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| **Grade Level:**  Elementary / 2 |

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| **Description:**  This primary source set introduces 2nd grade students to their community long ago through the Keota settlement. |

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| **Essential Question:**  **What does a new community need to thrive?**  Who, What, Where, When, Why?  **Supporting Questions:**   1. How did Keota residents create a town to support farmers? 2. How can we learn about this community from studying the school? 3. How did the general store support the community? 4. What do you observe about the availability of water near Keota from the maps? |

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| **Source 1**  Town abandoned because of continuous crop failures. Keota, Colorado  A black and white image of Keota, CO.  Including the town water tower.  **Source**: [Library of Congress](https://loc.gov/pictures/resource/fsa.8b18579/) | **Source 2**  USGS Topographic map of Keota from 1972:  A topographic map of Keota, CO  **Source:** [USGS](http://ngmdb.usgs.gov/maps/topoview/viewer/#13/40.7042/-104.0711) |

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| **Source 3**  1929 Photograph of Students in Front of the School  Children playing in the playground outside the Keota School  Source: [Denver Public Library – Special Collections](https://digital.denverlibrary.org/assets/display/2137922-max?u=962d62fadecdebb7e7ad81205d17d458) | **Source 4**  Report Card from the Keota School  A Keota student's report card  Source: [History Colorado](https://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final/Portal/Portal.aspx?component=AAFG&record=11c9ec3e-4dd3-45bf-ac24-9df7a320c33d) |
| **Source 5**  Photograph of Model T Ford pulling a plow/disc  A photograph of a Model T car pulling a plow  Source: [Greeley Museum](https://greeleymuseums.com/wp-content/uploads/2023/11/1991_42_1150IIblog.jpg) | **Source 6**  Ahlstrand Map Section  Ahlstrand Map Section  Source: [History Colorado](https://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final/Portal/Portal.aspx?component=AAFG&record=51b6f237-fb8b-4dee-b52a-b43ee27c5fdc) |
| **Additional Sources**  Foley’s Cash Grocery Ad: “We are buying eggs…”  Foleys Cash Grocery advertisement  Source: [History Colorado](https://drive.google.com/file/d/0B8lpVVfanmzHMFlrd0pmQUlSM1E/view?usp=sharing&resourcekey=0-1AG9arwSOHNlafrKsfMnhA) | **Additional Sources**  “Arcadia” Photograph  Man and Horse Near Keota, Colorado (with sign Keota Colo. The Arcadia of the West)  Source: [History Colorado](https://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final/Portal/Portal.aspx?component=AAFG&record=5f6f745e-7967-4e21-af16-c12ed25bd110) |

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| **Contextual Background for Teachers:**  How did Colorado settlers create new towns? Keota was a new community in northeast Colorado launched in the 1880s. Settlers hoped to support the local farmers. Its story can help students understand the development of other new farming communities on the plains.  Keota’s location reflected the railroad’s construction across this part of the plains. Every 50 miles the railroads encouraged the creation of a town to support the maintenance of the system and encourage farming. The map included in our source set indicates the route of the railroad across this landscape as well as suggested sections for settlements. This pattern of grid lines or section lines reflects the Homestead Act of 1862. Each number on the map on Source 6 represents a square mile section of land. The US Government hoped to encourage farming settlements by allowing individuals to claim one-quarter mile section (160 acres) of land if they farmed it for five years. The Keota map in Source 6 highlights these sections with grid lines.  This region of Colorado suffered from aridity. Farmers moving into the community had to adapt to the local environment which here meant flat prairies and little access to water. Students can see on the maps how few natural waterways existed. This led to experiments with dryland farming. Keota farmers raised drought-resistant crops and worked the land in ways to conserve moisture. They could not count on rain over the summer months in this region of Colorado. As Source 5 illustrates, farmers also innovated by using available technology in new ways to help them work in this environment.  The town was abandoned after the crop failures and declining farm prices of the 1930s. |

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| **Building Background Knowledge for the Student:**  Teacher-led discussion: How do maps show communities? Start with a Google Earth image of Colorado and the zoom into your community. What’s the difference between what you can see when you are zoomed in to your town (roads) and zoomed out to the whole state? |

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| **Strategy Instruction**  After modeling the interpretation of the photograph in Source 1, the teacher could distribute the remaining sources to jigsaw groups of students. These groups in turn could answer specific source questions together before presenting them to the class. Or the teacher could select 3-4 sources to interpret together as a class.   1. **Source 1:** Photograph of Windmill and Water Tower.Present photo to students and ask observational questions. What do you see? What is a windmill? What is a water tower for? What would it feel like to live in this town? When was this taken? 2. **Source 2:** Topographical Map of Keota. This map offers another view of this small Colorado community. What parts of Keota can we see on this map? How big was this town? Where is the water to support farming? How could farmers grow crops without a regular water source? What do you notice about the roads in Keota? 3. **Source 3:** Photograph of students in front of the school. Students from a large surrounding area attended this school. Questions: What kinds of people are pictured? How are they dressed? Why? What are they playing on? What does the school look like? What’s missing, if this is a school picture? Do you think this is the entire student body pictured? What could be in the little building off to the right? Where might the town settlers have found the wood to build this school? 4. **Source 4:** High School Report Card. Questions: What subjects did students study? Can we tell what kind of student this was? How are the subjects similar or different from today? Can we see what Keota residents valued from this report card? 5. **Source 5:** Photograph Model T pulling a plow/disc. Questions: What is the automobile pulling? How did the man adapt his car for driving in the field? What did the land look like? 6. **Source 6:** Ahlstrand Map. Each square is one mile on each side. Ask students to find Keota on the Map. Locate the railroad on the map (Burlington Railroad or Prairie Dog Express). Where are the rivers and waterways? Where are the Pawnee Buttes, in relation to Keota? Why are the squares numbered? 7. **Source 7:** Foley’s Cash Grocery Ad. This ad appeared in the local newspaper. Vocab scaffolding. Circle the words you don’t understand: “Boost, don’t knock;” “staple” goods; etc. Questions: who created this ad? Who did they create it for? Why? Where would people see this ad? How did customers get newspapers? Why would a store buy items from customers? How would shopping at this store support or “boost” the community? 8. **Source 8:** Photograph of a mule standing in front of Keota, CO sign. Questions: What is Arcadia? Why would they call the town, “Arcadia of the West?” Does the town live up to the idea of Arcadia? How would you “boost” or promote this town? |

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| **Strategy Instruction Differentiation:**  By studying these sources all together students can begin to understand the challenges this community faced in this environment. Students could also practice reviewing sources individually and learning to “read” the source for answers to the Essential Question and supporting questions. Students who struggle with reading might find the photographs easier to interpret. The maps offer another type of source to interpret. The Section map in Source 6 and Topographic map in Source 2 will likely be the most challenging sources to interpret, since they require some background understanding of land sections and contour lines. |

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| **Discussion:**  See Strategy Instruction. |

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| **Assessment:**  Assessment of student understanding could focus on any of these questions: How is your community similar or different to Keota? What was Keota like as a community compared to what their community is now? The store and school were hubs of the Keota community. What’s the hub of your community? How do communities adapt to their environment? What makes a community?   1. Informal assessments could involve students presenting answers to the questions on each individual source. 2. Draw a picture - half of what Keota was like, half of what their own community is like. Use captions and labels to explain images. 3. Have students “Boost” their own community by creating an advertisement for the community. If the Keota grocery sold local eggs, what would your community sell? How would that sale help keep the community growing? 4. Compare the school report card (source 3) then with a report card now. List the different subjects then as compared with today. Students could write ideas about why teachers teach new subjects? 5. Create a map of your community. What key locations must be on your community map? Where are the “hubs” of your community? Show how the environment affects your community. (See the National Geographic Website link on creating mental maps). |

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| **Colorado Academic Standards for Second Grade:**  History  2.1.1.a Explain that the nature of history involves stories of the past preserved in various primary and secondary sources. For example: Images, oral and written accounts, etc.  2.1.2.a Compare and contrast neighborhoods and/or communities, both past and present, through studies of their people and events.  Geography  2.2.2.b Explain how the environment influences why people settle in certain areas.  2.2.2.c Identify examples of how human activity influences environmental characteristics of a place over time. |

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| **Reading and Writing Standards:**   * Oral Expression and Listening: Discussions contribute to and expand on the ideas of self and others * Reading for all Purposes: Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. * Research and Reasoning: Questions are essential to analyze and evaluate the quality of thinking |

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| **Sample Activities:**  See Strategy Instruction above |

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| **Links for interpreting sources:**  TopoView is a web-based product that allows the user to access any map produced by the United States Geological Survey since its establishment in 1879. A search can be done by scale, location, or date. The maps can be downloaded in several formats including jpg. For more information about how to access these maps go to [TopoView](http://ngmdb.usgs.gov/maps/Topoview/) and view the video demo.  [Map Skills for Elementary Students – National Geographic](http://nationalgeographic.org/education/map-skills-elementary-students/)  [PBS Video – Colorado Experience: Keota](https://www.youtube.com/watch?v=B46WOV2Gzck&list=PLd1csdWoPwT6Jx9H1F1QOQEHKEVLTXEq4&index=12) |