

SAMPLE LESSON

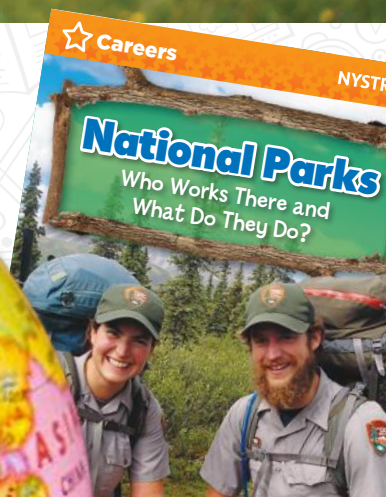
Grade 4 Encounter

Colorado

NYSTROM

4

Young Citizens



Compelling Question

How Did Colorado Develop over Time?

▶ In this chapter, students will examine how different factors have impacted the state in the past.

Time Frame: 6 Weeks

- 1 Students will categorize Colorado into different geographic regions.
- 2 Students will explore the history and influence of Indigenous Peoples.
- 3 Students will examine the circumstances behind the exploration, settlement, and statehood of Colorado.
- 4 Students will describe how people have exercised their rights throughout history.
- 5 Students will analyze the impact that African Americans and immigrants had in Colorado.
- 6 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

The Ute Indians in Colorado

This Leveled Student Reader works well with lesson 2. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

The Dust Bowl

This Group Activity Card works well with lesson 5. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People from Colorado's History

The following activity works well with lessons 2, 3, or 4.

1. Have students read pp. 68–69 of the Student Book (People from Colorado's History).
2. Distribute **Activity Sheet 2a** to students. Instruct students to choose one of the people featured on the pages of the Biography Gallery. Explain that they must add details to the image to show what the person might have been thinking about.
3. Be sure students write the name of the person they chose on the back of the activity sheet.
4. Hang or post the heads around the classroom. Ask students to circulate and put a sticky note on each sheet with the name of the individual they think it is based on.
5. Review the activity by revealing the names of the people written on the back of each sheet. Have students give a brief presentation explaining their work.



Lesson 3

How Did Colorado Become a State?

Online Activities

- Vocabulary
- Sequencing

Literacy Links

- *In the Heart of the Rockies: An Adventure on the Colorado River*, by G. A. Henty
- *Strange but True Colorado: Weird Tales of the Wild West*, by John Hafnor
- *Pathway to Statehood: The Territory of Colorado Joins the Union*, by Susan Meyer

Activity

Interview with History



Civics



History



Speaking &
Listening



Vocabulary

amend
census
Congress
constitution
delegate
hub
secede
suffrage
transcontinental railroad

Materials

- Student Book
- Activity Sheet 2b
- Think Book
- scissors

Objectives

Students will be able to:

- Sequence historical events.
- Describe the settlement of Colorado.
- Explain why John Evans was an important figure in Colorado's history.

Getting Started

1. Tell students that they will practice their interviewing skills during today's lesson.
2. Have students think about questions they would ask their classmates to learn more about their lives. Instruct students to write at least three questions in their **Think Books**. 
3. Pair students. Tell them to practice interviewing each other. Have them write down the answers to the questions they asked. 
4. Call on students to tell one detail about their partners that they learned during the interview.
5. Explain to students that they will conduct an interview with an important historical person today.

Reading

Student Book pp. 58–63: Colorado Territory; Competition for Colorado’s Capital and Railroads; The Road to Statehood

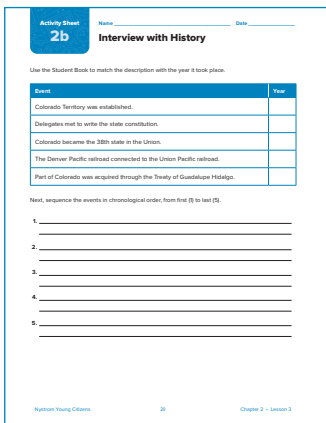
As students read, have them write answers to the following in their 

Think Books:

- How did the area now known as Colorado become part of the United States?
 - ≈ The eastern part was acquired as part of the Louisiana Purchase in 1803. The western part became part of the United States through the Treaty of Guadalupe Hidalgo in 1848.
- What does *secede* mean and what effect did it have on Colorado ?
 - ≈ secede means leave the United States
 - ≈ After southern states seceded, the path was clear to admit Colorado as a “free” territory
- Which two groups were competing over where the territory’s capital would be? What else were they competing over?
 - ≈ The Golden Gang wanted the capital in Golden; the Denver Ring wanted it in Denver.
 - ≈ Each group wanted to be the first to build a railroad hub in its region.

Teaching

1. Direct students to p. 63 of the Student Book (Skill: Sequencing). Call on students to read aloud the text and skill box.
 - a. Have students answer the three questions in their **Think Books**. 
 - b. Call on students to read their answers as a way to review the skill.
2. Pair students and distribute **Activity Sheet 2b**. 
 - a. Instruct pairs to complete the sequencing skill on the activity sheet.
 - b. Call on student pairs to read aloud their answers to the activity sheet.



Activity Sheet 2b Interview with History

Use the Student Book to match the description with the year it took place.

Event	Year
Colorado Territory was established.	
Delegates met to write the state constitution.	
Colorado became the 38th state in the Union.	
The Denver Pacific railroad connected to the Union Pacific railroad.	
Part of Colorado was acquired through the Treaty of Guadalupe Hidalgo.	

Next, sequence the events in chronological order from first (1) to last (5).

1. _____
2. _____
3. _____
4. _____
5. _____

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Activity Sheet 2b

3. Remind student pairs of the interviewing skills they practiced during the Getting Started activity.
 - a. Have student pairs reread pp. 59–61 of the Student Book.
 - b. Instruct pairs to write at least five details about John Evans and the Denver Pacific Railroad in their **Think Books**. 
 - c. Then tell students that they will act out a pretend interview with John Evans. Explain that one partner will play the role of a journalist and the other will play Evans.
 - d. Have pairs turn the five details they wrote into questions and answers. Have them write the interview script in their **Think Books**. 
 - e. Have students rehearse their scripts.
 - f. Allow pairs to present their interviews in front of the class.
4. **Summarizing and Assessing:** Have students use **Activity Sheet 2b** and their knowledge of history to decide if each of the statements below is true or false. Explain that one side of the room is for true answers and one side is for false answers. Instruct students to move to the side of the room that they feel represents the best response to each statement.
 - The state of Colorado was established in 1861. (false; that is when Colorado Territory was established)
 - Golden's Colorado Railroad was the first to make it Cheyenne. (false; the Denver Pacific Railroad was first)
 - The Denver and Rio Grande narrow gauge railroad connected Denver with areas to the south, east, and west. (true)
 - Colorado's constitution granted suffrage rights to all adults. (false; only men age 21 and older had the right to vote—that did not include Indigenous men)
 - Colorado's constitution guarantees Coloradans "first rights" to water. (true)

Modifications for Differentiation

Above Have these students provide additional questions and answers to the John Evans interview. Optionally, students might also add another historical figure to the interview.

Below Provide support for students while they complete **Activity Sheet 2b** by preparing the events and years ahead of time on slips of paper. Then ask students to match them. Pair students with stronger writers during the interview activity.

ELL If students feel less comfortable speaking in front of the class for the interview activity, consider forming groups of three students instead of two. Instruct the third student to take a nonspeaking role, such as director. These students can organize the interview, hold cue cards, and even design costumes or sets.

Extending

History Ask students to write a diary entry from the perspective of someone (other than Evans) living in Colorado during this time. Have them write about what life would have been like and some of the differences between that time and today.



Lesson 3 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1803 as the beginning year and 1876 as the ending year. You may wish to show students the time lines on pp. 216–219 of the Student Book so that students can see how time lines are structured.

1. Tell the groups to use the Student Book and find three important events from the lesson. Have them put the three events on the time line in the correct chronological order.
2. Have each group present its time line to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Have students imagine that the state of Colorado has decided to rename a highway in the state in honor of someone from the settlement period. Instruct students to write a letter to the committee in charge of the decision. Explain that students must suggest an appropriate person from history and describe why they chose that person.

Interview with History

Use the Student Book to match the description with the year it took place.

Event	Year
Colorado Territory was established.	
Delegates met to write the state constitution.	
Colorado became the 38th state in the Union.	
The Denver Pacific railroad connected to the Union Pacific railroad.	
Part of Colorado was acquired through the Treaty of Guadalupe Hidalgo.	

Next, sequence the events in chronological order, from first (1) to last (5).

1. _____

2. _____

3. _____

4. _____

5. _____

LESSON 3

How Did Colorado Become a State?

Vocabulary

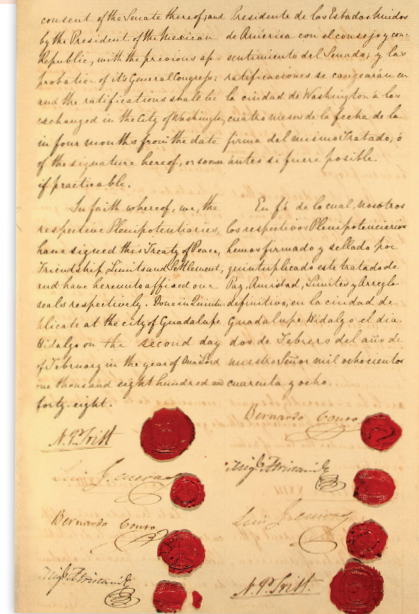
Congress
secede
hub
transcontinental railroad
census
constitution
delegate
suffrage
amend

Colorado Territory

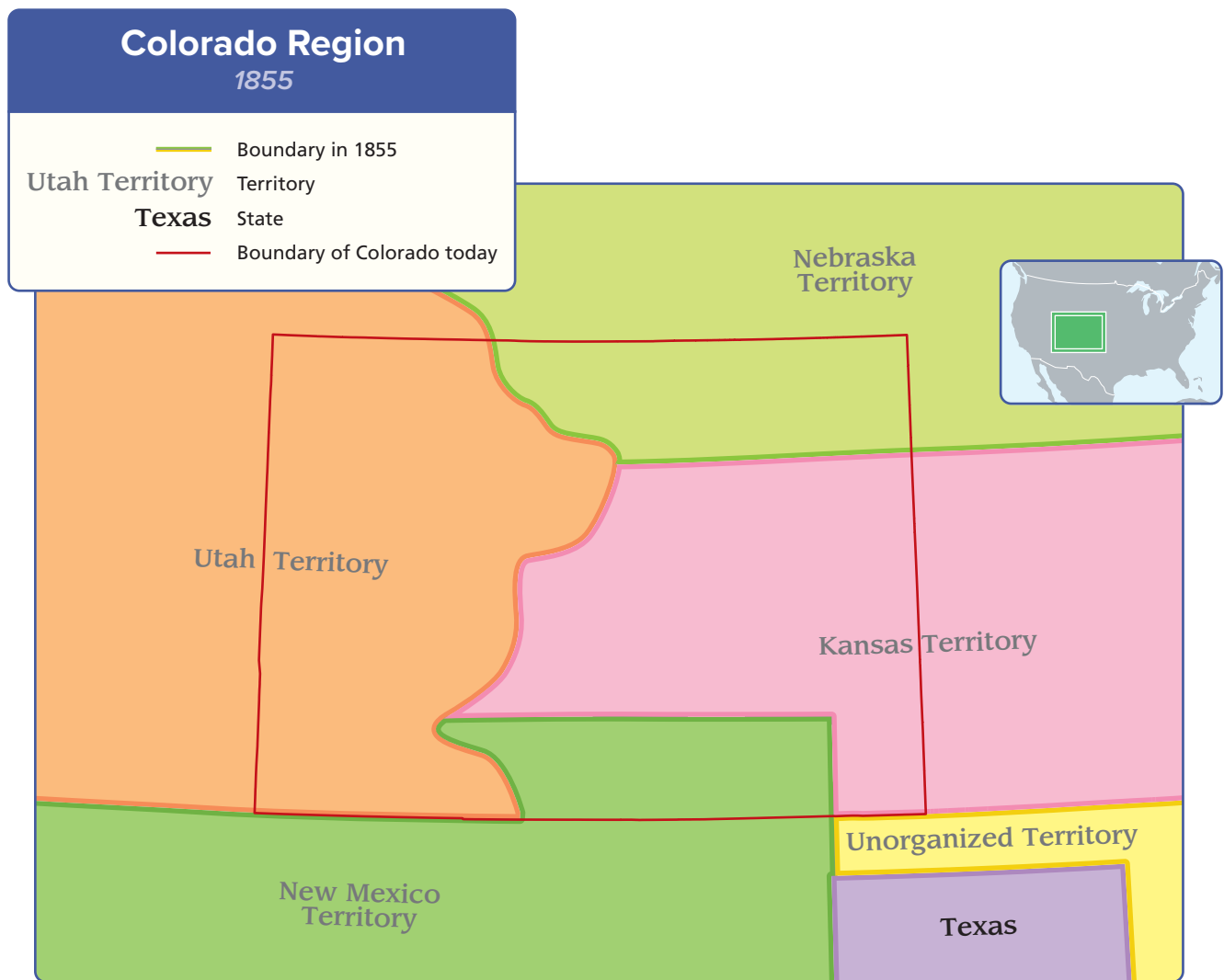
The area we now call Colorado was acquired by the United States at two different times.

In 1803, the Louisiana Purchase included the eastern part of Colorado up to the Continental Divide in the Rocky Mountains. The western part of Colorado was still Mexican territory. Then, in 1848, at the end of the Mexican–American War, the Treaty of Guadalupe Hidalgo made this part of the state (and areas west to California) U.S. territory. Mexican settlers began to arrive in the 1840s and 1850s. Today, the influence of these early settlements is reflected in Colorado’s rich Hispanic culture.

The Treaty of Guadalupe Hidalgo



Our Lady of Guadalupe Church in Conejos was built in 1863. It is the oldest church in Colorado.



By 1859, present-day Colorado was divided among the Nebraska, Kansas, Utah, and New Mexico territories. Many wanted Colorado to become its own territory because of the rapid increase in population during the Colorado Gold Rush. But the U.S. Congress could not agree on whether to allow slavery in the new territory.

Congress is the lawmaking body of the U.S. government.

Then Abraham Lincoln, an anti-slavery candidate, was elected president in 1860. Southern states **seceded** from, or left, the United States and tried to form a separate country, the Confederate States of America. That was the beginning of the Civil War (1861–1865).

During the war, on February 28, 1861, the U.S. Congress voted to establish the Colorado Territory. Slavery was not allowed. The boundaries of the Colorado Territory were the same that exist for Colorado today. John Evans was named the territory's first governor.



▶ The Colorado Central Railroad in 1910

Competition for Colorado's Capital and Railroads

Soon after Colorado became a U.S. territory, a rivalry developed. The “Golden Gang,” led by A.H. Loveland, wanted Golden to become Colorado’s capital. The “Denver Ring,” led by Governor John Evans, wanted Denver to be the capital. They were also competing to see who could be first to build a railroad **hub**—a place where railroad lines come together. Railroads were the best way to transport gold, coal, agricultural products, and supplies to and from Colorado.

The leaders in Golden and Denver both wanted to connect their railroads to the Union Pacific **transcontinental railroad** in Cheyenne, Wyoming. The rail line from Golden was to be called



Transportation in Colorado

1879

- Railroad
- Stagecoach route

▶ This map shows the transportation options in Colorado in 1879.

the Colorado Central Railroad. The one from Denver was called the Denver Pacific Railway, and it was the first one to make it to Cheyenne. It connected with the Union Pacific in June 1870. And, of course, the Denver Ring won the state capital as well.

Golden's Colorado Central Railroad never made it to Cheyenne. But it did build the first track that connected to Colorado's high-elevation gold mines. The narrow-gauge track was only three feet wide, and it allowed the trains to travel on the steep terrain and dangerous curves of the mountains and canyons. The Colorado Central narrow-gauge track connected Golden to Black Hawk in 1872.

Railroad construction boomed in other parts of Colorado, too. The Denver and Rio Grande narrow-gauge railroad connected Denver with areas to the south, east, and west. It reached Pueblo and Florence by 1872. Smaller lines connected the railroad's main line to many mining camps in the west and farming communities in eastern Colorado.

Largely because of the expansion of the railroads, Colorado's population continued to grow. It was easier for people to move to Colorado and start farms and businesses there. Shipment of mining and farm products became faster and easier.



▶ This photo of a Denver and Rio Grande caboose was taken in 1953.

▶ Construction of the Denver and Rio Grande railroad led to the founding of Colorado Springs.



The Road to Statehood

Starting in 1864, bills for Colorado statehood were repeatedly passed by Colorado voters and the U.S. Congress. But during his time in office, President Andrew Johnson rejected the bills. He felt the territory's population was not large enough. For a territory to become a state, it had to have a population of 60,000. According to the U.S. Census, the population of Colorado in 1870 was less than 40,000. A **census** is a survey the government conducts every ten years to see how many people live in a place, among other things.

In 1875, Colorado Territory decided to try again for statehood. The U.S. Congress passed a bill approving it in March. But before Colorado Territory could become a state, it had to have a state **constitution**. A constitution is a written document containing the basic laws of a state or country. On December 20, 1875, **delegates**—people chosen by Colorado voters—gathered in Denver to begin writing the Colorado Constitution. The men discussed many things, including education, taxes, and what laws should regulate the railroads. The delegates also discussed **suffrage**, or the right to vote in state and federal elections. Men who were at least 21 years old were given the right to vote. That did not include Indigenous men. Women and Indigenous men would have to wait several decades before they were granted that same right.

A photograph of a person riding a mountain bike on a trail. The rider is wearing a white shirt, black shorts, and a backpack, and is seen from behind. The trail is a mix of dirt and grass, with large, reddish-brown rocks in the foreground. To the right of the trail is a stream with white water rapids, surrounded by lush green vegetation and trees. The background is a dense forest of evergreen trees.

▶ A stream is any running body of water on earth's surface—such as a river or creek.

An important element of the Colorado Constitution was how it addressed water and its use in the state. Because of Colorado's dry climate, water was (and still is) very scarce. The Colorado Constitution was written so that Coloradans were guaranteed first rights to water. The water of natural streams was considered the property of the public. Article XVI of the Colorado Constitution gave property owners the right to use that water for things like farming, mining, or manufacturing. People could build ditches across public or private land when they needed to create channels for the water.

The Colorado Constitution was approved by Colorado voters on July 1, 1876. It finally took effect when President Ulysses S. Grant signed Colorado's proclamation of statehood on August 1, 1876. Since that time, the constitution has been **amended**, or changed, more than 150 times.

By the President of the United States of America,

A Proclamation.

Whereas the Congress of the United States did, by an Act approved on the third day of March, one thousand eight hundred and seventy-five authorize the inhabitants of the Territory of Colorado to form for themselves out of said Territory a State Government with the name of the State of Colorado, and for the admission of such State into the Union on an equal footing with the original States upon certain conditions in said Act specified;

And whereas it was provided by said Act of Congress that the Convention elected by the people of said Territory to frame a State Constitution

► This is the proclamation of statehood that was signed by President Ulysses S. Grant.



READING SKILL

Sequencing

To understand a text, it is important to understand the order, or sequence, of events. Authors may use dates, such as months and years, to show the order in which things happened. They may also use certain words or phrases to explain the order of events. These words are used as transitions from one event to the next.

Examples of words that help show a sequence of events are:

first ► later ► then ► after ► next ► as a result ► finally

Find dates and sequencing words to help you understand the events in the section above.

1. What happened in the years after Colorado became a territory, in 1861?
2. What happened next?
3. What dates and sequencing words can you find in the section?