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| **Grade Level:**  Elementary / 4 |

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| **Essential Question:**  What was life like for the families of Colorado’s miners during the Gold Rush?  **Supporting Questions:**   1. What was the role of women in early Colorado mining camps and towns? 2. How was life different/similar between the mining towns and life today? |

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| **Source 1**  A classroom in an Aspen school  Image of a classroom in the mining town of Aspen.  NOTE: This is a photo of a classroom in the mining town of Aspen. The photo was taken about 1885.  Source: [William E. Hewit Institute for History and Social Science Education. Doing History, Keeping the Past](https://www.unco.edu/hewit/doing-history/colorado-miners/families-children-schools/classrooms.aspx). | **Source 2**  “The school seats were made of lumber, two pupils always in one seat, sitting on a bench. The blackboard was also made of boards painted a shiny black. We never went by grades at school; you were either in first or so on to the fifth reader, and to finish the fifth was to know all there was to know. I managed to finish it, but never got through fractions. The tears I have shed over arithmetic!”    Source: Anne Ellis, Life of an Ordinary Woman. (Lincoln: University of Nebraska Press, 1929, 1980): 50. Retrieved: [William E. Hewit Institute for History and Social Science Education. Doing History, Keeping the Past](https://www.unco.edu/hewit/doing-history/colorado-miners/families-children-schools/classrooms.aspx). |

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| **Source 3**  Classroom in a Silver Plume School  A photograph of a 1905 class in Silver Plume.  NOTE: This photo was taken in a classroom at Silver Plume about 1905. The students are seated at desks lined up in rows.  Source: [George Rowe Museum](https://peopleforsilverplume.org/george-rowe-museum/) | **Source 4**  “The schoolroom contained desks and seats of various sizes, two long benches, a table and chair for the teacher, a table piled with books and a Coles Hot Blast heater in the center of the room. I paused a few moments as I looked around the room and thought with a thrill—this is my very own domain for the next eight months.”  Source: Elizabeth Aiken, “Garland School,” in Margaret J. Lehrer, ed., Up the Hemline (Colorado Springs, Williams and Field, 1975): 74. Retrieved: [William E. Hewit Institute for History and Social Science Education. Doing History, Keeping the Past](https://www.unco.edu/hewit/doing-history/colorado-miners/families-children-schools/classrooms.aspx). |

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| **Source 5**  Rutter and Hankins Store 15th and Pearl, Boulder, CO. 1886.  Image of the Rutter and Hankins Store in Boulder  NOTE: Shelved canned goods line interior walls of this store in Boulder, Colorado. Posters depict a man and a woman and read: "Bartlett's Blue." Crates of fruit are displayed (some with netting), and baskets hang on the wall. Hardwood cases with curved glass tops and a potbellied parlour stove flank the floor, on which men pose in a suit, apron, vest, and bowler hat.  Source: [Boulder Public Library – Carnegie Library for Local History](https://localhistory.boulderlibrary.org/islandora/object/islandora%3A61917). | **Source 6**  "I stabled the team and went around to get the supplies. I had difficulty in getting all the machinery that Mr. Austin wanted, but we got some ox chains and dried beef, sardines, beans and coffee and several sides of salt pork. I did not have funds enough with me to get the sugar, molasses, cheese, crackers, dried fruit and other delicacies on his list--as the machinery and provisions have advanced in price above what he had calculated on paying."  Source: Diary of an unidentified young man, Central City, December 10, 1865; from The New Mexico Sentinel, July 3, 1938. Retrieved: [William E. Hewitt Institute for History and Social Science. Doing History, Keeping the Past.](https://www.unco.edu/hewit/doing-history/colorado-miners/food-clothing-shelter/food.aspx) |
| **Source 7:**  Rocky Mountain PBS – [The Colorado Experience: Ladies of the Mines](https://www.rmpbs.org/shows/colorado-experience/episodes/colorado-experience-ladies-mines)  A black and white photograph of a woman, baby, and a dog.  **NOTE:** At 4:43, there is a brief mention of bars, alcohol, and bordellos; advise stopping the video at 22:50, at which point they begin discussing a topic that is not appropriate for 4th graders. | |

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| **Background Knowledge / Contextual Paragraph for Teachers:**  Background information on life in Colorado’s mining towns. See “[Colorado Miners, Teacher’s Guide Front Matter.](https://www.unco.edu/hewit/doing-history/teacher-resources/lesson-plans.aspx)”  Colorado Encyclopedia: [Elizabeth “baby Doe” Tabor](Elizabeth%20“baby%20Doe”%20Tabor)  Colorado Encyclopedia: [Clara Brown](https://coloradoencyclopedia.org/article/clara-brown) |

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| **Building Background Knowledge for the Student**   * “The discovery of gold near present-day Denver in 1858–59 drew thousands of people to present-day Colorado, prompting the political organization of first a US territory and later a state. Many current cities and towns, including Denver, Black Hawk, Breckenridge, and Central City, were founded during the Colorado Gold Rush, and its associated activities produced tremendous social and environmental changes, including the displacement of Native Americans and the pollution and large-scale manipulation of the Colorado environment.” [Source: Colorado Encyclopedia](http://coloradoencyclopedia.org/article/colorado-gold-rush) |

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| **Strategy Instruction:**   * Students build understanding with the "Images Draw You In" Model Activity by: * Articulating a connection between responses to differentiated, investigative questions and an idea central to the subject under study. * Use this activity as a war up to the study of family life in Colorado's Mining Towns.   + Print copies of images from this primary source set and [the resource set](http://www.cde.state.co.us/node/34296) (How many you print is based on how many students you have in your class and/or whether or not you want students to work in groups).   + Ask students to select a photograph that “grabs them”   + Engage students in an investigation of their selected photograph using [sample inquiry questions](http://www.cde.state.co.us/cosocialstudies/quesimagesdraw) * Give students an opportunity to read and react to Sources 2, 4, and 6 in this primary source set. * What glimpses into family life in Colorado’s mining towns do these quotes give you? Ask students to provide specific details. * Based on the quotes, what “pictures” do they have in their minds about what life is like in the mining towns? * Next distribute Sources 1, 3, and 5. Give students the [photograph analysis sheet](http://www.cde.state.co.us/node/33558) to guide their viewing of the photographs * How are the photographs similar or different than what they were imagining life to be like? * Have students discuss ways in which their lives today are different than the lives of children in the mining towns? * Use the Rocky Mountain PBS – [The Colorado Experience: Ladies of the Mines](https://www.rmpbs.org/shows/colorado-experience/episodes/colorado-experience-ladies-mines)   (approx. 26min)to introduce students to the role of women in Colorado’s mining towns.  **NOTE:** At 4:43, there is a brief mention of bars, alcohol, and bordellos; advise stopping the video at 22:50, at which point they begin discussing a topic that is not appropriate for 4th graders.   * What were some of the challenges that women faced in the mining towns? * Was life easy or difficult for women in the mining towns? What evidence do you have to support your answer? * If given the chance, would you go back in time to live in a mining town? Why or why not? * Close Reading of Photographs: * Students build close reading skills when reading photographs instead of focusing on captions. Students generate a list of information they gathered, and questions they have regarding their photograph (or their group’s photograph). Students take the information from their photograph and construct a narrative about life in a Colorado Mining town. * Following the close reading of their selected photograph, have students create a caption for their picture! |

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| **Strategy Instruction Differentiation:**  Students may work as partners. Students may also be provided with a graphic organizer to help with writing their narrative. |

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| **Discussion:**  What were miners' families and children like? What were the schools miners' children attended like? What were classrooms in these schools like?  What types of food did the miners, and their families eat?  What types of roles did women in the mining towns have?  How were holidays celebrated in the mining towns? |

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| **Assessment:**  Construct a narrative   * After looking at an image that tells a story, students brainstorm about the possible events and characters the image illustrates. Students then write from the point of view of one of the characters in the image, sharing the character's thoughts and feelings, describing the events that led up to the picture, or imagining the events that followed. * Source: [A Picture's Worth a Thousand Words: From Image to Detailed Narrative](http://www.readwritethink.org/classroom-resources/lesson-plans/picture-worth-thousand-words-116.html) (This assessment can be adapted to 4th grade) * Resource: [How to Construct a Narrative](http://penandthepad.com/construct-narrative-3658.html) |

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| **Colorado Social Studies Standards:**   * Histor*y:* 4.1.1.b. Identify cause-and-effect relationships using primary sources to understand the history of Colorado’s development. * History: 4.1.2.a. Explain the relationship between major events in Colorado history and events in United States history during the same era. Including but not limited to: Colorado statehood, the Ludlow and Sand Creek Massacres, creation of national parks in Colorado, the Great Depression, the Dust Bowl, Amaché, Chicano movement, and busing in Denver. |

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| **Colorado Reading and Writing Standards:**   * RWC Standard 2 - Reading for All Purposes: 4.2.2a - iii. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. * RWC Standard 3 - Writing and Composition: 4.3.3a - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. * RWC Standard 3 - Writing and Composition: 4.3.1b - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences   + iii. Use dialogue and description to develop experiences and events or show the responses of characters to situations |

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| **Sample Activities:**  [Images Draw You In](https://docs.google.com/document/d/1OHbssPkISFFD-l7AOCR2kpVS84L_kWzvqizn3R-qCpQ/edit?usp=sharing)  [Close Reading of Photographs](https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Image%20analysis%20worksheet.pdf)  [How to Construct a Narrative](http://penandthepad.com/construct-narrative-3658.html) |

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| **Extra Source 1**  "There is quite a number of Ladies here now which make things look so much more comfortable. There is one family lives close to us that have a cow, chickens &c. Every morning my ears are Saluted by the crowing of a big Shanghai Rooster that they have."  Source: David F. Spain to his wife, Arapahoe City, April 30, 1859; in John D. Morrison, ed., ["The Letters of David F. Spain," Colorado Magazine, 35 (April, 1958).](https://www.historycolorado.org/sites/default/files/media/document/2018/ColoradoMagazine_v35n1_January1958.pdf) | **Extra Source 2**  "The coal miners as a rule all had big families. The family of five was a small family. But they went from there, but I wouldn't say how high they went. I don't really know. I've heard of families of 12 and 15 children . . . There were no child labor laws in those days and the boys were taken into the mine, 11, 12, 13 years old. And the girls, just as soon as they were able to take care of a baby, were kept at home. They didn't get to go to school much."  Source: Martha Todd, in Eric Margolis, "Western Mining as a Way of Life," Journal of the West (July 1985): 54. Retrieved: [William E. Hewitt Institute of History and Social Science. Doing History, Keeping the Past.](https://www.unco.edu/hewit/doing-history/colorado-miners/families-children-schools/families-children.aspx) |