of-learning/">http://inspiremykids.com/2011/tableau-bringing-theater-to-the-classroom-and-with-it-new-ways-of-learning/</a> (Tableau and language arts video)
	Skills:	Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux	Assessment:	Students will create and perform tableaux across the course of the unit in preparation for final performance. <a href="http://www.clta.uci.edu/documents/VideoLessons/1_Theatre_Lesson_6.pdf">http://www.clta.uci.edu/documents/VideoLessons/1_Theatre_Lesson_6.pdf</a> (Simple and clear tableau assessment rubric)
3.	Description:	Think/work like a (theater) artist- Blocking monologue performance and corresponding visuals	Teacher Resources:	<a href="http://www.childdrama.com/trail5.html">http://www.childdrama.com/trail5.html</a> (News play rehearsal suggestions from one fourth grade teacher’s work with his students) <a href="http://www.childdrama.com/trailappendix2.html">http://www.childdrama.com/trailappendix2.html</a> (Good example of a news play script produced by a fourth grade teacher and his students-contains simple blocking suggestions)
			Student Resources:	<a href="http://www.childdrama.com/trailappendix2.html">http://www.childdrama.com/trailappendix2.html</a> (Good example of a news play script produced by a fourth grade teacher and his students- contains simple blocking suggestions)

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	<b>Skills:</b>	Follow basic stage directions	<b>Assessment:</b>	Students will practice and demonstrate knowledge of stage directions throughout the unit in preparation for final performance <a href="http://www.rcampus.com/rubricshowc.cfm?code=Z995A&amp;sp=true">http://www.rcampus.com/rubricshowc.cfm?code=Z995A&amp;sp=true</a> (Modifiable rubric for basic stage directions)
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**Prior Knowledge and Experiences**

The description of the working knowledge and skills necessary for students to access the learning experiences throughout the unit. Teachers will use their professional judgment and knowledge of their students (including information gained from relevant pre-assessments) to determine the kinds of introductory learning experiences and/or reinforcement experiences that may need to be delivered prior to or within the unit.

**Learning Experience # 1**

*Social Studies Focus*

The teacher may have students brainstorm things/products that are currently in “fashion” for 4th graders, so that students can begin thinking about social/cultural trends and the demand for and production of particular goods.

**Integration Continuum Color: GREEN BLUE PINK YELLOW**

YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

<b>Generalization Connection(s):</b>	<b>Social Studies:</b> Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state’s growth	
<b>Teacher Resources:</b>	<a href="http://www.crazyfads.com">http://www.crazyfads.com</a> (Images and descriptions of “modern day” fads/trends) <a href="http://www.badfads.com">http://www.badfads.com</a> (Images and descriptions of “modern day” fads/trends)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students generate a classroom definition of a “fad,” considering what distinguishes a fad from basic necessities and/or longstanding social traditions or “staples”.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Photos and/or pictorial representations of fads/trends particularly relevant to students today Students may work with a partner or in small groups to determine/select visuals	Students may create (and orally defend) a visual mosaic that presents the differences between social fads/trends and staples

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.softschools.com/teacher_resources/timeline_maker/">http://www.softschools.com/teacher_resources/timeline_maker/</a> (Open-ended program for creating individual timelines)	Students may create an individual timeline of a fad or several fads they have experienced
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Supply and demand</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Analyze cause and effect relationships between societal values/needs and individual lives</li> </ul>	
<b>Critical Language:</b>	Cause and effect, values, demand, supply	

<b>Learning Experience # 2</b>		
<i>Social Studies Focus</i>		
The teacher may have students investigate how word spreads about a particular product so that students can determine what factors can make products popular.		
<p align="right"><b>Integration Continuum Color: GREEN BLUE PINK <b>YELLOW</b></b></p> <p align="right">YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</p>		
<b>Generalization Connection(s):</b>	<b>Social Studies:</b> Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state's growth	
<b>Teacher Resources:</b>	<a href="http://www.crazyfads.com">http://www.crazyfads.com</a> (Images and descriptions of "modern day" fads/trends) <a href="http://www.badfads.com">http://www.badfads.com</a> (Images and descriptions of "modern day" fads/trends)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students will generate a classroom list of fads, current or past, and how word may have spread about these fads, listing the factors that made them popular. <a href="http://www.postermywall.com/index.php/p/classroom-posters">http://www.postermywall.com/index.php/p/classroom-posters</a> (Free classroom poster creator)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Photos and/or pictorial representations of fads/trends particularly relevant to students today *Due to changes in fads, teacher must find student appropriate pictures of current fads	Students may create (and orally defend) a visual mosaic that presents the fads and factors that make them popular Students may work with a partner or in small groups to determine/select visuals
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.softschools.com/teacher_resources/timeline_maker/">http://www.softschools.com/teacher_resources/timeline_maker/</a> (Open-ended program for creating individual timelines)	Students may create an individual timeline of a fad or several fads they have experienced

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<b>Critical Content:</b>	Supply and demand, popularity
<b>Key Skills:</b>	Analyze cause and effect relationships between societal values/needs and individual lives
<b>Critical Language:</b>	Cause and effect, values, demand

**Learning Experience # 3**

*Drama and Theatre Arts Focus*

The teacher may have students brainstorm the ways in which people get information (today) so that students can begin considering how people in the past (i.e., before television and the internet) heard about current events and fads.

**Integration Continuum Color: GREEN BLUE PINK **YELLOW****

YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

<b>Generalization Connection(s):</b>	<b>Drama and Theatre Arts:</b> Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations	
<b>Teacher Resources:</b>	<a href="http://www.newsreelarchive.com/">http://www.newsreelarchive.com/</a> (Newsreel archives with stories from 1930s-1950s) <a href="http://newdeal.feri.org/power/pwr1-05.htm">http://newdeal.feri.org/power/pwr1-05.htm</a> (4th grade student appropriate scene from “Power” a Federal Theatre Project news play)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students will create a word wall with sources of news from pre-television/internet days and today. Students may also create a Wordle of news and communication words that occur most frequently on individual students’ lists of words for the word wall. <a href="http://www.wordle.net/">http://www.wordle.net/</a> (Create a Wordle image of words you choose)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Photos and visual images of people getting news (newspapers, newsreels, telegraphs, etc.) Use Google Image search	Students may create mosaics of news images and/or physically connect visual images with the words on the word wall
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.writedesigonline.com/organizers/comparecontrast.html#t-chart">http://www.writedesigonline.com/organizers/comparecontrast.html#t-chart</a> (Printable templates for documenting compare/contrast- Venn diagrams, T charts, etc.)	Students may create an organizer comparing and contrasting the strengths and limitations and/or the differences between the news sources of the past and those of the present
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Ways in which communication happens by era</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Brainstorming, activating prior knowledge</li> </ul>	
<b>Critical Language:</b>	Newsreel, telegraph, Pony Express, news plays	

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<b>Learning Experience # 4</b>		
<i>Both disciplines integrated</i>		
The teacher may bring in (historical) examples/snippets of living newspapers (scripts) and newsreels to introduce the idea of a “news play” so that students can examine how Drama and Theatre Arts can communicate important news events.		
<b>Integration Continuum Color:</b> GREEN <b>BLUE</b> PINK YELLOW		
<small>BLUE: Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.</small>		
<b>Generalization Connection(s):</b>	<p><b>Social Studies:</b> Physical characteristics and human activity (availability and allocation of resources) within different regions and locations contribute to the sustainability of “booms”</p> <p><b>Drama and Theatre Arts:</b> Interesting, dramatic compositions employ a range of emotions in order to accurately portray a spectrum of perspectives</p>	
<b>Teacher Resources:</b>	<p><a href="http://www.newsreelarchive.com/">http://www.newsreelarchive.com/</a> (Newsreel archives with stories from 1930s-1950s)  <a href="http://newdeal.feri.org/power/pwr1-05.htm">http://newdeal.feri.org/power/pwr1-05.htm</a> (4th grade student appropriate scene from “Power” a Federal Theatre Project news play)</p>	
<b>Student Resources:</b>	<p><a href="http://newdeal.feri.org/power/pwr1-05.htm">http://newdeal.feri.org/power/pwr1-05.htm</a> (4th grade student appropriate scene from “Power” a Federal Theatre Project news play)</p>	
<b>Assessment:</b>	<p>Students will complete a semantic web with “news play” as the center/topic, and document all of the words, concepts, ideas, details, etc. they connect/associate with the topic and how news plays can communicate different perspectives on an event.  <a href="http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf">http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf</a> (Basic cluster/word web template)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf">http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf</a> (Basic cluster/word web template)</p>	Students may complete a partially pre-populated word web for news play
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf">http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf</a> (Basic cluster/word web template)  <a href="http://www.newsreelarchive.com/">http://www.newsreelarchive.com/</a> (Newsreel archives with stories from 1930s-1950s)  <a href="http://newdeal.feri.org/power/pwr1-05.htm">http://newdeal.feri.org/power/pwr1-05.htm</a> (4th grade student appropriate scene from “Power” a Federal Theatre Project news play)</p>	Students may use news play scenes and/or newsreels to create a semantic web documenting the emotions they convey (and the means employed to convey them)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• How actors represent historical events accurately</li> <li>• How news is archived in various eras</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations</li> </ul>
<b>Critical Language:</b>	Communicate, emotions, portray, perspective, media, news play

**Learning Experience # 5**

*Social Studies Focus*

The teacher may bring in (trapping/trading) artifacts and primary and secondary sources (letters, advertisements, etc.) so that students can consider the “demands” and social trends that brought traders and trappers (mountain men) to Colorado and the natural resources that facilitated their work in the state.

**Integration Continuum Color:** GREEN BLUE PINK **YELLOW**

YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

<b>Generalization Connection(s):</b>	<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state’s growth</li> <li>Humans alter and adapt to existing natural resources to meet personal, cultural, and economic needs</li> <li>Physical characteristics and human activity (availability and allocation of resources) within different regions and locations contribute to the sustainability of “booms”</li> </ul>
<b>Teacher Resources:</b>	<p><a href="http://www.historycolorado.org/educators/mountain-man-artifact-kit">http://www.historycolorado.org/educators/mountain-man-artifact-kit</a> (Colorado's fur trade comes to life in this kit that includes artifacts, photos, activities, and much more)</p> <p><i>Historical Atlas of Colorado</i> by T. Noel, P. Mahoney &amp; R. Stevens</p> <p><i>Atlas of the New West</i> by W. Rietsame</p>
<b>Student Resources:</b>	<p><a href="http://hewit.unco.edu/dohist/trappers/themes.htm">http://hewit.unco.edu/dohist/trappers/themes.htm</a> (A journey into Colorado's trapping/trading history in the company of people who made that history)</p> <p><a href="http://coloradomountainman.us/mountainman.php">http://coloradomountainman.us/mountainman.php</a> (Names and bios of significant mountain men)</p> <p><a href="http://www.youtube.com/watch?v=1ceJak98RF0">http://www.youtube.com/watch?v=1ceJak98RF0</a> (Short video on beaver top hats-with transcription)</p> <p><i>Colorado: Crossroads of the west</i> by F. Metcalf and M. Downey</p> <p><i>A Rendezvous with Colorado History</i> by D. Dutton and C. Humphries</p> <p><i>A Kids Look at Colorado</i> by P. Perry</p> <p>Noel, T.J. &amp; Faulkner, D. (2008). <i>The Colorado Story</i>. Layton, UT. Gibbs Smith</p>
<b>Assessment:</b>	<p>Students will begin mapping activities to document the locations for the work of the mountain men (including trapping and trading). In addition, students will begin the creation of individual timelines for Colorado history- See “Ongoing” experiences for description of tech tools to facilitate the mapping and timeline work</p> <p><a href="http://www.timetoast.com/">http://www.timetoast.com/</a> (Free, web-based timeline program that is user friendly)</p> <p><a href="http://www.nps.gov/parkhistory/online_books/blm/cultresser/co/2/chap2.htm">http://www.nps.gov/parkhistory/online_books/blm/cultresser/co/2/chap2.htm</a> (Map of Colorado fur trade routes)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf">http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf</a> (Printable template of a basic timeline)	Students may order or sequence information on trade routes using visual or graphic organizers Students may give examples of the lives of explorers using illustrated and/or pictorial scenes Students may (orally) provide locations for map creation Students may work in pairs or in groups to generate examples and to locate mapping sites
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://coloradomountainman.us/mountainman.php">http://coloradomountainman.us/mountainman.php</a> (Names and bios of significant mountain men)	Students may create timelines and/or maps related to the lives of significant historical actors in the mountain man era <a href="http://www.timetoast.com/">http://www.timetoast.com/</a> (Free, web-based timeline program that is user friendly)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Colorado Mountain Men and the lives of fur traders/trappers (e.g., Jim Beckwourth, William Bent, Charles Bent, Kit Carson)</li> <li>• Use of beaver fur</li> <li>• Colorado’s natural/physical resources</li> <li>• Events/details of Colorado rendezvous</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Define positive/negative economic incentives</li> <li>• Use maps to locate resources and regions</li> <li>• Analyze primary and secondary sources to place significant events in historical sequence</li> </ul>	
<b>Critical Language:</b>	Incentives, rendezvous, traders, trapper, physical resources, natural resources, economic incentive, regions	

<b>Learning Experience # 6</b>	
<i>Social Studies Focus</i>	
<p>The teacher may bring in (mining) artifacts and primary and secondary sources (newspaper articles, personal journals, etc.) so that students can examine the demands (scarcity and value) that brought prospective miners to Colorado and the natural resources that facilitated initial mining efforts in the state.</p>	
<p align="right"><b>Integration Continuum Color:</b> GREEN BLUE PINK <b>YELLOW</b></p> <p align="center">YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</p>	
<b>Generalization Connection(s):</b>	<p><b>Social Studies:</b></p> <p>Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state’s growth</p> <p>Humans alter and adapt to existing natural resources to meet personal, cultural, and economic needs</p> <p>Physical characteristics and human activity (availability and allocation of resources) within different regions and locations contribute to the sustainability of “booms”</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<p><b>Teacher Resources:</b></p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field%28DOCID+@lit%28calbk096div7%29%29">http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field%28DOCID+@lit%28calbk096div7%29%29</a> (Primary source material-miner letters from Colorado)  <a href="http://www.westernmininghistory.com/articles/11/page1/">http://www.westernmininghistory.com/articles/11/page1/</a> (General and background information on the Colorado gold and silver rush)  <a href="http://www.historycolorado.org/educators/check-out-artifact-kits">http://www.historycolorado.org/educators/check-out-artifact-kits</a> (Like the Mountain Man Kit, this kit contains artifacts, photos, and activities oriented around Colorado mining )  <a href="http://www.mininghalloffame.org/">http://www.mininghalloffame.org/</a> (Nation Mining Museum- Leadville)</p>	
<p><b>Student Resources:</b></p>	<p><a href="http://www.youtube.com/watch?v=dVpoURZxCus">http://www.youtube.com/watch?v=dVpoURZxCus</a> (General Colorado Gold Rush movie-with transcription)  <a href="http://hewit.unco.edu/dohist/mining/themes.htm">http://hewit.unco.edu/dohist/mining/themes.htm</a> (A journey into Colorado's mining history in the company of people who made that history)  <i>Colorado: Crossroads of the west</i> by F. Metcalf and M. Downey  <i>A Rendezvous with Colorado History</i> by D. Dutton and C. Humphries  <i>A Kids Look at Colorado</i> by P. Perry                      Noel, T.J. &amp; Faulkner, D. (2008). <i>The Colorado Story</i>. Layton, UT. Gibbs Smith</p>	
<p><b>Assessment:</b></p>	<p>Students will continue mapping activities to document the locations of the mines and mining towns (including placer and hard rock locations). In addition, students will continue individual timelines for Colorado history- See “Ongoing” experiences for description of tech tools to facilitate the mapping and timeline work.  <a href="http://www.timetoast.com/">http://www.timetoast.com/</a> (Free, web-based timeline program that is user friendly)  <a href="http://www.nps.gov/parkhistory/online_books/blm/cultresser/co/2/chap2.htm">http://www.nps.gov/parkhistory/online_books/blm/cultresser/co/2/chap2.htm</a> (Map of Colorado fur trade routes)</p>	
<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p> <p><a href="http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf">http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf</a> (Open-ended program for creating individual timelines)  <a href="http://www.miningbureau.com/">http://www.miningbureau.com/</a> (Colorado mining history in text, photographs and images)  <i>Colorado</i> (Rookie Read-About Geography) by C. Walker</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may order or sequence information on gold and silver discoveries using visual or graphic organizers                      Students may give (oral or written) examples of the lives of miners using illustrated and/or pictorial scenes                      Students may provide (orally) locations for maps                      Students may work in pairs or in groups to generate examples and to locate mapping sites</p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p> <p><a href="http://www.miningbureau.com/">http://www.miningbureau.com/</a> (Colorado mining history in text, photographs and images)  <a href="http://www.mininghalloffame.org/inductee.asp?i=185&amp;b=inductees%2Easp&amp;t=n&amp;p=H&amp;s=">http://www.mininghalloffame.org/inductee.asp?i=185&amp;b=inductees%2Easp&amp;t=n&amp;p=H&amp;s=</a> (Example biography of Nathaniel Hill- prominent Colorado miner. One of many Colorado inductees in the Mining Hall of Fame)  <a href="http://www.timetoast.com/">http://www.timetoast.com/</a> (Free, web-based timeline program that is user friendly)</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may create timelines and/or maps related to the lives of significant historical characters in Colorado’s gold and silver mining booms</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Placer mining work</li> <li>• Hard-rock mining work</li> <li>• Major Gold Mines in Colorado: Cripple Creek, Cherry Creek, Idaho Springs</li> <li>• Miners and 59ers: Zebulon Pike, William Green Russell, Levi Russell, George Jackson, John Gregory</li> <li>• Rush slogans: “Pikes Peak or Bust”</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Define positive/negative economic incentives</li> <li>• Use maps to locate resources and regions</li> <li>• Analyze primary and secondary sources to place significant events in historical sequence</li> </ul>
<b>Critical Language:</b>	Incentives, supply, demand, mining, regions, human activity, natural resources, physical resources, prospectors

**Learning Experience # 7**

*Social Studies Focus*  
 The teacher may use historical and contemporary sources to document the lives of Colorado miners/fur traders and their experiences so that students can compare the economic opportunities/risks of miners and fur traders.

**Integration Continuum Color: GREEN BLUE PINK **YELLOW****  
YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

<b>Generalization Connection(s):</b>	<p><b>Social Studies:</b></p> <p>Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state’s growth</p> <p>Every economic decision involves both potential risks and benefits</p>
<b>Teacher Resources:</b>	<p><a href="http://www.coloradomining.org/mc_miningfacts.php">http://www.coloradomining.org/mc_miningfacts.php</a> (Facts and statistics on Colorado mining)</p> <p><i>Historical Atlas of Colorado</i> by T. Noel, P. Mahoney &amp; R. Stevens</p>
<b>Student Resources:</b>	<p><a href="http://www.coloradomining.org/mc_miningfacts.php">http://www.coloradomining.org/mc_miningfacts.php</a> (Facts and statistics on Colorado mining)</p> <p><i>Colorado: Crossroads of the west</i> by F. Metcalf and M. Downey</p> <p><i>A Rendezvous with Colorado History</i> by D. Dutton and C. Humphries</p> <p><i>A Kids Look at Colorado</i> by P. Perry</p> <p>Noel, T.J. &amp; Faulkner, D. (2008). <i>The Colorado Story</i>. Layton, UT. Gibbs Smith</p>
<b>Assessment:</b>	<p>Students will construct two Venn diagrams to critically examine and defend answers to the following questions: What are the similarities and differences between the fur trade/trapping boom and the gold and silver booms in Colorado? And, what are the similarities and differences between the risks associated with the fur trade/trapping and gold and silver mining in Colorado?</p> <p><a href="http://www.eduplace.com/graphicorganizer/pdf/venn.pdf">http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a> (Printable template for documenting Venn diagrams)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf">http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf</a> (Printable template for documenting cause-effect relationships) <a href="http://www.telegramsworldwide.com/send.php">http://www.telegramsworldwide.com/send.php</a> (Create and send, via e-mail, authentic looking telegrams)	Students may use the graphic organizers and maps created so far to document cause and effect relationships in the mining booms (e.g., the growth of mining towns, tourism) Students may “dictate” a telegram describing life as a miner and in a mining town Students may “dictate” to a fellow student or to the teacher
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://pbskids.org/dontbuyit/advertisingtricks/createyourownad_flash.html">http://pbskids.org/dontbuyit/advertisingtricks/createyourownad_flash.html</a> (Program that scaffolds the creation of an advertising campaign)	Students may create an advertising campaign (associated with a particular Colorado mining town) designed to attract miners (historical or contemporary)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Supply and demand (mining in Colorado)</li> <li>• Placer mining work</li> <li>• Hard-rock mining work</li> <li>• Hydraulic mining work</li> <li>• Major Gold Mines in Colorado: Cripple Creek, Cherry Creek, Idaho Springs</li> <li>• Miners and 59ers: Zebulon Pike, William Green Russell, Levi Russell, George Jackson, John Gregory</li> <li>• Rush slogans: “Pikes Peak or Bust”</li> <li>• Productive resource (natural , human, capital) allocation in Colorado history</li> <li>• Regional development in Colorado</li> <li>• Human interaction with the environment</li> <li>• Resource depletion as a result of use/misuse</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze cause and effect relationships between societal values/needs and individual lives, the physical environment, and the economy</li> <li>• Define positive/negative economic incentives</li> <li>• Use maps to locate resources and regions</li> <li>• Analyze primary and secondary sources to place significant events in historical sequence</li> </ul>	
<b>Critical Language:</b>	Incentives, rendezvous, miners, economic incentive, supply and demand, opportunity costs	

**Learning Experience # 8**

*Social Studies Focus*

The teacher may use maps, demographic data and other historical sources to help students analyze the effects of the gold/silver and fur trading “booms” on the resources and landscape of Colorado and to consider the lack of sustainability “busts” (e.g., popularity, scarcity of resources) of early mining and trading (and later mining efforts) in the state.

**Colorado Teacher-Authored Sample Instructional Unit**

**Integration Continuum Color: GREEN BLUE PINK YELLOW**

YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

<p><b>Generalization Connection(s):</b></p>	<p><b>Social Studies:</b></p> <p>Humans alter and adapt to existing natural resources to meet personal, cultural, and economic needs</p> <p>Physical characteristics and human activity (availability and allocation of resources) within different regions and locations contribute to the sustainability of “booms”</p> <p>Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state’s growth</p> <p>Every economic decision involves both potential risks and benefits</p>
<p><b>Teacher Resources:</b></p>	<p><a href="http://www.historycolorado.org/educators/check-out-artifact-kits">http://www.historycolorado.org/educators/check-out-artifact-kits</a> (Like the Mountain Man Kit, this kit contains artifacts, photos, and activities oriented around Colorado mining )</p> <p><a href="http://hengineering.com/COLORADOGOLD.htm">http://hengineering.com/COLORADOGOLD.htm</a> (Maps of contemporary gold mining in Colorado)</p> <p><i>Historical Atlas of Colorado</i> by T. Noel, P. Mahoney &amp; R. Stevens</p> <p><a href="http://www.colorado.gov/cs/Satellite?c=Page&amp;childpagename=DOLA-Main%2FCBONLayout&amp;cid=1251593346867&amp;pagename=CBONWrapper">http://www.colorado.gov/cs/Satellite?c=Page&amp;childpagename=DOLA-Main%2FCBONLayout&amp;cid=1251593346867&amp;pagename=CBONWrapper</a> (Census data for Colorado counties dating back to 1870)</p> <p><a href="http://www.coloradomining.org/mc_miningfacts.php">http://www.coloradomining.org/mc_miningfacts.php</a> (Facts and statistics on Colorado mining)</p>
<p><b>Student Resources:</b></p>	<p><a href="http://www.youtube.com/watch?v=txUjNxLUY20">http://www.youtube.com/watch?v=txUjNxLUY20</a> (Colorado Gold Rush movie with maps/locations and names of important miners- with transcription)</p> <p><a href="http://hewit.unco.edu/dohist/trappers/themes.htm">http://hewit.unco.edu/dohist/trappers/themes.htm</a> (A journey into Colorado's history in the company of people who made that history)</p> <p><a href="http://coloradomountainman.us/mountainman.php">http://coloradomountainman.us/mountainman.php</a> (Names and bios of significant mountain men)</p> <p><a href="http://www.socialstudiesforkids.com/articles/economics/supplyanddemand1.htm">http://www.socialstudiesforkids.com/articles/economics/supplyanddemand1.htm</a> (General/basic overview of the concepts of supply and demand)</p> <p><a href="http://www.youtube.com/watch?v=XNFtIG6HsIE">http://www.youtube.com/watch?v=XNFtIG6HsIE</a> (Short video-with transcription-that describes demand for and over-trapping of beavers)</p> <p><i>Colorado: Crossroads of the west</i> by F. Metcalf and M. Downey</p> <p><i>A Rendezvous with Colorado History</i> by D. Dutton and C. Humphries</p> <p><i>A Kids Look at Colorado</i> by P. Perry</p> <p>Noel, T.J. &amp; Faulkner, D. (2008). <i>The Colorado Story</i>. Layton, UT. Gibbs Smith</p>
<p><b>Assessment:</b></p>	<p>Students will to choose which era (fur trade, mining) to write a diary entry about the negative effects of the fur trade practices or the mining impact.</p> <ul style="list-style-type: none"> <li>• Fur trade: they may choose to describe the lack of beavers (due to over trapping) OR they may choose to describe the diminished demand for beaver top hats (i.e. the growth in the ‘silk top hat’ trend)</li> <li>• Mining: they may choose to explain why mining companies should clean up the area surrounding the mine. Using an image from the link, <a href="http://www.miningartifacts.org/Colorado-Mines.html">http://www.miningartifacts.org/Colorado-Mines.html</a> (Great visuals/pictures of Colorado mines and mining) students need to support their position using facts and information from the primary and secondary sources.</li> </ul> <p><i>And/Or</i></p> <ul style="list-style-type: none"> <li>• Students will write about what brings an end to the “boom” of the era</li> </ul>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://hewit.unco.edu/dohist/mining/themes.htm">http://hewit.unco.edu/dohist/mining/themes.htm</a> (A journey into Colorado's mining history in the company of people who made that history) <a href="http://www.miningartifacts.org/Colorado-Mines.html">http://www.miningartifacts.org/Colorado-Mines.html</a> (Great visuals/pictures of Colorado mines and mining) Students may work in pairs or in groups to generate/brainstorm descriptions	Students may describe (orally or in written form) the activities and appearances of communities and regions depicted in pictures and maps
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.westernmininghistory.com/state/colorado/">http://www.westernmininghistory.com/state/colorado/</a> (Maps and visuals of Colorado mining towns)	Students may document the growth (and demise) of a selected town that resulted from either the gold and silver booms and busts
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Placer mining work</li> <li>• Hard-rock mining work</li> <li>• Hydraulic mining work</li> <li>• Major Gold Mines in Colorado: Cripple Creek, Cherry Creek, Idaho Springs</li> <li>• Miners and 59ers: Zebulon Pike, William Green Russell, Levi Russell, George Jackson, John Gregory</li> <li>• Rush slogans: "Pikes Peak or Bust"</li> <li>• Productive resource (natural , human, capital) allocation in Colorado history</li> <li>• Regional development in Colorado</li> <li>• Human interaction with the environment</li> <li>• Resource depletion as a result of use/misuse</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use maps to locate resources and regions</li> <li>• Analyze primary and secondary sources to place significant events in historical sequence</li> </ul>	
<b>Critical Language:</b>	Natural and physical resources, regions, sustainability, depletion, veins	

**Learning Experience # 9**

*Both disciplines integrated*

The teacher may bring in visuals (e.g., photos of miners, miners' families, fur traders, rendezvous) so that students can begin to consider the ways in which media and/or tableau can help enhance a story and illuminate characters' perspective(s) in a dramatic performance.

**Integration Continuum Color:** GREEN BLUE PINK YELLOW

GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Generalization Connection(s):</b>	<p><b>Drama and Theater Arts:</b> Interesting, dramatic compositions employ a range of emotions in order to accurately portray a spectrum of perspectives</p> <p><b>Social Studies:</b> Humans alter and adapt to existing natural resources to meet personal, cultural, and economic needs</p>	
<b>Teacher Resources:</b>	<p><a href="https://www.google.com/search?q=colorado+gold+rush+images&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=fUcvU9rxMIq5qAHP4IG4Bg&amp;ved=0CCcQsAQ&amp;biw=1283&amp;bih=809">https://www.google.com/search?q=colorado+gold+rush+images&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=fUcvU9rxMIq5qAHP4IG4Bg&amp;ved=0CCcQsAQ&amp;biw=1283&amp;bih=809</a> (Images of Colorado’s gold rush)</p> <p><a href="http://www.goldbeltbyway.com/byway-history">http://www.goldbeltbyway.com/byway-history</a> (Images of and information on the Colorado gold rush)</p> <p><a href="http://shelledy.mesa.k12.co.us/staff/computerlab/Western_CO_History_Gold_Rush.html#CO_Gold_Rush">http://shelledy.mesa.k12.co.us/staff/computerlab/Western_CO_History_Gold_Rush.html#CO_Gold_Rush</a> (Information and images of the Colorado gold rush)</p> <p><a href="https://www.youtube.com/watch?v=Nlxw9qflKxk">https://www.youtube.com/watch?v=Nlxw9qflKxk</a> (Explanation of Tableau)</p> <p><a href="http://blogs.swa-jkt.com/swa/11002/2012/02/04/263/">http://blogs.swa-jkt.com/swa/11002/2012/02/04/263/</a> (Step-by-step instructions for creating a tableau)</p>	
<b>Student Resources:</b>	<p><a href="https://www.google.com/search?q=colorado+gold+rush+images&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=fUcvU9rxMIq5qAHP4IG4Bg&amp;ved=0CCcQsAQ&amp;biw=1283&amp;bih=809">https://www.google.com/search?q=colorado+gold+rush+images&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=fUcvU9rxMIq5qAHP4IG4Bg&amp;ved=0CCcQsAQ&amp;biw=1283&amp;bih=809</a> (Images of Colorado’s gold rush)</p> <p><a href="http://www.goldbeltbyway.com/byway-history">http://www.goldbeltbyway.com/byway-history</a> (Images of and information on the Colorado gold rush)</p> <p>Downey, M. &amp; Metcalf, F. (1999). Colorado: Crossroads of the west. Boulder: Pruett Publishing Company.</p> <p>Dutton, D. &amp; Humphries, C. (1999). A Rendezvous with Colorado History. Boise: Sterling Ties Publications.</p> <p>Perry, P. (2005). A Kids Look at Colorado. Golden, CO: Fulcrum Publishing.</p> <p>Downey, M. &amp; Bliss, T (2008). Discover Colorado: Its people, places, and times. Boulder: University Press of Colorado.</p> <p>Noel, T.J. &amp; Faulkner, D. (2008). The Colorado Story. Layton, UT. Gibbs Smith</p> <p><a href="http://www.timetoast.com/timelines/gold-rushes-of-the-1800s">http://www.timetoast.com/timelines/gold-rushes-of-the-1800s</a> (Student-generated timelines of various gold rushes of the late 1800s)</p> <p><a href="http://hewit.unco.edu/dohist/teachers/essays/miners.htm">http://hewit.unco.edu/dohist/teachers/essays/miners.htm</a> (Lives of gold miners)</p>	
<b>Assessment:</b>	<p>Students will work in small groups to create tableau based on the photographs (that highlight different perspectives) around the gold rush.</p> <p><a href="http://artswork.asu.edu/teachers/lesson_plans/drama_theatre/resource/units/">http://artswork.asu.edu/teachers/lesson_plans/drama_theatre/resource/units/</a> (Great source for suggestions regarding group tableau work)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be placed strategically in groups to be the most successful Students may follow teacher guidance on development of ideas/themes	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may develop more complex ideas	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The conflicts and emotion within interesting stories</li> <li>• How actors represent historical events accurately</li> </ul>	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Follow basic stage directions</li> <li>• Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux</li> <li>• Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations</li> </ul>
<b>Critical Language:</b>	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, scene, blocking, stage direction, tableaux, dramatic compositions, ensemble

**Learning Experience # 10**

*Both disciplines integrated*

The teacher may use sources (from previous learning experiences) as the bases so that students can explore through improvisational games (e.g., improvisational interviews) multiple perspectives on the gold rush and fur trade (miners and their families, Native Americans, fur traders).

**Integration Continuum Color: GREEN BLUE PINK YELLOW**

BLUE: Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.

<b>Generalization Connection(s):</b>	<p><b>Drama and Theater Arts:</b></p> <p>Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations</p> <p>Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events</p> <p>Interesting, dramatic compositions employ a range of emotions in order to accurately portray a spectrum of perspectives</p> <p><b>Social Studies:</b></p> <p>Humans alter and adapt to existing natural resources to meet personal, cultural, and economic needs</p>
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<b>Teacher Resources:</b>	<p><a href="http://history.fcgov.com/archive/contexts/colorado.php">http://history.fcgov.com/archive/contexts/colorado.php</a> (Colorado gold rush history- events and conflicts)</p> <p><a href="http://www.nps.gov/sand/parknews/the-gold-rush-and-the-plains-of-colorado.htm">http://www.nps.gov/sand/parknews/the-gold-rush-and-the-plains-of-colorado.htm</a> (Colorado gold rush and implications for plains tribes)</p> <p><a href="http://www.miningartifacts.org/Colorado-Mines.html">http://www.miningartifacts.org/Colorado-Mines.html</a> (Images and timelines of the rush)</p> <p><a href="http://www.explore-old-west-colorado.com/colorado-gold-rush.html">http://www.explore-old-west-colorado.com/colorado-gold-rush.html</a> (Gold rush overview)</p> <p><a href="http://www.miningbureau.com/">http://www.miningbureau.com/</a> (General Colorado mining overview)</p> <p><a href="http://www.kancoll.org/khq/1956/56_4_lindsey.htm">http://www.kancoll.org/khq/1956/56_4_lindsey.htm</a> (Journal of a Pikes Peak gold seeker)</p> <p><a href="http://www.colorado.com/articles/colorado-mine-tours-gold-rush-towns">http://www.colorado.com/articles/colorado-mine-tours-gold-rush-towns</a> (Information on Colorado gold rush towns)</p> <p><i>The Contested Plains: Indians, gold seekers, and the rush to Colorado</i> by Elliott West \</p> <p><a href="http://mrsbuffington.weebly.com/pikes-peak-gold-rush.html">http://mrsbuffington.weebly.com/pikes-peak-gold-rush.html</a> (Pikes Peak gold seekers)</p> <p><a href="http://en.wikipedia.org/wiki/Gold_mining_in_Colorado">http://en.wikipedia.org/wiki/Gold_mining_in_Colorado</a> (Good source for Colorado miner figures)</p> <p><a href="http://plays.about.com/od/improvgames/a/Improv-Interview-Games.htm">http://plays.about.com/od/improvgames/a/Improv-Interview-Games.htm</a> (Improvisational interview ideas)</p> <p><a href="http://tps-1stgrade.wikispaces.com/file/view/Conflict+Improv+Workshop+Lesson+Plan.pdf">http://tps-1stgrade.wikispaces.com/file/view/Conflict+Improv+Workshop+Lesson+Plan.pdf</a> (Lesson for 1<sup>st</sup> grade on conflict improvisations)</p>
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**Colorado Teacher-Authored Sample Instructional Unit**

<b>Student Resources:</b>	Downey, M. & Metcalf, F. (1999). Colorado: Crossroads of the west. Boulder: Pruett Publishing Company. Dutton, D. & Humphries, C. (1999). A Rendezvous with Colorado History. Boise: Sterling Ties Publications. Perry, P. (2005). A Kids Look at Colorado. Golden, CO: Fulcrum Publishing. Downey, M. & Bliss, T (2008). Discover Colorado: Its people, places, and times. Boulder: University Press of Colorado. Noel, T.J. & Faulkner, D. (2008). The Colorado Story. Layton, UT. Gibbs Smith. <a href="http://www.timetoast.com/timelines/gold-rushes-of-the-1800s">http://www.timetoast.com/timelines/gold-rushes-of-the-1800s</a> (Student-generated timelines of various gold rushes of the late 1800s) <a href="http://hewit.unco.edu/dohist/teachers/essays/miners.htm">http://hewit.unco.edu/dohist/teachers/essays/miners.htm</a> (Lives of gold miners)	
<b>Assessment:</b>	Students will choose a persona they have studied or developed during the improvisational game and prior research, so students can take on the character and debate (with classmates) one of several options; land ownership, land usage, sustainability, risk and opportunity <a href="http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</a> (Printable template for pro and con chart)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)  Students may use written scripts instead of thinking on their feet and have scenarios provided for them <a href="http://teacherlink.ed.usu.edu/tlresources/units/Read_S/Script%20writing%20grade%204-6%20by%20Natalie%20Holt.pdf">http://teacherlink.ed.usu.edu/tlresources/units/Read_S/Script%20writing%20grade%204-6%20by%20Natalie%20Holt.pdf</a> (Elementary level lesson plan for script writing)	<b>Expression</b> (Products and/or Performance)  Students may be allowed to work in groups and be given extra time to process the required information
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)  <a href="http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</a> (Printable template for T charts)	<b>Expression</b> (Products and/or Performance)  Students may produce a T chart documenting the different perspectives (side-by-side) of the miners, Colorado politicians, tribal representatives, and others
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The conflicts and emotion within interesting stories</li> <li>• How actors represent historical events accurately</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux</li> <li>• Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations</li> </ul>	
<b>Critical Language:</b>	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, scene, dramatic compositions, ensemble, improvisation, non-stereotypical improvisation	

**Learning Experience # 11**

*Both disciplines integrated*

The teacher may utilize Colorado news stories (e.g., historical or contemporary) as the basis for improvisational pieces so that students can experiment with performances that reflect/capture different perspectives on an issue/event.

**Colorado Teacher-Authored Sample Instructional Unit**

**Integration Continuum Color: GREEN BLUE PINK YELLOW**

PINK: Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.

<b>Generalization Connection(s):</b>	<p><b>Social Studies:</b> Humans alter and adapt to existing natural resources to meet personal, cultural, and economic needs</p> <p><b>Drama and Theatre Arts:</b> Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations</p>	
<b>Teacher Resources:</b>	<p><a href="http://magazines.scholastic.com/">http://magazines.scholastic.com/</a> (Student friendly and age appropriate news site with current events and unique human/student interest stories.)</p> <p><a href="http://www.denverpost.com/">http://www.denverpost.com/</a> (Local Denver news stories. Needs to be filtered before giving to students.)</p> <p><a href="http://gazette.com/">http://gazette.com/</a> (Local Colorado Springs newspaper. Needs to be filtered before giving to students.)</p> <p><a href="http://www.chieftain.com/">http://www.chieftain.com/</a> (Local Pueblo news. Needs to be filtered before giving to students.)</p>	
<b>Student Resources:</b>	<p><a href="http://magazines.scholastic.com/">http://magazines.scholastic.com/</a> (Student friendly and age appropriate news site with current events and unique human/student interest stories)</p>	
<b>Assessment:</b>	<p>Students will begin reflective journals on the experience of the news play, with this iteration focusing on the improvisational work. If necessary, students can utilize prompt for this initial entry (e.g., What did I do, or what could I have done better, to convey the perspective I was asked to present in today’s improvisation? What did other performers do well that helped convey the perspective(s) they were given in the improvisation?)</p> <p><a href="https://www.teachervision.com/graphic-organizers/printable/48390.html">https://www.teachervision.com/graphic-organizers/printable/48390.html</a> (Basic double entry journal template)</p>	
<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p>	<p><b>Expression</b> (Products and/or Performance)</p>
	<p><a href="https://www.teachervision.com/graphic-organizers/printable/48390.html">https://www.teachervision.com/graphic-organizers/printable/48390.html</a> (Basic double entry journal template)</p> <p><a href="http://www.uky.edu/SocialWork/crp/files/Samplepeerevaluationform.pdf">http://www.uky.edu/SocialWork/crp/files/Samplepeerevaluationform.pdf</a> (Modifiable peer evaluation form)</p>	<p>Students may create a double entry journal, reacting to more explicit/detailed prompts and/or reflecting on quotes from the current event stories</p> <p>Students may dictate thoughts and reflections to another person to write down</p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p>	<p><b>Expression</b> (Products and/or Performance)</p>
	<p>Students may be given additional prompts to critique their improvisational work</p> <p><a href="http://www.uky.edu/SocialWork/crp/files/Samplepeerevaluationform.pdf">http://www.uky.edu/SocialWork/crp/files/Samplepeerevaluationform.pdf</a> (Modifiable peer evaluation form)</p>	<p>Students may complete prompts such as: What did other performers do well that helped convey the perspective(s) they were given in the improvisation? What words and/or facial expressions worked (or could have worked) to better convey a perspective or emotion?</p>
<p><b>Critical Content:</b></p>	<ul style="list-style-type: none"> <li>• How actors represent historical events accurately</li> <li>• How to determine perspective in historical accounts</li> </ul>	

### Colorado Teacher-Authored Sample Instructional Unit

<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableau</li> <li>• Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations</li> </ul>
<b>Critical Language:</b>	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, improvisation, non-stereotypical improvisation

#### Learning Experience # 12

##### *Both disciplines integrated*

The teacher may introduce the basis for a news play (the timeline, people, conflict, and outcomes of the Colorado gold rush and fur trade) so that students will be able to comprehend the significance of these events in (Colorado and US) history.

**Integration Continuum Color:** GREEN BLUE **PINK** YELLOW

PINK: Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.

<b>Generalization Connection(s):</b>	<p><b>Social Studies:</b> Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state's growth</p> <p><b>Drama and Theatre Arts:</b> Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations</p>
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<b>Teacher Resources:</b>	<p><a href="http://history.fcgov.com/archive/contexts/colorado.php">http://history.fcgov.com/archive/contexts/colorado.php</a> (Colorado gold rush history- events and conflicts)</p> <p><a href="http://www.nps.gov/sand/parknews/the-gold-rush-and-the-plains-of-colorado.htm">http://www.nps.gov/sand/parknews/the-gold-rush-and-the-plains-of-colorado.htm</a> (Colorado gold rush and implications for plains tribes)</p> <p><a href="http://www.miningartifacts.org/Colorado-Mines.html">http://www.miningartifacts.org/Colorado-Mines.html</a> (Images and timelines of the rush)</p> <p><a href="http://www.explore-old-west-colorado.com/colorado-gold-rush.html">http://www.explore-old-west-colorado.com/colorado-gold-rush.html</a> (Gold rush overview)</p> <p><a href="http://www.miningbureau.com/">http://www.miningbureau.com/</a> (General Colorado mining overview)</p> <p><a href="http://www.kancoll.org/khg/1956/56_4_lindsey.htm">http://www.kancoll.org/khg/1956/56_4_lindsey.htm</a> (Journal of a Pikes Peak gold seeker)</p> <p><a href="http://www.colorado.com/articles/colorado-mine-tours-gold-rush-towns">http://www.colorado.com/articles/colorado-mine-tours-gold-rush-towns</a> (Information on Colorado gold rush towns)</p> <p><i>The Contested Plains: Indians, gold seekers, and the rush to Colorado</i> - Elliott West</p> <p><a href="http://mrsbuffington.weebly.com/pikes-peak-gold-rush.html">http://mrsbuffington.weebly.com/pikes-peak-gold-rush.html</a> (Pikes Peak gold seekers)</p> <p><a href="http://en.wikipedia.org/wiki/Gold_mining_in_Colorado">http://en.wikipedia.org/wiki/Gold_mining_in_Colorado</a> (Good source for Colorado miner figures)</p>
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<b>Teacher Notes:</b>	<p>There are very few resources on News Plays, since they were performed live before recording technology was available. Therefore we have included links for events that took place during a later time period, so you can get a general understanding of what a News Play would look like. We have included links on a Living Newspaper from the WPA as another source. Modern examples of a Living Newspaper would include shows such as The Daily Show or The Weekend Update (Saturday Night Live). These are not examples that are not suitable for students to view, however they give the teacher a better understanding of Living Newspapers.</p> <p><a href="http://www.childdrama.com/trail3.html">http://www.childdrama.com/trail3.html</a> (4th grade teacher shares planning of a News Play and steps involved. See last paragraph on link)</p>
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**Colorado Teacher-Authored Sample Instructional Unit**

	<p><a href="http://www.childdrama.com/trailappendix2.html">http://www.childdrama.com/trailappendix2.html</a> (Example script of News Play of Oregon Trail prepared by same teacher in above link.)</p> <p><a href="http://www.bing.com/videos/search?q=video+of+living+newspaper&amp;qvvt=video+of+living+newspaper&amp;FORM=VDRE&amp;adlt=strict#view=detail&amp;mid=2658E1FB805298372C652658E1FB805298372C65">http://www.bing.com/videos/search?q=video+of+living+newspaper&amp;qvvt=video+of+living+newspaper&amp;FORM=VDRE&amp;adlt=strict#view=detail&amp;mid=2658E1FB805298372C652658E1FB805298372C65</a> (WPA Living Newspaper example)</p> <p><a href="http://tinyurl.com/m7j7xvx">http://tinyurl.com/m7j7xvx</a> (Dust Bowl news coverage that depicts content that would have been typical of a News Play from the 1930s.)</p>	
<b>Student Resources:</b>	<p>Downey, M. &amp; Bliss, T (2008). Discover Colorado: Its people, places, and times. Boulder: University Press of Colorado.</p> <p>Downey, M. &amp; Metcalf, F. (1999). Colorado: Crossroads of the west. Boulder: Pruett Publishing Company.</p> <p>Dutton, D. &amp; Humphries, C. (1999). A Rendezvous with Colorado History. Boise: Sterling Ties Publications.</p> <p>Noel, T.J. &amp; Faulkner, D. (2008). The Colorado Story. Layton, UT. Gibbs Smith</p> <p>Perry, P. (2005). A Kids Look at Colorado. Golden, CO: Fulcrum Publishing.</p> <p><a href="http://www.timetoast.com/timelines/gold-rushes-of-the-1800s">http://www.timetoast.com/timelines/gold-rushes-of-the-1800s</a> (Student-generated timelines of various gold rushes of the late 1800s)</p> <p><a href="http://hewit.unco.edu/dohist/teachers/essays/miners.htm">http://hewit.unco.edu/dohist/teachers/essays/miners.htm</a> (Lives of gold miners)</p>	
<b>Assessment:</b>	<p>Students will create timelines of the events and outcomes of the Colorado gold rush (teachers can decide the extent of the time period, including pre and post events)</p> <p><a href="http://www.timetoast.com/">http://www.timetoast.com/</a> (Free, web-based timeline program that is user friendly)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.timetoast.com/">http://www.timetoast.com/</a> (Free, web-based timeline program that is user friendly)</p> <p>Students may work in pairs or in groups to generate examples for the timeline</p>	<p>Students may complete either a modified timeline or focus on particular events to document</p> <p>Students may receive prewritten events in which they must identify the dates and put them into chronological order</p>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://magazines.scholastic.com/">http://magazines.scholastic.com/</a> (Student friendly and age appropriate news site with current events and unique human/student interest stories)</p>	<p>Students may draft an outline of a news play monologue (from one perspective) based on a current event</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The conflicts and emotion within interesting stories</li> <li>• How actors represent historical events accurately</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux</li> <li>• Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations</li> </ul>	
<b>Critical Language:</b>	<p>Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, scene, dramatic compositions, improvisation, non-stereotypical improvisation, media, news play</p>	

**Colorado Teacher-Authored Sample Instructional Unit**

**Learning Experience # 13**

*Both disciplines integrated*

The teacher may revisit the “characters” (miners, fur traders, Native Americans) so that students can begin considering which perspectives will be most effective in conveying the story of the conflict and its outcomes in a dramatic performance.

**Integration Continuum Color:** GREEN BLUE PINK YELLOW

GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.

<p><b>Generalization Connection(s):</b></p>	<p><b>Social Studies:</b> Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state’s growth</p> <p><b>Drama and Theatre Arts:</b> Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations</p>
<p><b>Teacher Resources:</b></p>	<p><a href="http://history.fcgov.com/archive/contexts/colorado.php">http://history.fcgov.com/archive/contexts/colorado.php</a> (Colorado gold rush history- events and conflicts)  <a href="http://www.nps.gov/sand/parknews/the-gold-rush-and-the-plains-of-colorado.htm">http://www.nps.gov/sand/parknews/the-gold-rush-and-the-plains-of-colorado.htm</a> (Colorado gold rush and implications for plains tribes)  <a href="http://www.miningartifacts.org/Colorado-Mines.html">http://www.miningartifacts.org/Colorado-Mines.html</a> (Images and timelines of the rush)  <a href="http://www.explore-old-west-colorado.com/colorado-gold-rush.html">http://www.explore-old-west-colorado.com/colorado-gold-rush.html</a> (Gold rush overview)  <a href="http://www.miningbureau.com/">http://www.miningbureau.com/</a> (General Colorado mining overview)  <a href="http://www.kancoll.org/khg/1956/56_4_lindsey.htm">http://www.kancoll.org/khg/1956/56_4_lindsey.htm</a> (Journal of a Pikes Peak gold seeker)  <a href="http://www.colorado.com/articles/colorado-mine-tours-gold-rush-towns">http://www.colorado.com/articles/colorado-mine-tours-gold-rush-towns</a> (Information on Colorado gold rush towns)  <i>The Contested Plains: Indians, gold seekers, and the rush to Colorado</i> by Elliott West  <a href="http://mrsbuffington.weebly.com/pikes-peak-gold-rush.html">http://mrsbuffington.weebly.com/pikes-peak-gold-rush.html</a> (Pikes Peak gold seekers)  <a href="http://en.wikipedia.org/wiki/Gold_mining_in_Colorado">http://en.wikipedia.org/wiki/Gold_mining_in_Colorado</a> (Good source for Colorado miner figures)</p>
<p><b>Student Resources:</b></p>	<p>Downey, M. &amp; Metcalf, F. (1999). Colorado: Crossroads of the west. Boulder: Pruett Publishing Company.  Dutton, D. &amp; Humphries, C. (1999). A Rendezvous with Colorado History. Boise: Sterling Ties Publications.  Perry, P. (2005). A Kids Look at Colorado. Golden, CO: Fulcrum Publishing.  Downey, M. &amp; Bliss, T (2008). Discover Colorado: Its people, places, and times. Boulder: University Press of Colorado.  <a href="http://www.timetoast.com/timelines/gold-rushes-of-the-1800s">http://www.timetoast.com/timelines/gold-rushes-of-the-1800s</a> (Student-generated timelines of various gold rushes of the late 1800s)  <a href="http://hewit.unco.edu/dohist/teachers/essays/miners.htm">http://hewit.unco.edu/dohist/teachers/essays/miners.htm</a> (Lives of gold miners)</p>
<p><b>Assessment:</b></p>	<p>Students will use their reflective journals to create a three column chart (Miners, Fur Traders and Native Americans) to summarize the perspectives of each group. Students will identify the particular conflict(s) of each group and begin to reflect on which conflict/perspective they would like to portray in a dramatic performance.  <a href="http://freeology.com/graphicorgs/blank-3-column-notes-form/">http://freeology.com/graphicorgs/blank-3-column-notes-form/</a> (Blank 3 column note template)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may use teacher guidance to generate perspectives of each group <a href="http://freeology.com/graphicorgs/blank-3-column-notes-form/">http://freeology.com/graphicorgs/blank-3-column-notes-form/</a> (blank 3 column note template)	Students may create a bulleted list of ideas
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The conflicts and emotion within interesting stories</li> <li>• How actors represent historical events accurately</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux</li> <li>• Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations</li> </ul>	
<b>Critical Language:</b>	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, dramatic compositions, ensemble	

<b>Learning Experience # 14</b>	
<i>Drama and Theatre Arts Focus</i>	
<p>The teacher may facilitate discussions about the differences between people’s actual experiences vs. portrayals of the experience so that students may critically examine the ways in which actors’ beliefs/opinions can (intentionally or unintentionally) influence performance choices.</p>	
<p align="right"><b>Integration Continuum Color: GREEN BLUE PINK <b>YELLOW</b></b></p> <p align="center">YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</p>	
<b>Generalization Connection(s):</b>	<p><b><i>Drama and Theatre Arts:</i></b></p> <p>Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations</p> <p>Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events</p>
<b>Teacher Resources:</b>	<a href="http://www.childdrama.com/newsplays.html">http://www.childdrama.com/newsplays.html</a> (Good discussion of news plays and one fourth grade teacher’s techniques with his students)
<b>Student Resources:</b>	N/A
<b>Assessment:</b>	Students will complete a Venn diagram comparing the similarities and differences between oral histories and/or primary source material and the dramatic performances of these (or based on these) sources <a href="http://www.eduplace.com/graphicorganizer/pdf/venn.pdf">http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a> (Printable template for documenting Venn diagrams)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	<a href="http://www.eduplace.com/graphicorganizer/pdf/venn.pdf">http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a> (Printable template for documenting Venn diagrams) Students may collaborate in smaller groups Students may be given easily relatable experiences	Students may complete a partially completed Venn diagram and/or orally present the similarities and differences between oral histories and/or primary source material and the dramatic performances of these (or based on these) sources
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	<a href="http://www.eduplace.com/graphicorganizer/pdf/venn.pdf">http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a> (Printable template for documenting Venn diagrams)	Students may complete a Venn diagram that makes a case for the strengths (or limitations) of oral histories and/or primary source material and the dramatic performances of these (or based on these) sources for communicating the importance of an event
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The conflicts and emotion within interesting stories</li> <li>• How actors represent historical events accurately</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableau</li> <li>• Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations</li> </ul>	
<b>Critical Language:</b>	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, dramatic compositions, ensemble, media, news play	

<b>Learning Experience # 15</b>	
<i>Drama and Theatre Arts Focus</i>	
The teacher may bring in examples of audience participation techniques so that students can analyze and consider the best ways to get feedback on the impact of a news play performance.	
<p align="right"><b>Integration Continuum Color: GREEN BLUE PINK <b>YELLOW</b></b></p> <p align="center">YELLOW: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</p>	
<b>Generalization Connection(s):</b>	<b><i>Drama and Theatre Arts:</i></b> Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events
<b>Teacher Resources:</b>	<a href="http://en.wikipedia.org/wiki/Interactive_theatre">http://en.wikipedia.org/wiki/Interactive_theatre</a> (Ideas about audience interaction)
<b>Student Resources:</b>	<a href="http://mining.state.co.us/SiteCollectionDocuments/Colorado%20Gold%20Rush.pdf">http://mining.state.co.us/SiteCollectionDocuments/Colorado%20Gold%20Rush.pdf</a> (Colorado gold rush-150 year anniversary)
<b>Assessment:</b>	As a class, students will draft a short questionnaire for gathering feedback from potential audiences of a news play on the Colorado gold rush. <a href="http://www.educationworld.com/tools_templates/mathchat_reportform.pdf">http://www.educationworld.com/tools_templates/mathchat_reportform.pdf</a> (Twenty-question organizer)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	Students may partner to create questionnaire	N/A
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The conflicts and emotion within interesting stories</li> <li>• How actors represent historical events accurately</li> </ul>	
<b>Key Skills:</b>	Peer critiquing, acting as a respectful audience member	
<b>Critical Language:</b>	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, scene, blocking, stage direction, tableaux, dramatic compositions, ensemble, improvisation, Non-stereotypical improvisation	

<b>Learning Experience # 16</b>	
<p><i>Both disciplines integrated</i>          (Post Performance Assessment) The teacher may provide contemporary news stories so that students can analyze and depict the ways in which historical events can still resonate today (e.g., issues of sustainability).</p>	
<p align="right"><b>Integration Continuum Color:</b> GREEN BLUE PINK YELLOW</p> <p align="center">GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.</p>	
<b>Generalization Connection(s):</b>	<p><b>Social Studies:</b>          Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state's growth</p> <p><b>Drama and Theatre Arts:</b>          Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events</p>
<b>Teacher Resources:</b>	<p><a href="http://www.coloradomining.org/mc_miningfacts.php">http://www.coloradomining.org/mc_miningfacts.php</a> (Colorado mining today)  <a href="http://www.victorcolorado.com/mining.htm">http://www.victorcolorado.com/mining.htm</a> (Contemporary Colorado gold mining)  <a href="http://www.cologold.com/history.htm">http://www.cologold.com/history.htm</a> (Images and information about Colorado gold mining today)  <a href="http://www.goldbeltbyway.com/byway-history">http://www.goldbeltbyway.com/byway-history</a> (Images of and information on the Colorado gold rush)  <a href="http://inspiremykids.com/2011/tableau-bringing-theater-to-the-classroom-and-with-it-new-ways-of-learning/">http://inspiremykids.com/2011/tableau-bringing-theater-to-the-classroom-and-with-it-new-ways-of-learning/</a> (Tableau and language arts video)  <a href="http://cied.uark.edu/KMisiewiczTableauInTheClassroom.pdf">http://cied.uark.edu/KMisiewiczTableauInTheClassroom.pdf</a> (Ideas for developing students' use of tableau)  <a href="http://inspiremykids.com/2011/tableau-bringing-theater-to-the-classroom-and-with-it-new-ways-of-learning/">http://inspiremykids.com/2011/tableau-bringing-theater-to-the-classroom-and-with-it-new-ways-of-learning/</a> (Tableau and language arts video)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Student Resources:</b>	<a href="http://mining.state.co.us/SiteCollectionDocuments/Colorado%20Gold%20Rush.pdf">http://mining.state.co.us/SiteCollectionDocuments/Colorado%20Gold%20Rush.pdf</a> (Colorado gold rush-150 year anniversary) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=gold+mining&amp;search_group=&amp;lang=en&amp;language=en&amp;search_source=search_form&amp;version=llv1">http://www.shutterstock.com/cat.mhtml?searchterm=gold+mining&amp;search_group=&amp;lang=en&amp;language=en&amp;search_source=search_form&amp;version=llv1</a> (Contemporary gold mining images) <a href="http://www.timetoast.com/timelines/gold-rushes-of-the-1800s">http://www.timetoast.com/timelines/gold-rushes-of-the-1800s</a> (Student-generated timelines of various gold rushes of the late 1800s) <a href="http://hewit.unco.edu/dohist/teachers/essays/miners.htm">http://hewit.unco.edu/dohist/teachers/essays/miners.htm</a> (Lives of gold miners) <a href="http://inspiremykids.com/2011/tableau-bringing-theater-to-the-classroom-and-with-it-new-ways-of-learning/">http://inspiremykids.com/2011/tableau-bringing-theater-to-the-classroom-and-with-it-new-ways-of-learning/</a> (Tableau and language arts video)	
<b>Assessment:</b>	Students will complete a “then and now” graphic organizer comparing the lives of the mine workers (See Learning Experience # 5) with mine workers today and use the organizer to develop comparison tableaus. <a href="http://www.history.org/history/teaching/enewsletter/volume5/images/Influenced%20by%20None/thenandnow_go.pdf">http://www.history.org/history/teaching/enewsletter/volume5/images/Influenced%20by%20None/thenandnow_go.pdf</a> (Great modifiable example of a then and now organizer) <a href="http://www.clta.uci.edu/documents/VideoLessons/1_Theatre_Lesson_6.pdf">http://www.clta.uci.edu/documents/VideoLessons/1_Theatre_Lesson_6.pdf</a> (Simple and clear tableau assessment rubric)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	<a href="http://www.miningpictures.net/">http://www.miningpictures.net/</a> (Images of contemporary miners and mining) <a href="http://www.history.org/history/teaching/enewsletter/volume5/images/Influenced%20by%20None/thenandnow_go.pdf">http://www.history.org/history/teaching/enewsletter/volume5/images/Influenced%20by%20None/thenandnow_go.pdf</a> (Great modifiable example of a then and now organizer)	Students may use visuals to depict the lives of miners at the time of and miners today
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	Students may research aftermath and legacy of the famous Ludlow mine strike <a href="http://en.wikipedia.org/wiki/Ludlow_Massacre">http://en.wikipedia.org/wiki/Ludlow_Massacre</a> (Great place to begin)	Students may create a mini-performance of the victories/concessions won by miners in Colorado Fuel & Iron’s response to Ludlow strike
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The conflicts and emotion within interesting stories</li> <li>• How actors represent historical events accurately</li> </ul>	
<b>Key Skills:</b>	Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations	
<b>Critical Language:</b>	Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective, media, news play	