



**HISTORY** *Colorado*  
CENTER

**Teacher’s Guide: Elementary Field Trip**

Colorado Time Travelers (Grades K-5)

Explore Colorado’s people and places through hands-on experiences in the galleries. Exploration culminates in a timeline sequencing activity. Aligned to Colorado Academic Standards, the program addresses concepts covered in third and fourth grade but can be adapted to other grade levels.

Grade Level	Grade Specific Themes	Common Themes
Fifth Grade	Western Expansion	Past vs. Present Sequencing and Chronology Cultural Groups/Migration
Third and Fourth	Regional and State History	
First and Second	Community	
Kindergarten	Past, Animals, Work	

During the field trip, museum educators lead groups through “history stations” in the museum galleries. Each history station introduces a people and place in Colorado’s past. A field trip consists of four stations with activities designed with specific learning outcomes in mind. At the end of the tour, students create a timeline to review the concepts learned (2<sup>nd</sup> and up only).



# History Stations

Students rotate through FOUR, 20 minute history stations.

Groups do at least one station in every exhibit.

**NOTE: HCC staff selects your stations based on availability and capacity.**

<i>Destination Colorado Gallery</i> <b>Everyone</b> visits this station.	<i>Colorado Stories Gallery</i> Everyone visits <b>two</b> of these.	<i>Living West Gallery</i> Everyone visits <b>one</b> of these.
<div data-bbox="198 1031 560 1186" style="background-color: #6a3d9a; color: white; padding: 10px; text-align: center;">Keota, 1920s</div>	<div data-bbox="581 722 1015 877" style="background-color: #76b82a; color: white; padding: 10px; text-align: center;">Silverton, 1880s</div> <div data-bbox="581 928 1015 1083" style="background-color: #00968f; color: white; padding: 10px; text-align: center;">Bent's Fort, 1830-40s</div> <div data-bbox="581 1134 1015 1289" style="background-color: #f4912f; color: white; padding: 10px; text-align: center;">San Luis, 1850s</div> <div data-bbox="581 1339 1015 1495" style="background-color: #2e75b6; color: white; padding: 10px; text-align: center;">Amache, 1940s</div>	<div data-bbox="1034 772 1417 928" style="background-color: #c0392b; color: white; padding: 10px; text-align: center;">Dust Bowl, 1930s</div> <div data-bbox="1034 978 1417 1134" style="background-color: #959595; color: white; padding: 10px; text-align: center;">Mesa Verde, 1200</div> <div data-bbox="1034 1184 1417 1339" style="background-color: #e74c3c; color: white; padding: 10px; text-align: center;">Our Mountains, Today</div>

## Timeline Activity

Everyone does this activity at the end of the field trip.

1200s
-1830/40s-
1850s
-1880s-
1920s
-1930s-
1940s
--Today

# Keota Station / 1920s / Homesteading

Everyone visits this station.



## Description:

Students are given a scavenger hunt card with information about a real person that lived in Keota. The card also has a list of tasks or chores for them to do in the exhibit. They are then asked to then compare and contrast life in the 1920s to now. Example of chores include, milking a cow, picking eggs, typing on a typewriter, and delivering the town's mail.

## Learning Outcome:

Keota was a dry land farming community on the Eastern plains where people worked hard and tried to build a good life for themselves. They came for freedom and opportunity.

**Key Terms and Vocabulary:** Homestead Act, drought, dry land farming, rural, ghost town

## Colorado Academic Standards Addressed:

HISTORY	GEOGRAPHY	ECONOMICS	CIVICS
4 <sup>th</sup> - The <b>historical eras</b> , individuals, groups, ideas, and themes in <b>Colorado history</b> and their relationships to key events in the United States.	4 <sup>th</sup> - Connections within and across <b>human and physical systems</b> are developed.	4 <sup>th</sup> - People respond to positive and negative <b>incentives</b> .  3 <sup>rd</sup> - Describe producers and consumers and how <b>goods and services</b> are exchanged.	3 <sup>rd</sup> - Respecting the views and rights of others as components of a <b>democratic society</b>

## TARGET SKILL - COMPARE & CONTRAST

## Silverton Station/ 1880s / Mining

### One of the *Colorado Stories* Exhibit stations



**Description:** Students role play as silver miners on their first day. They get a ‘tour’ of the mine and take turns doing some key mining tasks. Tasks include mucking; shoveling up the ore from the blast the night before, drilling; making holes in the rock to place the dynamite, and blasting; setting a charge off in the correct order to stay safe.

**Learning Outcome:** Hard rock silver mining was very different than the prospecting of the Gold Rush. Hard rock mining was challenging. Miners had to work together to stay safe and get the job done.

**Key Terms and Vocabulary:** hard rock mining, dynamite, wage, prospector, boom and bust

#### Colorado Academic Standards Addressed:

HISTORY	GEOGRAPHY	ECONOMICS	CIVICS
4 <sup>th</sup> - The <b>historical eras</b> , individuals, groups, ideas, and themes in <b>Colorado history</b> and their relationships to key events in the United States.	4 <sup>th</sup> - Use several types of <b>geographic tools</b> to answer questions about the geography of Colorado.	4 <sup>th</sup> - People respond to positive and negative <b>incentives</b> .  3 <sup>rd</sup> - Describe producers and consumers and how <b>goods and services</b> are exchanged	3 <sup>rd</sup> - The origins, structure, and functions of the <b>Colorado government</b>

## TARGET SKILL - COLLABORATION

# Bent's Fort / 1830s-40s / Trade on the Santa Fe Trail

## One of the *Colorado Stories* Exhibit stations



**Description:** Students explore several goods from the Bent's Fort era in a touch cart-like format. They then play a trade game taking on the role of a real group that would've traded at the Fort. Trading partners in clued Trappers, Cheyenne & Arapaho, Utes, New Mexicans, and St. Louis traders. Trade goods explored include furs and hides, flint and steel, buttons, axe head, and a tea brick.

**Learning Outcome:** Bent's Fort was a trading post on the American frontier where many different groups of people traded goods from all over the world.

**Key Terms and Vocabulary:** trade, trails, exchange, manufactured goods, natural resources

**Colorado Academic Standards Addressed:**

<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>ECONOMICS</b>	<b>CIVICS</b>
4 <sup>th</sup> - The <b>historical eras</b> , individuals, groups, ideas, and themes in <b>Colorado history</b> and their relationships to key events in the United States.	4 <sup>th</sup> - <b>Connections</b> within and across human and physical systems are developed	3 <sup>rd</sup> - Describe producers and consumers and how <b>goods and services</b> are exchanged 4 <sup>th</sup> - People respond to positive and negative <b>incentives</b> .	3 <sup>rd</sup> - The origins, structure, and functions of the <b>Colorado government</b>

## TARGET SKILL - COLLABORATION

# San Luis / 1850s / Early Hispanic Settlement

## One of the *Colorado Stories* Exhibit stations



**Description:** The activity is based on the popular Spanish bingo game La Loteria and uses historical objects as primary sources. Students place the objects on the giant floor map where it was used or made.

**Learning Outcome:** The town of San Luis is Colorado’s oldest town and was settled by Spanish speaking families whose culture and traditions still shape our state.

**Key Terms and Vocabulary:** migration, compass rose, landforms, population, rural vs. urban

### Colorado Academic Standards Addressed:

HISTORY	GEOGRAPHY	ECONOMICS	CIVICS
4 <sup>th</sup> - The <b>historical eras</b> , individuals, groups, ideas, and themes in <b>Colorado history</b> and their relationships to key events in the United States.	4 <sup>th</sup> - Use several types of <b>geographic tools</b> to answer questions about the geography of Colorado.	4 <sup>th</sup> - People respond to positive and negative <b>incentives</b> .	4 <sup>th</sup> - The origins, structure, and functions of the <b>Colorado government</b>

## TARGET SKILL - RECOGNIZING CHANGE OVER TIME

# Amache / 1940s / Japanese Internment WWII

## One of the *Colorado Stories* Exhibit stations



**Description:** Students unpack a suitcase filled with items from a family that could have lived at Amache. Students match a clue to each object. Then the students explore a recreated barrack where they lived.

**Learning Outcome:** Amache was a community of interned Japanese-Americans in Colorado during World War II.

**Key Terms and Vocabulary:** internment, spies, citizen, immigration, heritage, rights, barrack

### Colorado Academic Standards Addressed:

<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>ECONOMICS</b>	<b>CIVICS</b>
4 <sup>th</sup> - The <b>historical eras</b> , individuals, groups, ideas, and themes in <b>Colorado history</b> and their relationships to key events in the United States.	4 <sup>th</sup> - Use several types of <b>geographic tools</b> to answer questions about the geography of Colorado.	4 <sup>th</sup> - People respond to positive and negative <b>incentives</b> .	3 <sup>rd</sup> - Respecting the views and rights of others as components of a <b>democratic society</b>

## TARGET SKILL - PRIMARY SOURCE ANALYSIS

# Dust Bowl Station / 1930s / Homesteading

One of the *Living West* exhibit stations



**Description:** Students explore the Dust Bowl section looking for examples of how homesteaders used natural resources in the 1930s. They work in small groups to accomplish “resource card” tasks. They also experience a simulation of a dust storm in the Dust Bowl Object Theatre.

**Learning Outcome:** Homesteaders relied on natural resources, including water, plants, animals, and minerals. In the past and today, people in Colorado pay special attention to the scarce resource of water.

**Key Terms and Vocabulary:** plowing, homesteading, drought, natural resources, ecosystems

**Colorado Academic Standards Addressed**

HISTORY	GEOGRAPHY	ECONOMICS	CIVICS
4 <sup>th</sup> - The <b>historical eras</b> , individuals, groups, ideas, and themes in <b>Colorado history</b> and their relationships to key events in the United States.	3rd - <b>Connections</b> within and across human and physical systems are developed	4 <sup>th</sup> - People respond to positive and negative <b>incentives</b> .	4 <sup>th</sup> - Analyze and debate <b>multiple perspectives</b> on an issue

**TARGET SKILL - CRITICAL THINKING**



# Mesa Verde / 1200s / Early Coloradoans

## One of the *Living West* exhibit stations



**Description:** Students explore the Mesa Verde section of the Living West gallery looking for examples of how Ancestral Puebloans used natural resources in Southwest Colorado. They work in small groups to accomplish “resource cards.” Hands-on activities in this section include making cordage, painting pots and watering turkeys.

**Learning Outcome:** Ancestral Pueblo people relied on natural resources like water, plants, animals and minerals. In the past and today, people in Colorado pay special attention to the scarce resource of water.

**Key Terms and Vocabulary:** agriculture, three sisters, shelter, Ancestral Puebloans, Four Corners

### Colorado Academic Standards Addressed

HISTORY	GEOGRAPHY	ECONOMICS	CIVICS
4 <sup>th</sup> - The <b>historical eras</b> , individuals, groups, ideas, and themes in <b>Colorado history</b> and their relationships to key events in the United States.	3rd - <b>Connections</b> within and across human and physical systems are developed	4 <sup>th</sup> - People respond to positive and negative <b>incentives</b> .	4 <sup>th</sup> - Analyze and debate <b>multiple perspectives</b> on an issue

## TARGET SKILL - CRITICAL THINKING

# Our Mountains / Today / Environmental Challenges

## One of the *Living West* exhibit stations



**Description:** Students explore the Mountains section of the Living West gallery looking for examples of how we use natural resources in the mountains today. They work in small groups to accomplish “resource cards” that highlight each resource. Hands-on activities in this area include a snowpack interactive, a peeping pika and a carbon footprint game.

**Learning Outcome:** People who visit and live in the Mountains rely on natural resources, including water, plants, animals and minerals. In the past and today, people in Colorado have faced environmental challenges.

**Key Terms and Vocabulary:** climate, ecosystems, life zones, red zone, pine beetle

### Colorado Academic Standards Addressed

HISTORY	GEOGRAPHY	ECONOMICS	CIVICS
4 <sup>th</sup> - The <b>historical eras</b> , individuals, groups, ideas, and themes in <b>Colorado history</b> and their relationships to key events in the United States.	3rd - <b>Connections</b> within and across human and physical systems are developed	4 <sup>th</sup> - People respond to positive and negative <b>incentives</b> .	4 <sup>th</sup> - Analyze and debate <b>multiple perspectives</b> on an issue

## TARGET SKILL - CRITICAL THINKING

# Timeline Activity

Everyone does this activity at the end of the field trip.



**Description:** Students put the “stations” they visited in chronological order. This includes placing Colorado statehood on time as well as summarizing the learning outcomes for each station.

**Learning Outcome:** Events can be placed in chronological order which can help to understand cause and effect.

## Colorado Academic Standards Addressed

### HISTORY

4<sup>th</sup> - Organize a **sequence** of events to understand the concepts of **chronology** and **cause and effect** in the history of Colorado.

4<sup>th</sup> - The **historical eras**, individuals, groups, ideas, and themes in **Colorado history** and their relationships to key events in the United States.

## TARGET SKILL - Chronology and Cause & Effect