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Exploring Social Studies Colorado—Grade 4

This sample includes the following:

Management Guide (8 pages)
Sample Reader
Sample Lesson Plan for Reader (17 pages)
Sample Primary Source Card
**Sample Lesson Plan for Primary Source
Card** (5 pages)

To Create a World ⁱⁿ which
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Management Guide

Grade 4

EXPLORING
Social Studies

Colorado



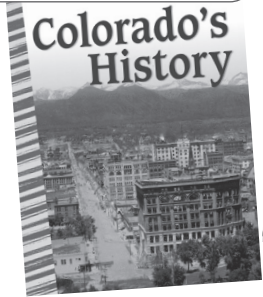
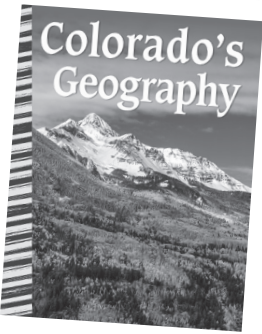
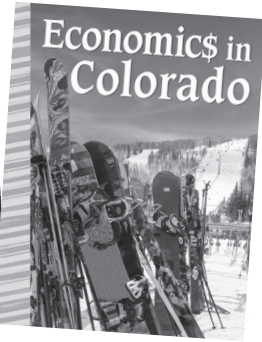
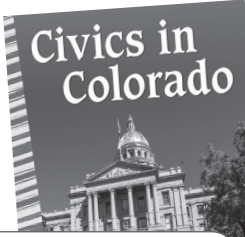
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PROGRAM DESCRIPTION

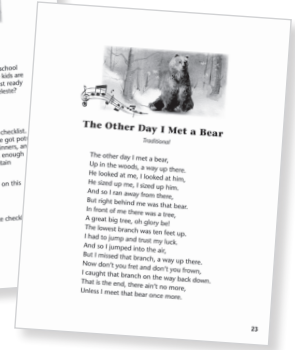
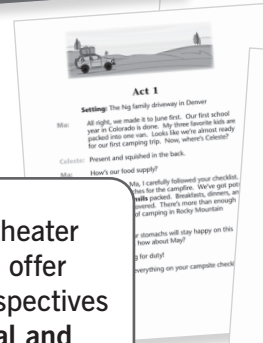
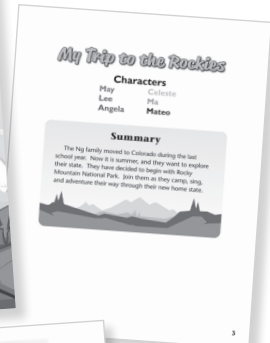
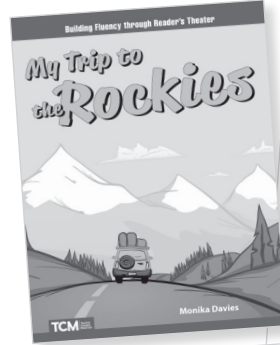
STUDENT TEXTS

Content-Area Readers



Content-area readers integrate history, geography, economics, and civics information.

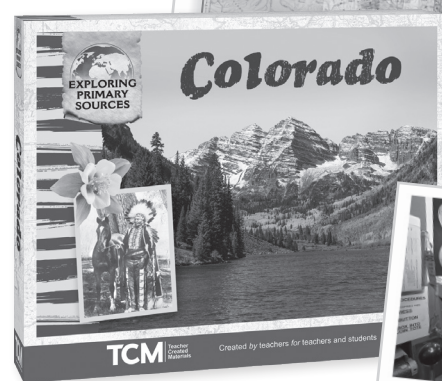
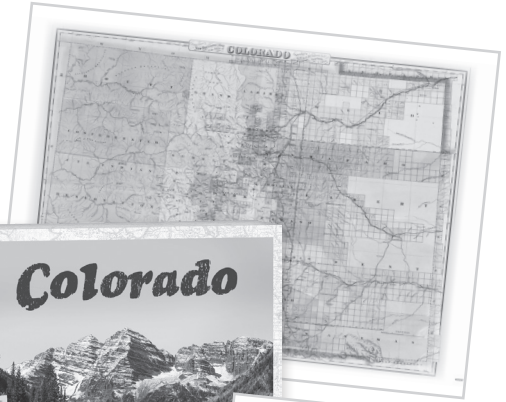
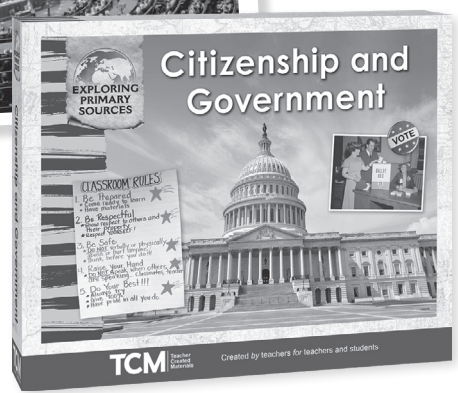
Reader's Theater Script



Reader's theater materials offer multiple perspectives with visual and textual evidence.

PRIMARY SOURCES

Inquiry-based analysis of primary sources allows students to build deep understandings of history.

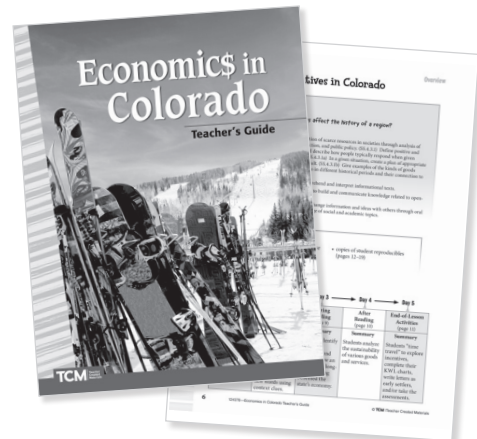
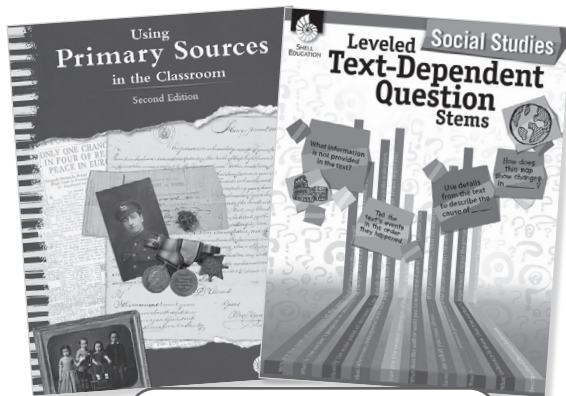
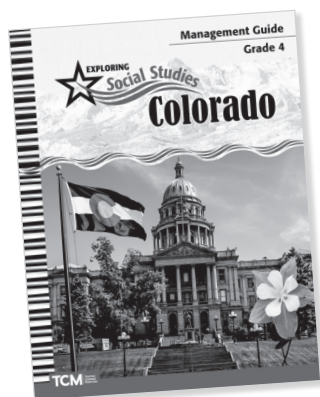


TEACHER RESOURCES

Management Guide

Professional Resources

Teacher's Guides

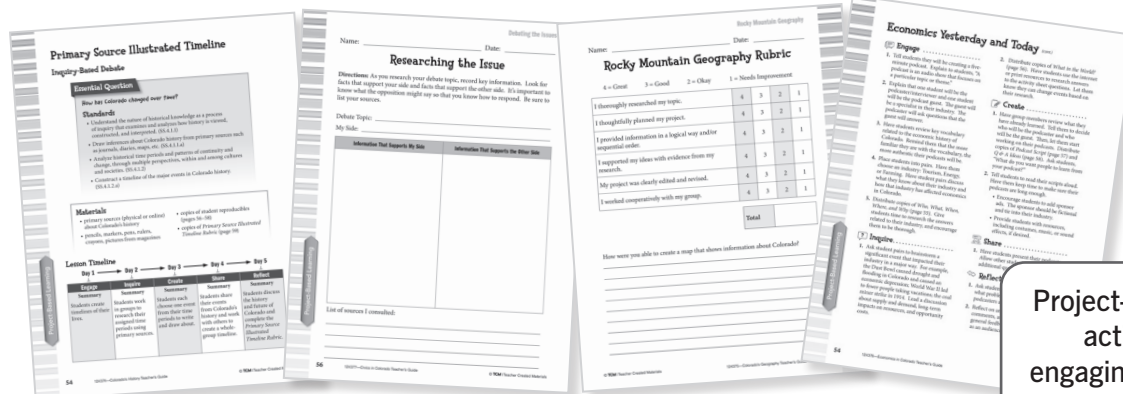


Management Guide provides program information and research-based teaching ideas.

Professional resources and professional development build teaching expertise.

Teacher's Guides include key instruction, essential questions, and constructed-response assessments.

PROJECT-BASED LEARNING PBL Lesson Plans



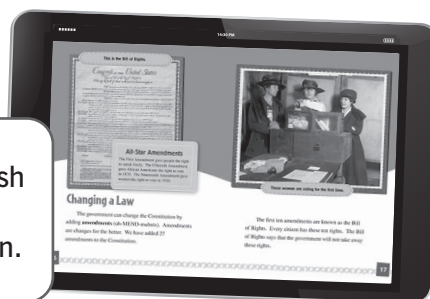
PBL lessons encourage collaboration and problem solving among student groups.

Project-based learning activities offer engaging opportunities to collaborate and interact with history.

DIGITAL RESOURCES



Ebooks, audio recordings, and English learner support increase student engagement and enhance instruction.



Unit Titles and Essential Questions

Exploring Social Studies uses an integrated English language arts approach to address social studies content standards, English language arts standards, and English language development. Listed here for grades K–5 are the units that focus on thematic social studies concepts and each unit’s essential question.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
K KINDERGARTEN	Good Citizens What are our responsibilities as members of a community?	People Around the World How does geography affect how people live around the world?	Economic Choices What are the differences between needs and wants?	Language of the Past How do we talk about the past?	n/a	n/a
1 GRADE	The Language of Time Why is it important to understand time?	My Family How are families the same and different?	Geographic Tools How do maps and globes represent Earth?	Connections through Geography How does a person’s place in the world affect others?	Jobs and Income What types of jobs exist, and how do people meet financial goals?	Symbols and Leaders What are important symbols and leaders of the United States?
2 GRADE	How Geographers Talk about the World How do maps help to identify cultural, human, political, and natural features?	Geography of My Community How do communities manage, modify, and depend on the environment?	My Community in the Past How can historical sources and tools help to study a community?	My Role in the Community How do people engage in civic participation?	Conflict and Cooperation in My Community How do communities manage resources and resolve conflict?	Decision Making What affects financial decision making?
3 GRADE	Our Democratic Community How do democratic communities solve problems through civil discourse?	Regions of Our World In what ways are regions of the world similar and different?	Investigating Geographic Problems What geographic problems do communities deal with, and how do they solve those problems?	Economics and You: Financial Goals How can people earn and save money, and how does trade affect the economy?	n/a	n/a
4 GRADE	Colorado’s History What can we learn from the history of our state?	Colorado’s Geography What is important to understand about Colorado’s geography?	Economics in Colorado How has the state been affected by economic changes?	Civics in Colorado How does the government of Colorado affect our lives?	n/a	n/a
5 GRADE	Geography and Impact on Native American Cultures What are the major regions of the United States, and which native tribes live in each area?	European Exploration of North America How did the European explorers and native peoples interact in the New World?	British American Colonies How were the three colonial regions alike and different?	Forming an Identity What caused the growing tensions between the 13 colonies and Great Britain?	Revolutionary War What were the significant events of the Revolutionary War?	Citizens of the United States Today In what ways does the Constitution relate to citizenship today, and how do citizens use financial institutions?

HOW TO USE THIS RESOURCE

Correlations to Standards

Teacher Created Materials is committed to producing educational materials that are research and standards based. The Every Student Succeeds Act (ESSA) mandates that all states adopt challenging academic standards that help students meet the goal of college and career readiness. While many states already adopted academic standards prior to ESSA, the act continues to hold states accountable for detailed and comprehensive standards. Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students' academic progress.

Social Studies Standards

The lessons in this book are designed to address the Colorado Academic Standards for Social Studies. The standards listed on pages 31–33

describe the social studies content presented throughout the content-area readers, reader's theater script, project-based learning tasks, and primary source kit.

English Language Arts Standards

The lessons in this book were designed to address the Colorado Academic Standards for English Language Arts. Each lesson incorporates at least one reading standard and one writing standard. The standards listed on pages 33–34 describe the reading and writing objectives presented throughout the lessons.

English Language Development Standards

English language development standards are integrated within each lesson to enable English learners to work toward proficiency in English while learning social studies content—developing the skills and confidence in listening, speaking, reading, and writing.

Reading Levels

Teacher Created Materials takes great care to maintain the integrity of authentic nonfiction text while leveling it to make the text accessible for students. To preserve the authenticity of these nonfiction-reading experiences, it is crucial to maintain important academic and content vocabulary. To support leveled instruction, new and challenging terms are used repeatedly and defined in the text to promote understanding and retention. The following chart contains specific information on the reading levels of the books in this series. Please note that reading levels vary from program to program, and levels among the programs do not correlate exactly.

Book Title	Lexile® Level	*Guided Reading	DRA Equivalent	Early Intervention Equivalent
<i>Colorado's History</i>	690L	U	40	27
<i>Colorado's Geography</i>	590L	T	40	27
<i>Economics in Colorado</i>	610L	V	40	27
<i>Civics in Colorado</i>	580L	V	38	27

* These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

Scope and Sequence Information

A general scope and sequence is provided with the order in which teachers may want to teach the lessons for the content-area readers, reader's theater script, primary sources, and project-based learning tasks. (See page 30.)

Inquiry Activities

The inquiry-based primary source activities on pages 36–43 are included to assist teachers as they plan lessons. Primary sources are framed by questions that will help engage students in the material. They can be used before, during, or after units to further enrich the lessons. All images are also available in the Digital Resources.

Pacing Plan Information

The following example pacing plans show options for using the content-area reader chapter lesson, reader's theater script lesson, and primary source lesson over one-week periods. Teachers should customize these pacing suggestions according to their students' needs.

Content-Area Reader Example Pacing Plan*

Day 1	Day 2	Day 3	Day 4	Day 5
Chapter 1 Colorado Long Ago Primary Source Activity	Before Reading Activity	During Reading Activity	After Reading Activity	Primary Source Activity Revisit and Assessments

* See page 5 of each Teacher's Guide for a full pacing plan for each reader.

Reader's Theater Script Example Pacing Plan

Day 1	Day 2	Day 3	Day 4	Day 5
My Trip to the Rockies Reader's Theater Script Teacher Read-Aloud	Fluency Activity	Content Activity	Comprehension Activity	End-of-Lesson Activities

Primary Source Lesson Example Pacing Plan

Day 1	Day 2	Day 3	Day 4	Day 5
Denver in 1859 Primary Source Introducing the Primary Source	Annotating the Background Information	Analyzing the Primary Source Activities		Document-Based Assessment

Project-Based Learning—Grade 4

Within the grade 4 resource, there are four project-based learning activities to help students apply their learning from the units of study. The lesson plans and student reproducibles for these activities are provided within the digital resources.

***Colorado's History* PBL—Primary Source Illustrated Timeline**

Essential Question: How has Colorado changed over time?

Summary: Students will use primary sources to create timelines illustrating major events in Colorado history.

Digital Resources

- Primary Source Illustrated Timeline Lesson Plan (history_PBL.pdf)

***Colorado's Geography* PBL—Rocky Mountain Geography**

Essential Question: How does geography affect the history of a region?

Summary: Students will research states included in the Rocky Mountain range and create interactive geography books about the areas.

Digital Resources

- Rocky Mountain Geography Lesson Plan (geography_PBL.pdf)

***Economics in Colorado* PBL—Economics Yesterday and Today**

Essential Question: How can the study of economics help us understand our state?

Summary: Students create games with the purpose of teaching elementary students about economics.

Digital Resources

- Economics Yesterday and Today Lesson Plan (economics_PBL.pdf)

***Civics in Colorado* PBL—Debating the Issues**

Essential Question: How can discussions lead to better understandings of issues?

Summary: Students will decide on a current issue in the state to debate.

Digital Resources

Debating the Issues Lesson Plan (civics_PBL.pdf)

Colorado's History

Explore the rich and riveting history of Colorado. Once part of "The Wild West," Colorado has become a leader in agriculture, technology, and eco-friendly living. From its diverse beginnings to a future where the sky's the limit, see where Colorado has been and where it is going.

Reading Levels
Lexile®: 690L
Guided Reading: U

TCM Teacher Created Materials

124359



COLORADO'S HISTORY

RICE

Colorado's History



Dona Herweck Rice

TCM Teacher Created Materials

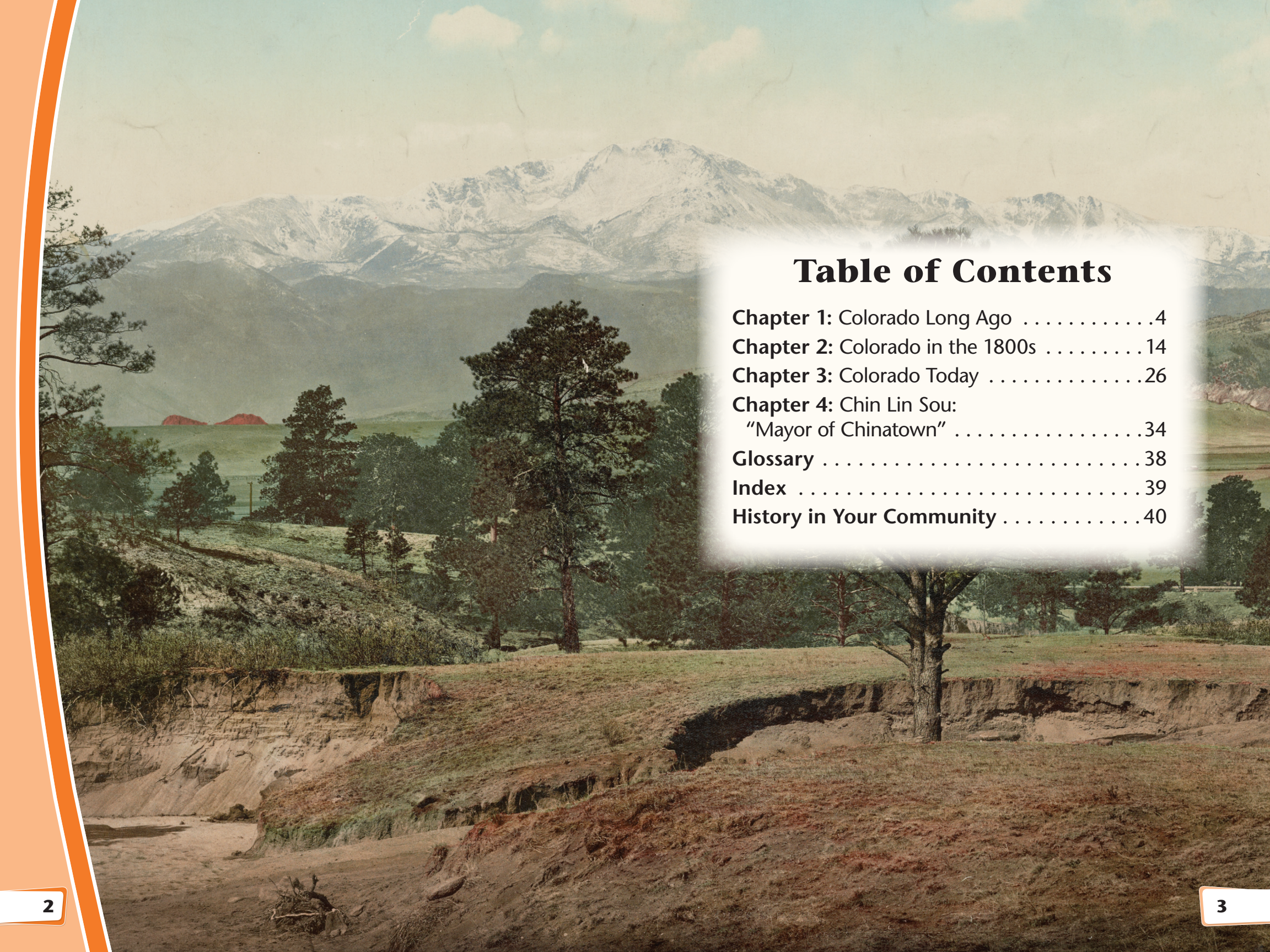
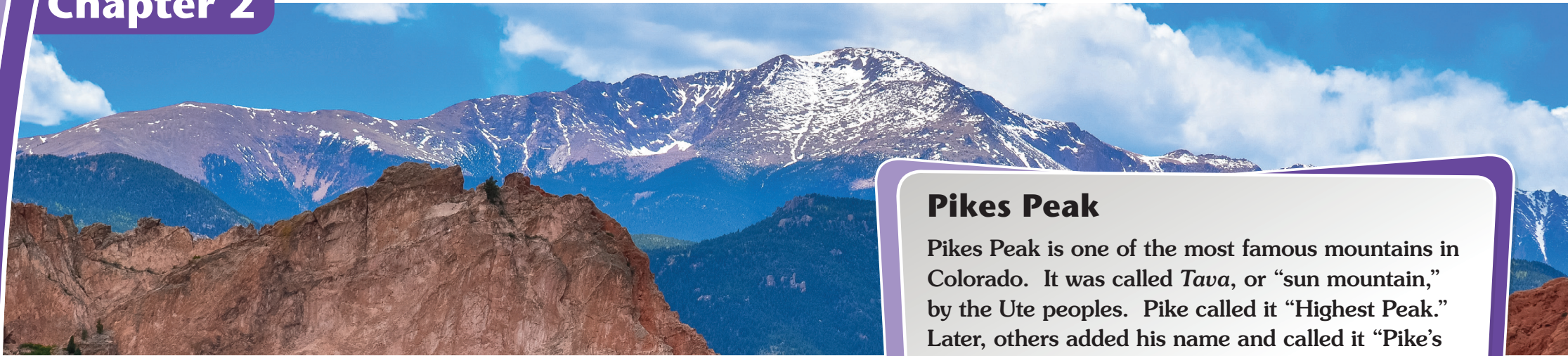


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Pikes Peak

Pikes Peak is one of the most famous mountains in Colorado. It was called *Tava*, or “sun mountain,” by the Ute peoples. Pike called it “Highest Peak.” Later, others added his name and called it “Pike’s Highest Peak.” Now, it is simply Pikes Peak.

Colorado in the 1800s

At the start of the new century, the United States was eager to expand. People felt crowded. They wanted land to farm and call their own. They needed resources to build the growing nation.

Thomas Jefferson was president. In 1803, he made a deal with France to buy a large section of land. This was called the Louisiana Purchase. The land reached north to Canada and west to the Rocky Mountains. It doubled the size of the nation.



But there was a problem. Spain claimed rule over some of this land. In 1806, the U.S. Army sent an exploration group into this area. The group was led by Zebulon Pike. They wanted details about the land. And they wanted to know about its resources. The Pike party learned a lot. But they were arrested by Spanish soldiers. The group was sent to Mexico and later released.



The next years were filled with struggles among the United States, Mexico, and Spain. Each wanted the same land. All the while, native peoples called the land their home.

Mexico won its freedom from Spain in 1821. It claimed some of Spain's **territories**. More and more trappers and traders moved to this area. They set up trading posts, mainly along rivers. The water made it easy to **transport** goods. Bent's Fort became a key outpost. It still stands. American Indians sometimes traded there.

But the United States still wanted to claim the land. It was eager to expand west. So, the United States and Mexico went to war. In the end, Mexico gave up some of its lands in the north. The treaty they made opened Colorado to settlers.



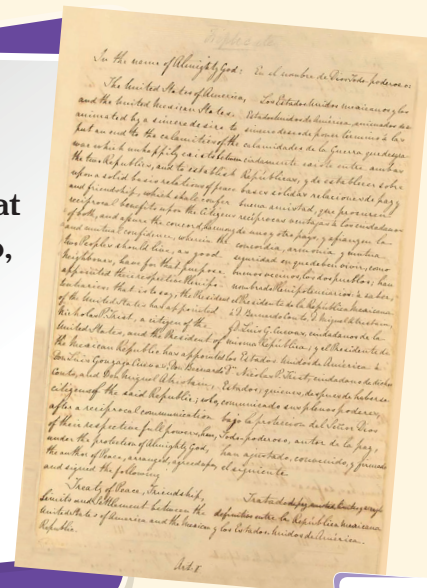
This map highlights the Spanish territories.



Bent's Fort

Treaties

The Treaty of Guadalupe-Hidalgo (right) was signed in 1848. Land that is now Arizona, California, Colorado, Nevada, New Mexico, Texas, and Utah became part of the United States. The people living there became U.S. citizens. In 1849, another treaty was signed with the Ute Nation. It opened Colorado to U.S. settlement.



Colorado Gold Rush

Expansion into Colorado took off in one big rush. A gold rush, to be exact. The Colorado gold rush was set in motion when a **wagon train** crossed the South Platte River at Clear Creek. Lewis Ralston dipped his gold pan into the water. He came up with about five dollars in gold.

The wagon train moved on. But eight years later, in 1858, Ralston returned with the William Green Russell party. Rumors of the gold they found quickly made their way east. In short order, about 100,000 people flooded to Colorado, searching for gold. The gold in the water soon ran out. So, miners took to the mountains. They searched for seams of gold and other minerals there. Some struck it rich. Most just labored. But **boom towns** sprouted up all over.

Barney Ford

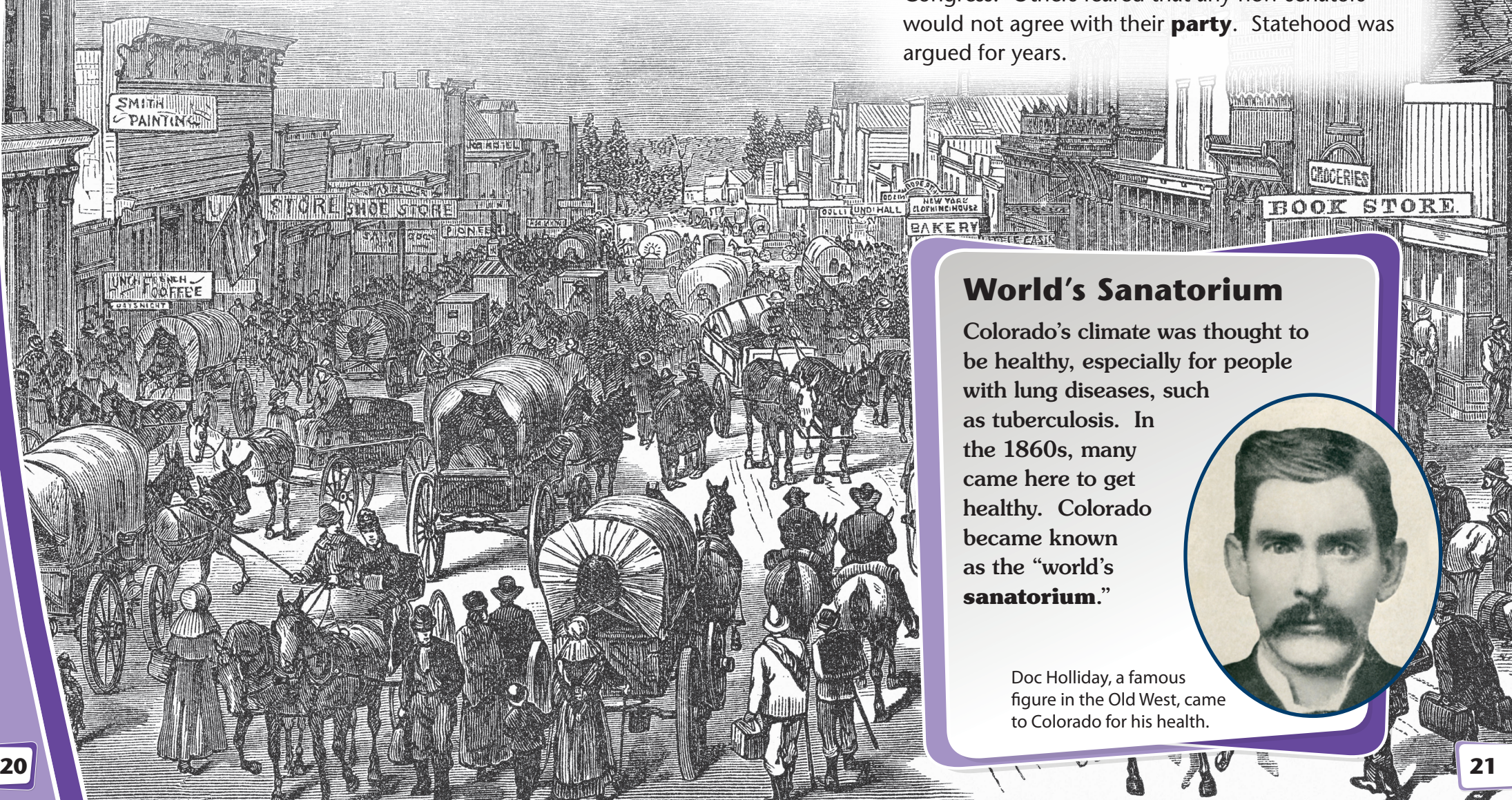
Barney Ford had been enslaved but came to Colorado seeking his fortune. Because he was Black, he was not allowed to mine. But he started several businesses, such as hotels and restaurants. He made a fortune and became one of the richest people in Colorado.



Centennial State

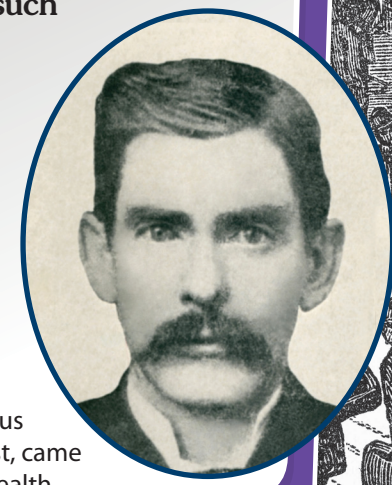
As the population grew, so did the belief that Colorado should become a state. In 1859, it became part of two U.S. territories. Two years later, it was redrawn as the Territory of Colorado. It belonged to the United States. Since it did, the country could use its resources. The Union did just that during the Civil War.

Attempts were made to make it a state. But there were blocks. Some people did not want to pay state taxes. Others thought miners would not be good citizens. Many people wanted to give Black people the right to vote. But some people did not want this. A group wanted the two senators allowed for a state to be added to the U.S. Congress. Others feared that any new senators would not agree with their **party**. Statehood was argued for years.



World's Sanatorium

Colorado's climate was thought to be healthy, especially for people with lung diseases, such as tuberculosis. In the 1860s, many came here to get healthy. Colorado became known as the "world's **sanatorium**."



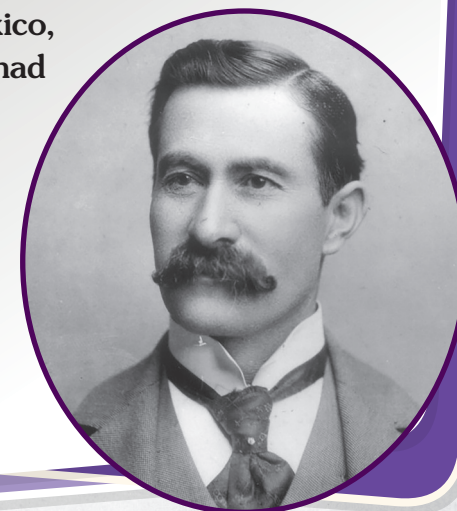
Doc Holliday, a famous figure in the Old West, came to Colorado for his health.

In the end, it came down to the railroads. Colorado did not have many. People there could not travel with ease by train. The people of Denver wanted to change this. They pooled their money to help build the Denver Pacific Railroad. It linked Denver with points north. Then, the Kansas Pacific Railroad was complete. It linked towns from Denver through Kansas.

The trains helped Denver become a major city in the West. This helped ensure statehood. On August 1, 1876, President Ulysses S. Grant signed the order. It made Colorado a state. This was just days after the country's 100-year birthday. They called it the **Centennial** State.

Casimiro Barela

Barela became a well-known lawmaker in Colorado. Born in Mexico, he helped Mexicans who had just become U.S. citizens keep their lands and be treated fairly. He also made sure that the state constitution was written in a few languages. In this way, many groups of people living in the state could read it.



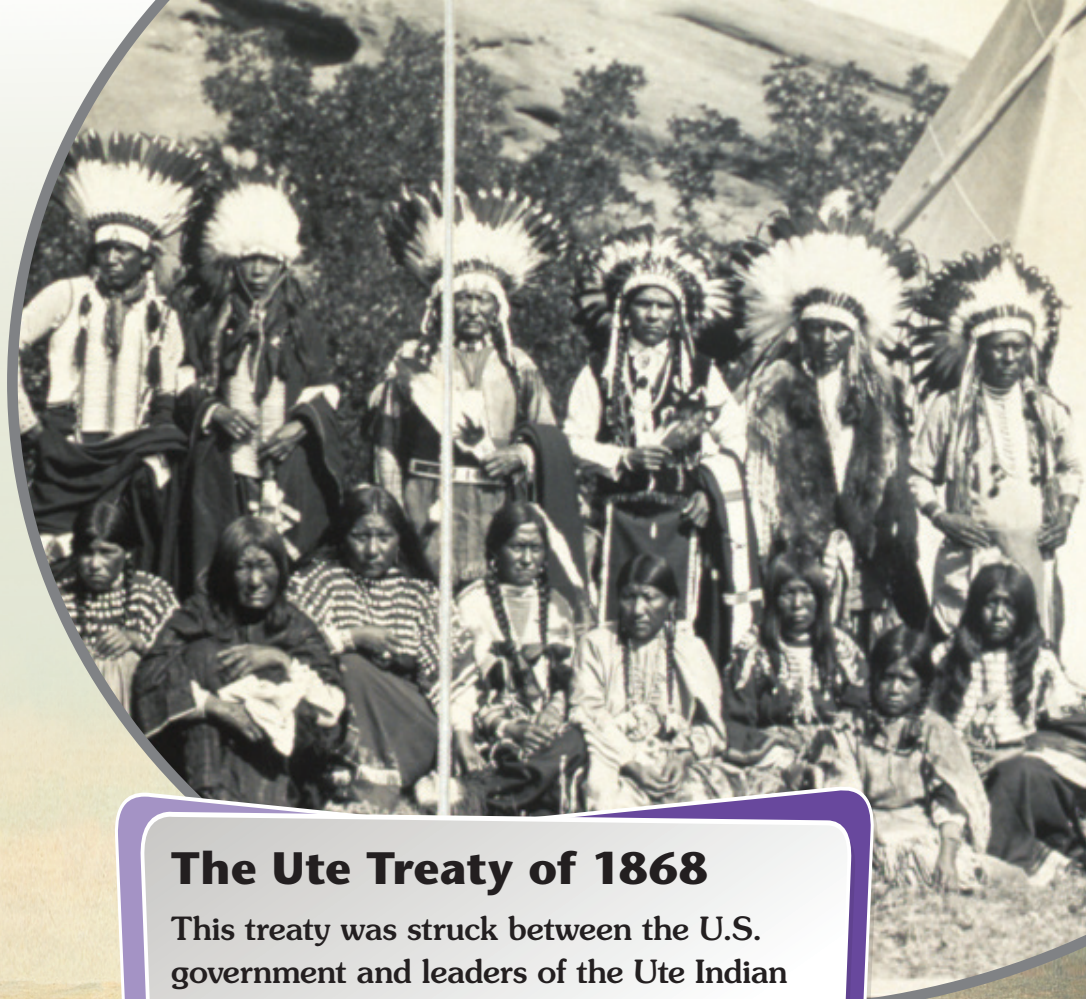
Railways were important in Denver, the capital city since 1867.

The Battle Goes On

But statehood did not bring peace. The state was home to many American Indians. They did not want to go just because settlers were taking the land. In 1864, U.S. soldiers killed 150 peaceful native people. The native people thought they were protected by the law. Instead, they were **massacred**. This event is known today as the Sand Creek Massacre.

A two-year war followed. It was fought mainly between settlers and native peoples. Four Indian nations joined forces. They tried to keep their lands and way of life. In the end, many were killed or cast out of the state.

Some fighting went on through the 1880s. It stopped at the end of the decade. By then, most Indian nations were overrun and forced to move. The Ute peoples remained in Colorado on a large reservation.



The Ute Treaty of 1868

This treaty was struck between the U.S. government and leaders of the Ute Indian Tribe. The Ute peoples agreed to give up their claim to the central Rockies. In exchange, they accepted a large reservation in the southwest region of the state.

Colorado's History

Teacher's Guide



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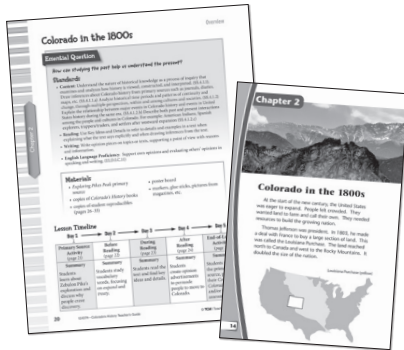
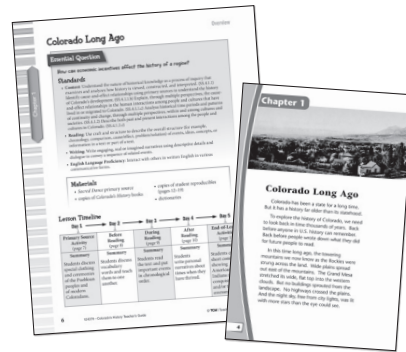
About This Book

The *Colorado's History Teacher's Guide* includes lesson plans for each chapter as well as a project-based learning activity.

Chapter Lessons

Chapter 1—“Colorado Long Ago”

This chapter covers the indigenous peoples and first European settlers in Colorado. Students will work to answer the essential question: *What can we learn from the early history of our state?*

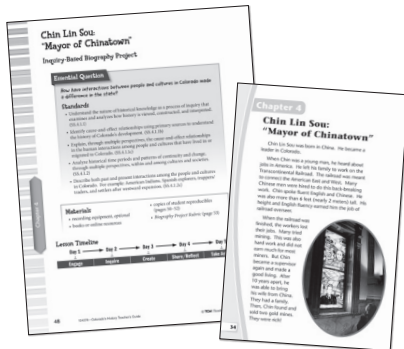
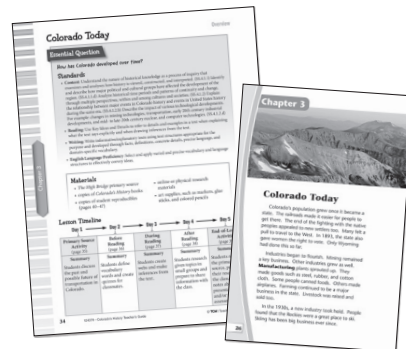


Chapter 2—“Colorado in the 1800s”

Students will read about struggles among different cultures in Colorado during the nineteenth century. This lesson addresses the essential question: *How can studying the past help us understand the present?*

Chapter 3—“Colorado Today”

In this chapter, students will learn more about the communities, industries, and people that make up the state. They will work toward answering the essential question: *How has Colorado developed over time?*



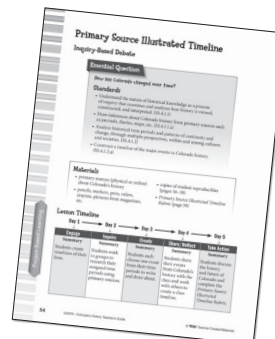
Chapter 4—“Chin Lin Sou: ‘Mayor of Chinatown’”

This chapter covers the life of successful merchant Chin Lin Sou and his accomplishments in Colorado. Students will create and record episodes for the “Cause-and-Effect in Colorado” podcast to answer the essential question: *How have interactions between people and cultures in Colorado made a difference in the state?*

Project-Based Learning

Primary Source Illustrated Timeline

Students will use primary sources to study different periods of Colorado history. They will then create timelines to answer the essential question: *How has Colorado changed over time?*



Pacing Plan

The following pacing plan is based on an allotment of 30 minutes per day for social studies. Teachers should customize this pacing plan according to students' needs.

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Chapter 1 Colorado Long Ago Primary Source Activity	Chapter 1 Before Reading Activity	Chapter 1 During Reading Activity	Chapter 1 After Reading Activity	Chapter 1 Primary Source Activity Revisit and Assessments
Week 2	Chapter 2 Colorado in the 1800s Primary Source Activity	Chapter 2 Before Reading Activity	Chapter 2 During Reading Activity	Chapter 2 After Reading Activity	Chapter 2 Primary Source Activity Revisit and Assessments
Week 3	Chapter 3 Colorado Today Primary Source Activity	Chapter 3 Before Reading Activity	Chapter 3 During Reading Activity	Chapter 3 After Reading Activity	Chapter 3 Primary Source Activity Revisit and Assessments
Week 4	Chapter 4 Chin Lin Sou Biography Project Engagement Activity	Chapter 4 Inquiry Activity	Chapter 4 Project Creation Activity	Chapter 4 Presentation Activity	Chapter 4 Reflection Activity
Week 5	Project-Based Learning Primary Source Illustrated Timeline Engagement Activity	Project-Based Learning Inquiry Activity	Project-Based Learning Timeline Creation Activity	Project-Based Learning Presentation Activity	Project-Based Learning Reflection Activity

Reading Levels for *Colorado's History*

Lexile®: 710L

*Guided Reading: P

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

Colorado in the 1800s

Essential Question

How can studying the past help us understand the present?

Standards

- **Content:** Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted. (SS.4.1.1) Draw inferences about Colorado history from primary sources such as journals, diaries, maps, etc. (SS.4.1.1.a) Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies. (SS.4.1.2) Explain the relationship between major events in Colorado history and events in United States history during the same era. (SS.4.1.2.b) Describe both past and present interactions among the people and cultures in Colorado. For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion. (SS.4.1.2.c)
- **Reading:** Use key ideas and details to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RWC.4.2.a.i)
- **Writing:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (RWC.6.1)
- **English Language Proficiency:** Support own opinions and evaluate others' opinions in speaking and writing.

Materials

- copies of *Colorado's History* books
- copies of student reproducibles (pages 26–33)
- poster board
- markers, glue sticks, pictures from magazines, etc.

Lesson Timeline

Day 1 → Day 2 → Day 3 → Day 4 → Day 5

Primary Source Activity (page 21)	Before Reading (page 22)	During Reading (page 23)	After Reading (page 24)	End-of-Lesson Activities (page 25)
<p>Summary</p> <p>Students learn about Zebulon Pike's exploration and discuss why people crave discovery.</p>	<p>Summary</p> <p>Students study vocabulary words, focusing on <i>expand</i> and <i>treaty</i>.</p>	<p>Summary</p> <p>Students read the text and find key ideas and details.</p>	<p>Summary</p> <p>Students create opinion advertisements to persuade people to move to Colorado.</p>	<p>Summary</p> <p>Students revisit the primary source, present their <i>Come to Colorado</i> ads, and/or take the assessments.</p>

Colorado in the 1800s (cont.)

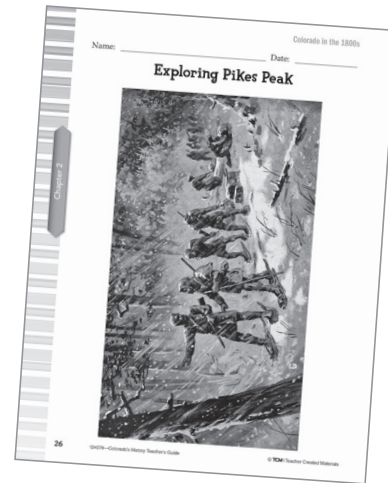
Primary Source Activity

Historical Background

Pikes Peak isn't the tallest mountain in the Rockies, but it is one of the most famous. It stands 14,115 feet (4,302 meters) tall. The Ute called it *Tava*, meaning "sun." European settlers named it Pikes Peak after Zebulon Pike, a man who led an exploration group in Colorado. Today, Pikes Peak is a National Historic Landmark. People can drive, bike, or hike on the mountain.

About the Primary Source

This image shows a drawing of Zebulon Pike and his team of explorers in 1806. They traveled across Kansas and Colorado to learn more about the land bought in the Louisiana Purchase. Pike and his group attempted to climb the mountain that would later be named after him. They were not prepared with the right food and clothing and didn't realize how tall it was, so they did not make it to the top. Pike became famous after his explorations, and people eventually named the mountain Pikes Peak.



Procedure

1. Distribute the primary source *Exploring Pikes Peak* (page 26) to students.
2. Ask students to carefully observe the primary source. Use the following questions to guide a discussion:
 - What is happening in the image?
 - What challenges are these people facing?
 - When do you think these people lived? Why?
3. Share the historical background and primary source information with students.
4. Facilitate a discussion with students to compare and contrast a modern-day exploration with the one Pike and his team went on in 1806. Be sure students include clothing, tools, gear, and technology in their discussion.
5. Ask students why people want to explore. Discuss how throughout history, people have discovered new places in different lands, in the seas, and even in outer space. Let students share their ideas and opinions about the advantages and disadvantages of seeking new adventures.

Colorado in the 1800s (cont.)

English Language Proficiency Support

Use these strategies throughout the lesson.

Level 1

Have students orally share their thoughts and ideas with partners before writing them.

Level 2

Provide students with examples of opinion paragraphs with clear opinion statements and strong supporting details.

Level 3

Have students create simple outlines to organize their thoughts before beginning their writing.

Vocabulary

- boom towns
- centennial
- ★ expand
- territories
- ★ treaty

Before Reading Procedure

1. Write the word *expand* on the board or chart paper, and share its meaning with students (to increase in size or amount). Facilitate a discussion with students by asking the following questions:
 - Why would people want to expand their businesses?
 - What could they do to expand their businesses?
 - What types of classes do you want to take that aren't offered right now?
 - What other things might people want to expand?
2. Bring the conversation to expansion of the United States. Ask students why the U.S. government as the 1800s began wanted to expand the land they owned and how they could possibly do it. Use a map to point out there was only one direction in which to expand—west.
3. Write the word *treaty* on the board or chart paper, and share its meaning with students (an official agreement made between two countries or groups). Ask students what groups might create treaties and what the treaties might be about.
4. Challenge students to think of examples from their own lives where a treaty might have helped—perhaps a situation with a sibling or classmate. Let students share their ideas about personal treaties.
5. Write the remaining three vocabulary words on the board or chart paper, and discuss their meanings with students.

Colorado in the 1800s (cont.)

During Reading Procedure

1. Distribute copies of *Colorado's History* to students. Give them a few minutes to preview Chapter 2. Tell students this chapter of the book will focus on events happening in Colorado in the 1800s. Briefly mention a few events to help students orient themselves to the 1800s. For example, tell them it is after the Revolutionary War (ended in 1783), that the Louisiana Purchase was in 1803, the gold rush in California was in 1849, and the Civil War began in 1861.
2. For the first reading, have students read with partners. Review key ideas and details. Distribute *That's the Key* (page 27) to students. Have student pairs discuss the key ideas and supporting details and complete the sections on their sheets.
 - Provide **below-level support** by reminding students to look at subheading titles for main idea clues.
3. Write the word *homonym* so students can see it, and talk about its meaning with students (a word with more than one meaning). Brainstorm a few examples together as a class (bark—on a tree or the sound a dog makes; bank—a place to keep money or where a river meets the land). Tell students as they read the chapter a second time, they should look for homonyms.
4. For the second reading, have students read the text independently. Distribute *Double Trouble* (page 28) to students. Give them time to complete their work, and have them share their answers when they are finished.
 - Have **English language learners** use context clues as they determine word meanings, and encourage them to look up words in dictionaries if necessary.
 - Give **above-level support** by challenging students to think of unique or unusual homonyms.

Colorado in the 1800s

Name: _____ Date: _____

That's the Key

Directions: Write the key idea of each subsection in the chapter and share two supporting details.

1. Colorado in the 1800s
Main idea: _____
Supporting details: _____
2. Colorado Gold Rush
Main idea: _____
Supporting details: _____
3. Centennial State
Main idea: _____
Supporting details: _____
4. The Battle Goes On
Main idea: _____
Supporting details: _____

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Colorado in the 1800s

Name: _____ Date: _____

Double Trouble

Directions: Read the sentences from the text. Each word in bold is a homonym. Write the definition of the word as it is used in the sentence. Then, write another definition of each word.

Sentence in Text	Definition in Sentence	Alternate Definition
1. At the dawn of the new century, the United States was eager to expand.		
2. Bent's Fort became a key outpost.		
3. In short order, about 100,000 people flooded to Colorado, searching for gold.		
4. Others feared that these miners would not agree with their party.		
5. In the end, many were killed or cast out of the state.		
6. The Ute people remained in Colorado on a large reservation.		

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Talk About It!

Colorado went through several changes during the 1800s. Talk with students about how they react to change in their lives. Discuss times during which students have had to adapt to new situations.

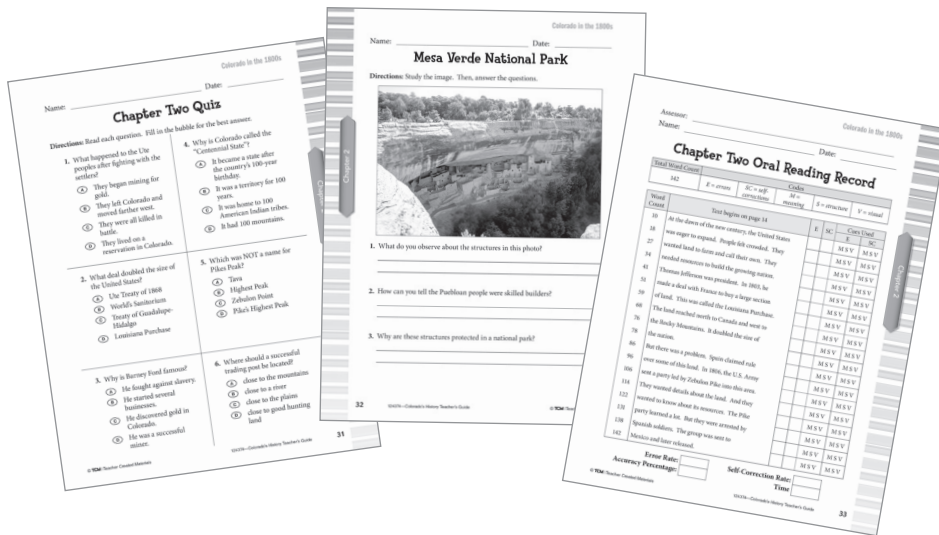
Colorado in the 1800s *(cont.)*

Primary Source Activity Revisit

1. Revisit the primary source from earlier in the lesson. Have students explain what they understand about the primary source image that they did not consider before.
2. Give students poster boards and art materials to create larger versions of their posters to go along with their opinion paragraphs from *Come to Colorado*. Have them draw pictures or graphic organizers that help to strengthen their arguments. Allow students time to finish their advertisements.
3. Let students informally share their paragraphs and visual aids with the class.

Assessment

1. A short post-assessment, *Chapter Two Quiz*, is provided on page 31 to assess student learning from the book.
2. A document-based assessment is provided on page 32. This can be used to assess students' abilities to analyze a primary source, or it can be used as another opportunity for analysis instruction.
3. An oral reading record is provided on page 33 to measure student progress with fluency and prosody. The oral reading record is designed in a standard format. To use the record, refer to the marking conventions at the top of the chart, which include standard coding symbols.



Name: _____ Date: _____

Exploring Pikes Peak



Name: _____ Date: _____

That's the Key

Directions: Write the key idea of each subsection in the chapter, and share two supporting details.

1. Colorado in the 1800s

Key idea: _____

Supporting details:

- _____
- _____

2. Colorado Gold Rush

Key idea: _____

Supporting details:

- _____
- _____

3. Centennial State

Key idea: _____

Supporting details:

- _____
- _____

4. The Battle Goes On

Key idea: _____

Supporting details:

- _____
- _____

Name: _____ Date: _____

Double Trouble

Directions: Read the sentences from the text. Each word in bold is a homonym. Write the definition of the word as it is used in the sentence. Then, write another definition of each word.

Sentence in Text	Definition in Sentence	Alternate Definition
1. At the start of the new century, the United States was eager to expand.		
2. Bent's Fort became a key outpost.		
3. In short order, about 100,000 people flooded to Colorado, searching for gold.		
4. Others feared that any new senators would not agree with their party .		
5. In the end, many were killed or cast out of the state.		
6. The Ute peoples remained in Colorado on a large reservation .		

Name: _____ Date: _____

Boom Towns

Directions: Read the text. Then, answer the questions.

A boom town is a town that grows very quickly. There were many boom towns in the western part of the United States in the 1800s. People moved west to explore. Some people found gold. When the news reached the East Coast, they rushed out West. Everyone wanted to strike gold!

At first, boom towns were little more than camps. But they grew quickly with some businesses and permanent homes. Boom towns mostly had men—sometimes there would be only one woman for every nine men. If gold or other minerals were found, the town would continue to grow. Denver and San Francisco are examples of boom towns that became real cities. Empty boom towns became ghost towns.

1. What is a boom town?

2. How did boom towns in the 1800s begin?

3. Why do you think there were more men than women in boom towns?

4. Are there any places that could be seen as boom towns today?

Name: _____ Date: _____

Chapter Two Quiz

Directions: Read each question. Fill in the bubble for the best answer.

- | | |
|--|--|
| <p>1. What happened to the Ute peoples after fighting with the settlers?</p> <p>(A) They began mining for gold.</p> <p>(B) They left Colorado and moved farther west.</p> <p>(C) They were all killed in battle.</p> <p>(D) They lived on a reservation in Colorado.</p> | <p>4. Why is Colorado called the “Centennial State”?</p> <p>(A) It became a state shortly after the country’s 100-year birthday.</p> <p>(B) It was a territory for 100 years.</p> <p>(C) It was home to 100 American Indian tribes.</p> <p>(D) It had 100 mountains.</p> |
| <p>2. What deal doubled the size of the United States?</p> <p>(A) Ute Treaty of 1868</p> <p>(B) World’s Sanitorium</p> <p>(C) Treaty of Guadalupe-Hidalgo</p> <p>(D) Louisiana Purchase</p> | <p>5. Which was NOT a name for Pikes Peak?</p> <p>(A) Tava</p> <p>(B) Highest Peak</p> <p>(C) Zebulon Point</p> <p>(D) Pike’s Highest Peak</p> |
| <p>3. Why is Barney Ford famous?</p> <p>(A) He fought against slavery.</p> <p>(B) He started several businesses.</p> <p>(C) He discovered gold in Colorado.</p> <p>(D) He was a successful miner.</p> | <p>6. Where should a successful trading post be located?</p> <p>(A) close to the mountains</p> <p>(B) close to a river</p> <p>(C) close to the plains</p> <p>(D) close to good hunting land</p> |

Name: _____ Date: _____

Mesa Verde National Park

Directions: Study the image. Then, answer the questions.



1. What do you observe about the structures in this photo?

2. How can you tell the Puebloan peoples were skilled builders?

3. Why are these structures protected in a national park?



Remembering Colorado Internment

About the Photographs

People in Colorado can influence how issues affecting the state are viewed. This picture shows an example of this relationship. This is a photograph of Bob Fuchigami, a former sailor in the U.S navy, educator, and survivor of the Japanese internment camps in Colorado. Fuchigami has been an advocate for Japanese Americans and honoring remembering their unjust internment during World War II. He has worked to make the Granada Relocation Center a U.S. National Park. He wants its legacy to be remembered and the people interned there to be honored. He hopes that in preserving Granada, such unjust internment will never happen again in the United States.



Analyzing History

- What is the biggest contribution Bob Fuchigami made to Colorado?
- Do citizens have a responsibility to help their community?
- Why is it important to learn about and remember the internment of Japanese Americans?
- Why is it important to speak up when you think something is wrong?



Historical Writing

Fiction

Write a letter to the U.S president as if you were Bob Fuchigami. Explain why it is important to preserve the Granada Relocation Center and honor the Japanese Americans interned there.

Nonfiction

Create a presentation about someone else who spoke up for Japanese Americans, such as Fred Korematsu, Gordon Hirabayashi, or Mitsuye Endo. What did they do to help?



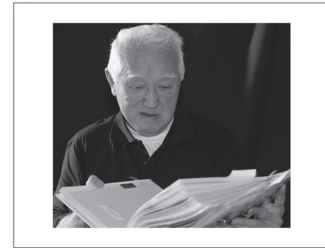
Writing Challenge

Research the Civil Liberties Act of 1988. What did it do for Japanese-Americans? Could it have done more? What impact did it have?

Justice for Japanese Americans

Learning Outcomes

- Students will explain the relationship between major events in Colorado and United States history and will show how a single individual can influence the way those events are viewed and resolved.
- Students will be able to express an understanding of how civic participation affects policy by applying the rights and responsibilities of an individual citizen.



Materials

- copies of *Remembering Colorado Internment* primary source card (internment.pdf)
- copies of *Righting the Wrongs of History* (page 53)
- copies of the *A Day of Remembrance* document-based assessment (page 54)



Essential Question

- How can one person make a difference?

Guiding Questions

- What type of work might Bob Fuchigami do?
- What types of papers might be contained in the folder he's looking at?
- What characteristics best describe Fuchigami?
- How did Fuchigami make a difference for Japanese Americans?

Introducing the Primary Source

1. Have students work in pairs to create lists of changemakers. Tell students that a changemaker is a person who works to bring positive change to the world around them. Encourage students to name well-known historical figures as well as individuals in their own lives. Then, have each pair create an idea web with one leader's name in the middle and adjectives to describe that person around the outside. Discuss as a large group the common qualities of changemakers. Explain that students will learn about a changemaker from Colorado.
2. Share the photograph from the primary source card. Discuss the first two guiding questions, and give students a few minutes to list at least five other observations or questions they have about the person in the photograph.
3. Introduce the essential question, and discuss students' observations to introduce Bob Fuchigami. Encourage students to ask additional questions to facilitate further inquiry.

Justice for Japanese Americans *(cont.)*

Analyzing the Primary Source

1. Have small groups of students read the background information, *Working to Right the Wrongs of History*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, they should annotate the text by underlining facts about Japanese internment camps and circling or highlighting facts about Bob Fuchigami.
2. After students have read the background information, discuss the essential question and the last two guiding questions with students.
3. Provide time for students to complete at least two of the activities from the back of the primary source card.
4. Talk about key historic sites in Colorado. Focus on local sites or those that are not yet part of the National Park Service. Have each student select one of those places to research. Each student should make a poster highlighting their selected site and include a slogan about what makes it important. Explain that the posters could be used as part of a campaign to preserve the sites through the National Park Service, just as Amache has been made a National Historic Site. Encourage students to be as creative as they can. Have students share their completed posters.

Document-Based Assessment

- Distribute copies of *A Day of Remembrance*. A digital copy of the primary source is provided in the Digital Resources ([remembrance.jpg](#)).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.



Key Words

These key content words are included in both levels of the background information. Review with students as necessary.

- **ancestry**—a person's family or ethnic origins
- **barracks**—a building or group of buildings where soldiers live
- **internment**—the act of holding someone captive, especially during a war
- **raided**—attacked by force and with surprise



Working to Right the Wrongs of History

Japanese fighter pilots dropped bombs on Pearl Harbor on December 7, 1941. When the bombing ended, 2,467 people had died.

The U.S. government treated American citizens with Japanese **ancestry** badly after that. The government put them in **internment** camps. The government locked them up like prisoners. The U.S. government sent about 120,000 people to the camps. Most of them had less than a week to get ready. They could only take what they could carry. FBI agents **raided** their homes after they left. They stole a lot of their things.

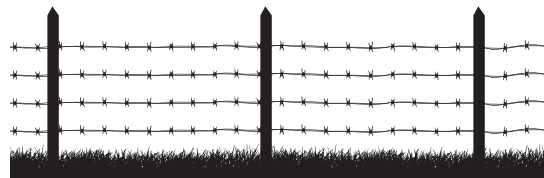
Anyone who was at least one-sixteenth Japanese had to go to the internment camps. That meant that if one of your great-great grandparents was from Japan, you were a prisoner. It did not matter if you were very young. About 17,000 children under the age of 10 were taken. It did not matter if you were very old. Thousands of elderly people had to go as well. People were held for at least three years. More than 1,800 people died in the camps.

One of the people sent to the camps was Robert “Bob” Fuchigami. He was just 11 years old at the time. Fuchigami says he was a typical child. He went to school, played marbles, and rode his bike. At first, he did not understand what was happening. He thought the trip would be like a family vacation. But Fuchigami and his family were prisoners. They lost everything they had. This included their

farm. The U.S. government took it from them. They had done nothing wrong. And there was nothing they could do to stop it.

Fuchigami and his family were sent to Amache, the Granada Relocation Center. It was built on land that had once belonged to the Cheyenne peoples. The government placed army-style **barracks** there. Families had single lightbulbs in their rooms. Their beds were cots with thin mattresses. They shared bathrooms that had no doors. Many people were made to work in the fields. No one could leave, unless they wanted to become a soldier and fight in the war. Armed guards watched them around the clock.

Fuchigami and his family were released in 1945. He became a sailor in the U.S. Navy. He also became a teacher. But perhaps the most meaningful work to him were his efforts to have Amache become part of the National Park Service. In this way, the camp would be preserved. It would show people what had happened there. By doing this, he hoped such a thing would never happen again. In the end, Fuchigami was successful. President Joe Biden signed legislation in 2022 making the site a National Park.





Name: _____ Date: _____

A Day of Remembrance

Directions: Study the photograph. Then, answer the questions.



Bob Fuchigami and Secretary of the Interior Deb Haaland at a day of remembrance for Japanese internment

1. Based on the photograph, how would you describe the relationship between Bob Fuchigami and Deb Haaland?

2. What is the purpose of a day of remembrance for Japanese internment?

3. Where might this event be taking place?
