

Colorado History: Creative Activities for Curious Kids

Phyllis J. Perry

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Special thanks to The Colorado Children's Museum for permission to reproduce Wrought Iron Grillwork Colorado State Capitol Maze, and to Colorado Fever for permission to reproduce Quick Draw, Puzzle, Ojo de Dios, Magpie Mobile and Song, Goldrush's Puzzle, Dot to Dot Puzzle, Make Your Own Brand, and Colorado Jack's Card Trick. Much of the art was contributed by Dian Diggs.

Some of the activities in this manual are based on: *Colorado Sourcebook*, compiled by Richard Knowles and Evelyn D. Scott (Hi Willow Research and Publishing, 1994). This book is designed for teachers and is a collection of fascinating facts and stories from Colorado's past and present with more than 200 reproducible articles about history, people, culture, and government of Colorado. Contact the publishers for pricing. Also available is *Colorado Stories to Read, Read Aloud, and Write*, collected by Richard Knowles (Hi Willow Research and Publishing, 1994). This collection contains compelling stories from Colorado's past plus dramatic pen-and-ink drawings of historic scenes that make excellent story starters for students.

Phyllis J. Perry, Ed.D., is the author of 16 books, including *A teacher's Science Companion* (McGraw Hill) and *A Look at Colorado* (Pruett). She has 27 years of experience in public education.

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Education

Name _____ **Date** _____

EDUCATION

1. _____ A famous mining school, The Colorado School of Mines, is located in what city?
2. _____ In what year was building supposed to begin on the University of Colorado in Boulder?
3. _____ In what year was Old Main completed?
4. _____ What two things does a student earn on completion of the four year course of study at the Air Force Academy?
5. _____
6. _____ In what year did Congress authorize the creation of the United States Air Force Academy?
7. _____ What school of theology is located in Denver?
8. _____ What Boulder schoolteacher helped the citizens build one of the first schoolhouses in Colorado?
9. _____ What two men besides Marinus Smith gave land for the University to build on in Boulder?
10. _____

Choose your answers from these:

Metropolitan State College	Iliff School	George Andrews	Boulder
Bachelor of Arts degree	Abner Brown	Anthony Arnett	Denver
Bachelor of Science degree	commander	1954	1958
Master of Arts degree	Joseph Sewell	John Routt	1877
Loretto Heights College	Golden	Greeley	1861
The Colorado School of Mines	second lieutenant		

**Education****Name** _____**Date** _____**SOME THINGS YOU MIGHT LIKE TO DO**

If there is a college or university in your town, try to find out more about it. When was it built? What special kinds of study does it offer students? How many students attend? Report what you learn in a written or oral form to your class.

Find pictures showing buildings of the University of Colorado. You might find pictures of the stadium, the observatory, Mary Rippon outdoor theatre, the library, the Student Union, and classroom buildings. Share these with your class.

Find out what you can about the United States Air Force Academy. Who can attend? How do you go about being admitted? What sorts of subjects are studied by the students? Share what you learn in a written or oral report.

Joseph Sewell was the first president of the University of Colorado. Find out more about him. Who was he, and what did he do during his term as president? Who is now the president of the university? Share what you learn with your class.

Name _____ Date _____

GOVERNMENT

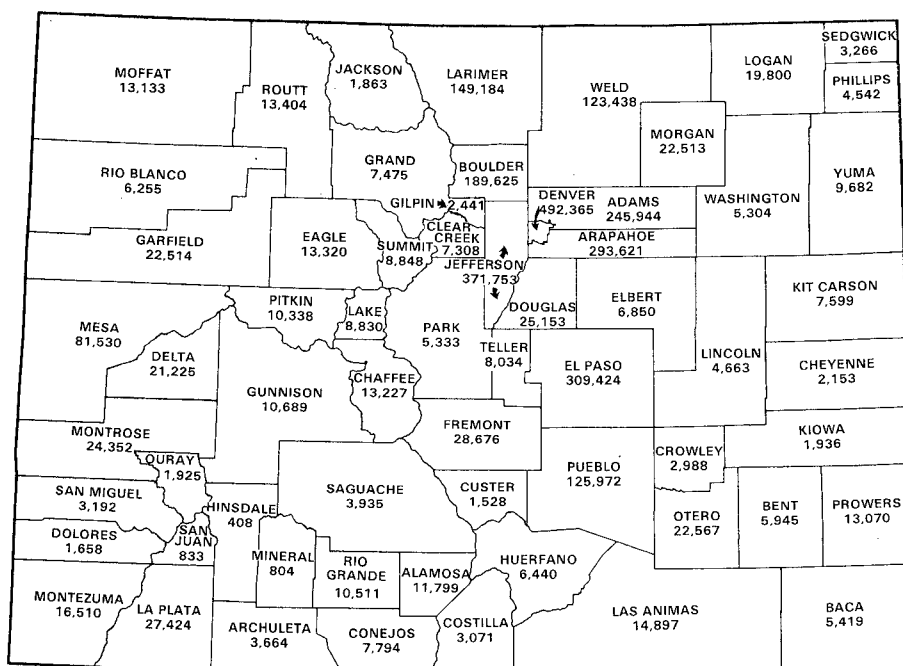
Study the charts on the next two pages. Use that information to answer the questions below.

1. _____ Which county in Colorado has the largest land area?
2. _____ How many square miles does the largest county in Colorado have?
3. _____ Which county has the highest population?
4. _____ What was the 1990 population of the largest county in Colorado?
5. _____ Where does Boulder County rank among other state counties in population?
6. _____ Which county in Colorado had the smallest population in 1990?
7. _____ What was the 1990 population of the smallest county in Colorado?
8. _____ What Colorado county ranks second in population?
9. _____ What Colorado county ranks second in size?
10. _____ Where does Jefferson County rank in population?

Government

Name _____

Date _____

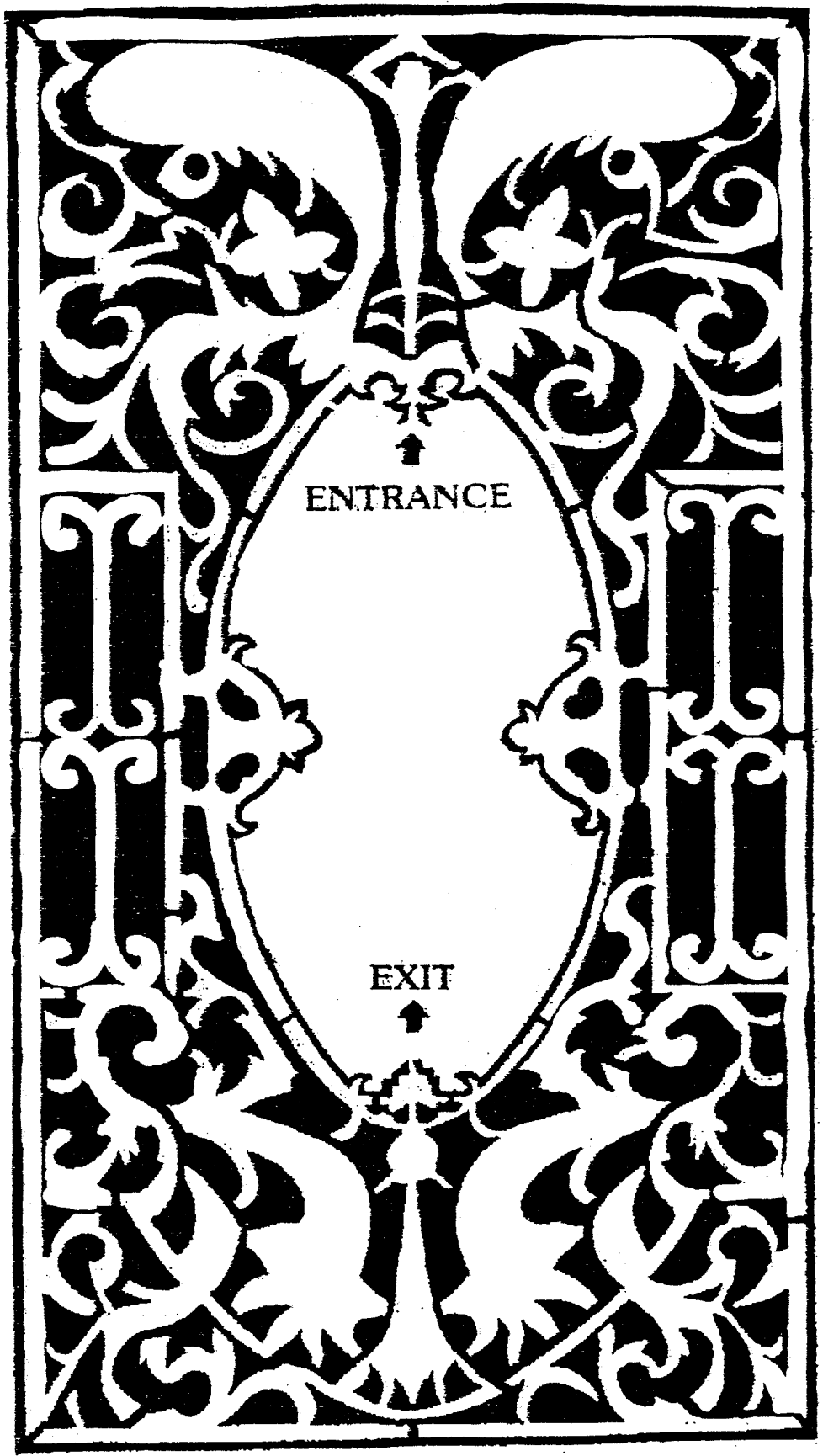


SOME THINGS YOU MIGHT LIKE TO DO

- Make a key to go with the above map. Use your key to show some interesting things about counties in Colorado. You might do some of the following: put a gold star in the county that is the State Capitol, color the county with the largest land area brown, color the five counties with the biggest populations orange.
- Invite one or more city or county officials to speak to your class and explain what is involved in their government job.
- If it is close, arrange to visit the State Capitol Building. If it is not possible to visit, try to find pictures of the Capitol Building. Read about it and share your information with the class.
- Remember that you also have senators and representatives in Washington, D.C. If you have questions you would like to ask them, have your teacher help you find their addresses so that you can write to them.
- Many government officials are elected by the people. Find out more about voting. Who can vote? Where do people vote? When is the next election? How are the votes counted? Who works at the places where people vote? Report on what you learn about voting to the rest of your class.

Wrought Iron Grillwork Colorado State Capitol Maze

This frilly-looking maze comes from wrought iron grillwork on the doors of Colorado's State Capitol Building. The Capitol sits on 10 acres donated in 1874 by Henry C. Brown who built the Brown Palace Hotel. Construction of the Capitol took 22 years and included a number of unusual features: underground tunnels, a gold dome (covered with gold leaf made from 200 ounces of gold donated by Colorado miners), and rare, rose onyx from Beulah, Colorado. No other such rose-tinted onyx has yet been found anywhere else in the world. The tunnels under the Capitol had railroad tracks that carried cars filled with coal for the furnaces that heated the Capitol and other nearby state buildings. The tunnels still house heating and utility supply lines.



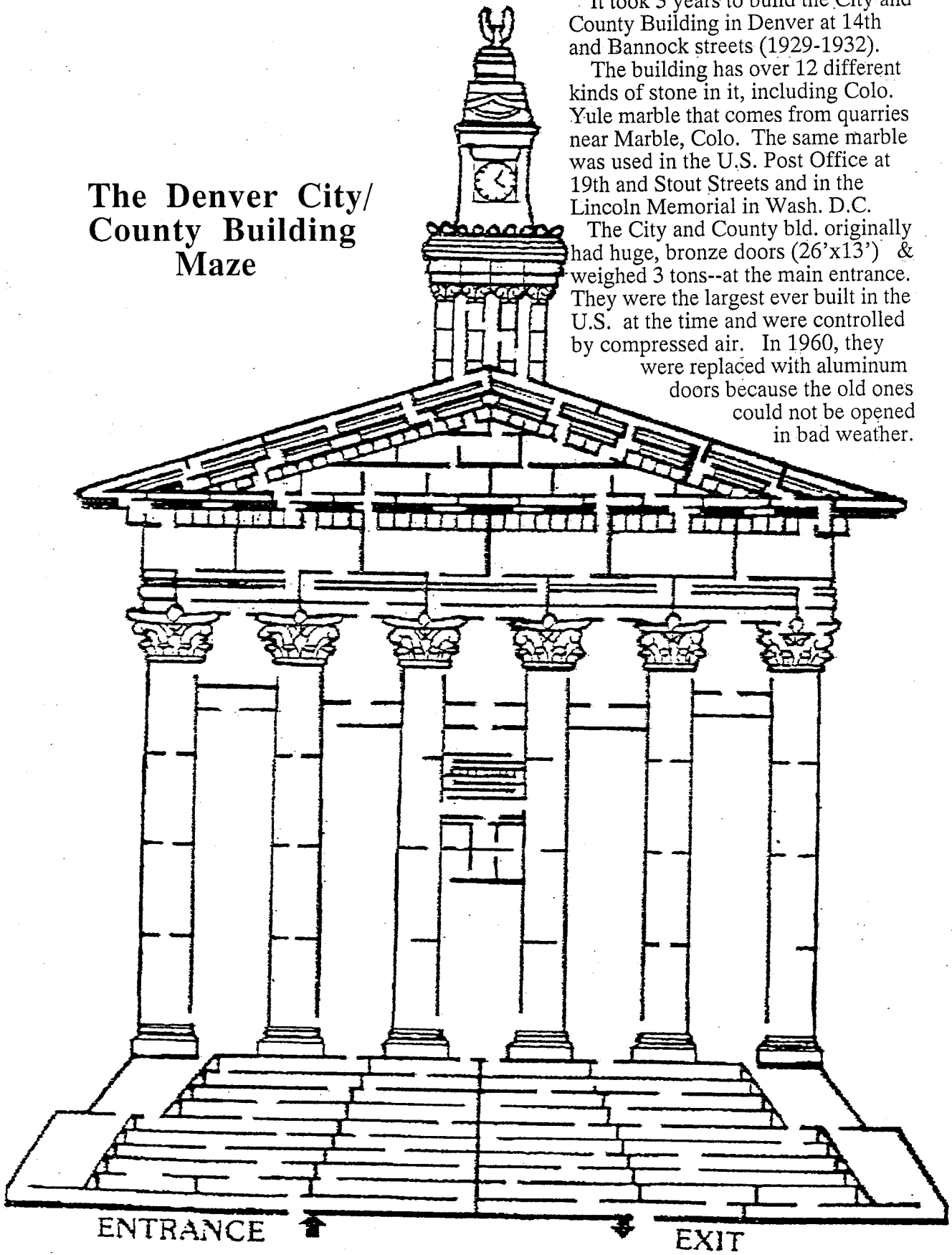
(reprinted courtesy of The Colorado Children's Museum)

The Denver City/ County Building Maze

It took 3 years to build the City and County Building in Denver at 14th and Bannock streets (1929-1932).

The building has over 12 different kinds of stone in it, including Colo. Yule marble that comes from quarries near Marble, Colo. The same marble was used in the U.S. Post Office at 19th and Stout Streets and in the Lincoln Memorial in Wash. D.C.

The City and County bld. originally had huge, bronze doors (26'x13') & weighed 3 tons--at the main entrance. They were the largest ever built in the U.S. at the time and were controlled by compressed air. In 1960, they were replaced with aluminum doors because the old ones could not be opened in bad weather.



Estes Park

Name _____

Date _____

ESTES PARK

1. _____ Who was the first settler in Estes Park?
2. _____ In what year was Estes Park first settled?
3. _____ In what newspaper was there a story about Longs Peak that brought many hunters and mountaineers into the area?
4. _____ What woman climbed Longs Peak in 1873?
5. _____ How much did an acre of land in Estes Park cost in 1872?
6. _____ For what reason did the Earl of Dunraven want to buy Estes Park?
7. _____ Who would not sell his land to the Earl of Dunraven?
8. _____ Who built a famous hotel in Estes Park?
9. _____ What was a Stanley Steamer?
10. _____ What was Rocky Mountain Jim's real name?

Choose your answers from these:

Michael Hollenbeck	Joel Estes	James Nugent
<i>Denver Post</i>	<i>Rocky Mountain News</i>	<i>Daily Camera</i>
automobile	stagecoach	railroad engine
Mrs. Evans	Isabella Bird	hunting
farming	Earl of Dunraven	horse racing
Stanley	James Bridger	\$1.25
Enos Mills	\$500	Sanborn
1860	1872	1890
Rocky Mountain Jim	Griff Evans	John Powell

Estes Park

Name _____

Date _____

SOME THINGS YOU MIGHT LIKE TO DO

- Read about some of the early settlers in Estes Park and report to the class on what you learn. Maybe you could find out more about the Earl of Dunraven, Rocky Mountain Jim, or Joel Estes.
- Isabella Bird was an interesting woman. Read about her or read part of her book, *A Lady's Life in the Rocky Mountains*, and report what you learn to the class.
- Find a picture of an early Stanley Steamer. Make a drawing of it and share what you learn with your class.
- Find out more about the town of Estes Park today. How big is it? How many people live there? What do the people who live there today do for a living? Share what you learn in an oral or written report to present to the class.
- Some of the early newspapers in Colorado which printed the news for settlers in the 1800s still exist today. Find out more about the history of the oldest newspaper in or near your town. When did it begin? Does it still have the same name now that it did at first? Share what you learn in a report to the class.

Rocky Mountain Park

Name _____

Date _____

SOME THINGS YOU MIGHT LIKE TO DO

- Get a pamphlet on Rocky Mountain National Park. Find out more about the park. Make a written or oral report to your class sharing what you have learned.
- Longs Peak is the most famous mountain in Rocky Mountain National Park. Find out more about this peak. Get a photograph of it if you can. Can you talk with someone who has climbed it? Share your information in a written or oral report to the class.
- If there is a mountaineering store in your town, ask if someone can come in to talk about the special equipment that is used for climbing and camping in the mountains.
- Perhaps a member of the Rocky Mountain Rescue Squad or the Colorado Mountain Club would visit your class and talk or share pictures about the safe use of Colorado's parks and mountains.
- Trail Ridge Road is the highest continuous highway in the United States. Try to find out more about when and how it was built. Report your findings to the class.
- Make a drawing or a raised salt and flour map of Rocky Mountain National Park. Indicate on it some of the high peaks, lakes, and trails in the park. Share it with your class.
- The Great Sand Dunes National Monument in Colorado is an interesting spot. See if you can get pamphlets and pictures of the area. Locate it on the map. Share your information in an interesting report to the class.

The Fourteeners

Name _____

Date _____

SOME THINGS YOU MIGHT LIKE TO DO

- On a salt and flour relief map of Colorado, locate as many of the 53 mountains in Colorado over 14,000 feet high that you can. Perhaps you could use pins and tiny numbered flags to indicate the location of the mountains with a key telling the name and the elevation of each.
- Invite to your class a mountain climber to discuss the special equipment (boots, ropes, pitons, ice axe, etc.) that is used in making the ascent of some mountains.
- Learn more about the ways in which measurements are taken of high mountains. Perhaps you will learn more about the Hayden Survey team during your study. Report what you learn to the class.
- There are many books containing photographs of Colorado's high peaks. If you can borrow one of these, bring it to class to share the photographs and any interesting information that you learn.

High Technology

Name _____

Date _____

HIGH TECHNOLOGY

Answer the following questions briefly.

1. What are some ways in which life in Colorado today is like it was one hundred years ago?
2. In what ways is life in Colorado today very different from the way it was one hundred years ago?
3. Imagine that you are a member of a city council. You are trying to decide whether or not to allow a new corporation to build a big plant in your city. What are three questions you would ask about the corporation?
4. Give three reasons why you think so many high technology companies have built in the greater Denver area.
5. If you could choose one of the following periods of Colorado history in which to live, which would you choose and why? 1805-1815, 1859-1869, 1900-1910, 1950-1960, 1990-2000.

Name _____ Date _____

SOME THINGS YOU MIGHT LIKE TO DO

- Write to the public relations division of a Colorado Corporation and ask them to send to your class information about the company. Share what you learn with your classmates.
- See if it is possible to take a field trip to one of the computer manufacturing companies in your area, or to have a representative from one of the companies visit your classroom to give a demonstration of the products that they make.
- Put up a bulletin board display in which you compare and contrast life in Colorado in the 1880s with life in the 1990s. Consider such things as: homes, clothing, food, school, entertainment, jobs and industries, and ways of travel.
- Prepare a short debate for your classmates. First agree what product is made at The Brand New Company. Decide how many employees would work there. Then have two class members present reasons why a city council should allow The Brand New Company to build a plant at the edge of your town. Have two other classmates argue why the city council should not allow The Brand New Company to build there.
- Suppose that you are given the job of writing a letter. It will be sent to colleges all over the country. Your letter is supposed to make young engineers want to move to Colorado to work in a high technology company. What would you say to encourage them to come to Colorado?
- New companies spring up to build new products. Design a product for the future. It can be anything that you can imagine. In some way, share your ideas for your product with the class. Perhaps you will have an advertising campaign. You may have a slogan. Maybe you will make a drawing or model to show what your product is or can do.

Earliest Life in Colorado

Name _____ Date _____

EARLIEST LIFE IN COLORADO

1. _____ What does Mesa Verde mean?
2. _____ Who were the first people that we know about who lived in Colorado?
3. _____ Who made baskets so tight that they would hold water?
4. _____ Who built their homes in the sides of cliffs?
5. _____ Who was Roman Nose?
6. _____ What was one animal the plains Indians hunted?
7. _____ Who was a famous Ute Chief?
8. _____ Which two tribes of Colorado Indians lived on the plains?

9. _____ What Indian reservation is in southwestern Colorado?
10. _____ What was the name of the dried buffalo meat which was a main food of the plains Indians?

Choose your answers from these:

jerky	Cliff Dwellers	Southern Ute Indian Reservation
yucca	green table land	turkeys
Folsom Man	pheasant	Basket Makers
wheat	chickens	Yuma Man
corn	Arapahoes	Cheyennes
Kiowas	Pawnee Chief	deer
Cheyenne Chief	Ouray	

Name _____ Date _____

SOME THINGS YOU MIGHT LIKE TO DO

- Find out more about Mesa Verde. Make a mud or clay model of the Mesa Verde Indians' homes or kivas.
- Find out more about the Indian tribe of Colorado: Utes, Arapahoes, Pawnees, Cheyennes, Comanches, and Kiowas. See if you can find some of their symbols and designs.
- Perhaps you could made some Indian pottery. You might want to try to make a coil pot. You could paint it with Indian designs and symbols.
- Have you seen some beautiful Indian weavings? Could someone with a table loom or hanging loom come to demonstrate and help your class do some weaving?
- Is there a museum nearby where you might be able to visit or have someone bring in examples of Indian basket weaving? Could you find out more about the basket-making materials that Indians used and the designs they made?
- Do you know someone with an arrowhead collection? Can you find out more about Folsom Point, Yuma Point, or the atlatl to share with your classmates?
- Find out when an Indian Pow Wow is taking place in your area and plan to attend or have some Native Americans come to your class and demonstrate some of the celebrations of a Pow Wow.
- Find in the library some information on prehistoric animals that lived in Colorado. Draw or make clay figures of them and place them on a map of the area at that time.

Exploration to Statehood

Name _____

Date _____

EXPLORATION TO STATEHOOD

1. _____ Who may have visited Colorado in 1541?
2. _____ In what year did Zebulon Pike explore Colorado?
3. _____ What was Longs Peak first named?
4. _____ When did Mexico become free of Spain?
5. _____ What was the name of the famous trail over which trappers and traders came into New Mexico?
6. _____ Who were the Fifty-niners?
7. _____ What was the name of the battle in 1864 where so many Indians were killed?
8. _____ In what year did Colorado become the 38th state?
9. _____ What nickname does Colorado have?
10. _____ Who was the first governor of the state of Colorado?

Choose your answers from these:

Jerome Chaffee
1876
Sand Creek
Coronado
Santa Fe
Rivera

Pikes Peak
1821
1776
Denver
1806
Gold State

Two Ears Peak
Mt. Elbert
gold seekers
cattlemen
Centennial State
John Routt

Exploration to Statehood**Name** _____**Date** _____**SOME THINGS YOU MIGHT LIKE TO DO**

- Find out more about the early explorer, Coronado, and report what you learn to the class. Perhaps you could make a map of Coronado's travels.
- Find out more about the Santa Fe Trail. Be able to show on a map of the United States just where this trail went. Draw a map of the Santa Fe Trail or of some other famous overland trails that explorers followed when they came west.
- Longs Peak is a famous mountain in Rocky Mountain Park. Find out more about it and report to the class. Perhaps you can find a photograph of the peak to share.
- Learn more about John Routt, the first governor of Colorado. Write what you learn in an interesting, short report to share with the class.
- Make a time-line of the history of the State of Colorado from 1541 to the present. Use pictures on your time-line to show when famous events happened.
- Much land was added to the United States of America through the Louisiana Purchase. Colorado was only a part of the land included in this purchase. Find out what part of the United States was included in this purchase made from France and show the area known as the Louisiana Purchase on a map of the United States.
- Jerome Chaffee and Henry Teller were chosen for the important jobs as first senators from Colorado. Find out more about these two men. What had they done which made people think that they would be good senators? Write what you learn in a short report to share with the class.
- There were many arguments and battles over where the boundaries should be set between Mexico and Colorado and between Mexico and Texas. Find out more about the history of these border battles and report what you learn to the class.
- Make some puppets to represent early explorers. With some friends, plan a puppet show for your class. Have the puppets talk about what they see in this new part of the country.

Bent's Fort

Name _____ Date _____

BENT'S FORT

1. _____ Which one of the Bent brothers decided to stay on and be a trapper and trader near Santa Fe?
2. _____ Who joined with the two Bent brothers in building Bent's Fort?
3. _____ In what year was Bent's Fort built?
4. _____ What was the main building material used in making the Fort?
5. _____ What was just outside the main part of Bent's Fort?
6. _____ What was in the courtyard of Bent's Fort?
7. _____ What two other forts were built as trading centers in the 1830s?

8. _____ Who was governor of Santa Fe for a short time?
9. _____ With what country did the United States go to war in 1846?
10. _____ In what year did William Bent blow up his fort?

Choose your answers from these:

William Bent	Charles Bent	Kit Carson
Ceran St. Vrain	1829	1833
Mexico	France	United States
1837	1849	1859
adobe	wood	stone
Fort Lupton	Fort Vasquez	Fort Worth
farms	corral	forest
statue	well	church

Bent's Fort

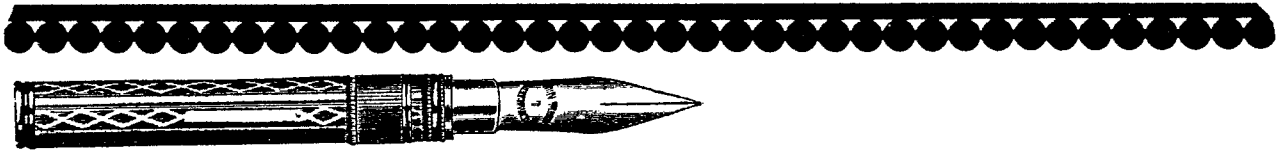
Name _____

Date _____

SOME THINGS YOU MIGHT LIKE TO DO

- Draw a picture of Bent's Fort. Include as many details as you can. Share your drawing with the class.
- Make a model of Bent's Fort. You might make it out of cardboard, oak-tag, or clay. Display your model for the class to see.
- Find out more about Ceran St. Vrain, who owned the fort with the Bent brothers. There are mountains and rivers in Colorado that are named after this man. Write what you learn in a report to share with the class.
- Write a page for a diary in which you imagine that you are a traveler in a wagon train headed for Oregon and have made a short rest stop at Bent's Fort before going on. What sorts of things might you see going on inside the Fort?
- Find out more about the history of the town of Santa Fe. Write a short report sharing what you learn. In your report, include a map of the United States showing the location of Santa Fe.
- Find out more about Fort Lupton or Fort Vasquez. What were they like in the 1830s? What happened to these forts? Can you find pictures of them? Gather your information and share a report on these forts with your class.

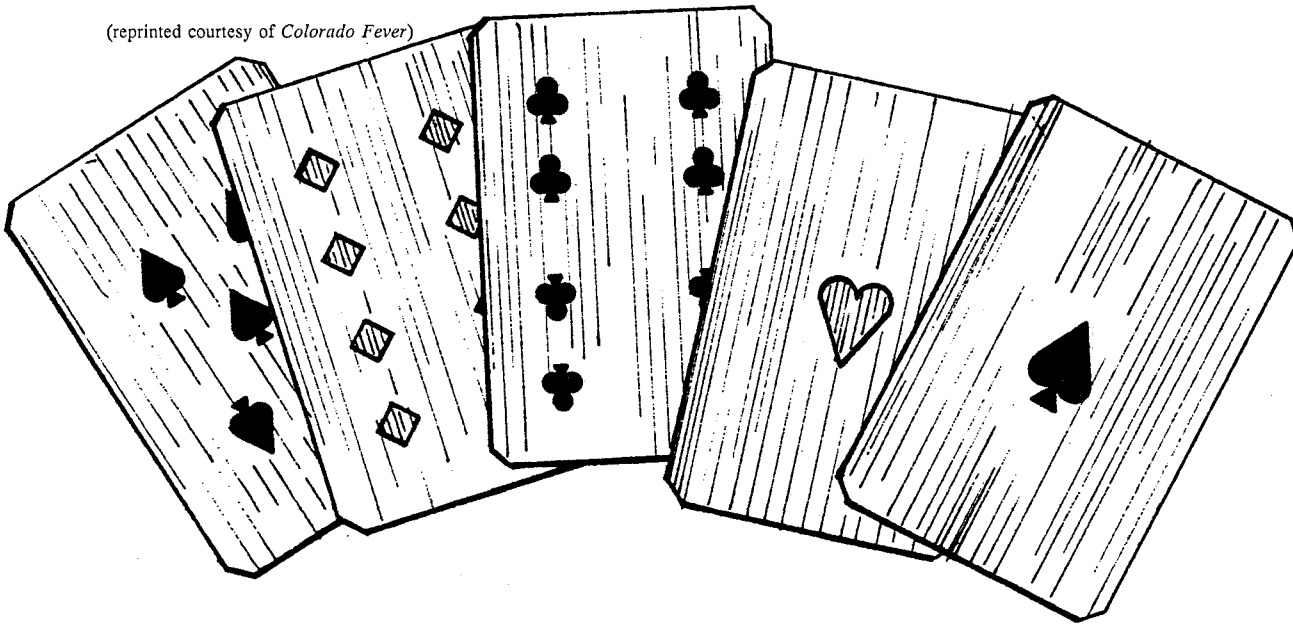
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QUICK DRAW



(reprinted courtesy of *Colorado Fever*)



COLORADO JACK'S CARD TRICK

1. Without letting anyone see you, look at the bottom card in the deck. Remember what the card is, then place the deck of cards face down on a table.
2. Ask a friend to take any card from the deck without showing the card.
3. Tell your friends to remember the card and then place it face down on top of the deck of cards on the table.
4. Now ask your friend to cut the cards.
5. Cut the cards once again.
6. Now look through the deck of cards to find your friend's secret card.

SECRET: You will find the secret card to the right of the card you remembered from the bottom of the deck. It gets into this place the first time the cards are cut. The second cut of the cards does not change the order of those cards in the deck.

Farming and Ranching**Name** _____**Date** _____**SOME THINGS YOU MIGHT LIKE TO DO**

- Invite a farmer to come to your class and share information about raising crops.
- Invite to your class a rancher to tell about the raising of animals.
- If there is a ranch, farm, nursery, or greenhouse in the area near your school, see if you can plan a field trip.
- Find out more about a crop in which you are particularly interested such as sugar beets or Rocky Ford cantaloupes. Report what you learn to your class.
- Texas Longhorn cattle are an interesting part of our state history. Find out what you can about these animals. Draw a longhorn on art paper. Share your drawing and an oral or written report with the class.
- You may have heard something about the battles between cattlemen and sheepmen. Try to find information about these range wars. Why weren't these ranchers able to get along? Make a written or oral report to your class sharing what you learn.
- Although many rivers begin in Colorado, there never seems to be enough water. Learn more about how farmers irrigate their farm lands. Report what you learn to your class.

PUZZLE

Puzzle Directions:

Find the words that are listed from 1 through 23 and circle them. You may use a letter more than once but not every letter is used. The words may be found horizontally, diagonally, vertically, frontwards or backwards.

Good Luck!

B	R	O	N	C	A	Y	U	S	E	S	M
R	U	C	G	F	O	E	D	O	R	T	A
A	S	N	F	P	O	K	E	W	A	R	V
N	T	I	K	M	E	V	K	R	H	A	E
D	L	D	J	H	P	A	O	A	E	I	R
I	E	K	T	L	O	Q	O	N	D	L	I
B	R	F	R	N	L	U	P	G	E	S	C
R	E	O	I	P	S	E	S	L	P	E	K
A	A	D	U	M	E	R	P	E	M	I	T
H	U	I	Q	V	A	O	U	R	A	G	W
M	U	S	T	A	N	G	R	B	T	O	C
A	L	A	R	I	A	T	S	X	S	D	S

1. bunkhouse - cowboy's living quarters
2. poke - buckskin bag for cowboy to carry his money
3. brand - ownership mark on hide of cattle
4. mustang - hardy wild horse
5. stampede - herd of animals out of control
6. rustler - cattle and horse thief
7. spurs - metal spikes on boots
8. lariat - rope used by cowboys
9. cayuse - Indian pony; western pony
10. maverick - unbranded stray animal
11. quirt - leather riding whip made by cowboys
12. si - yes in Spanish
13. trail - road for driving cattle to market
14. Iliff - famous Colorado rancher
15. rodeo - competition of cowboys in roping and riding
16. bronc - small, spirited horse
17. Brahma - bull
18. lope - slow, easy gallop
19. dogie - orphaned young cow
20. vaquero - Mexican cowboy
21. remuda - string of horses for extra mounts
22. spooked - restless cattle on trail
23. wrangler - man in charge of remuda

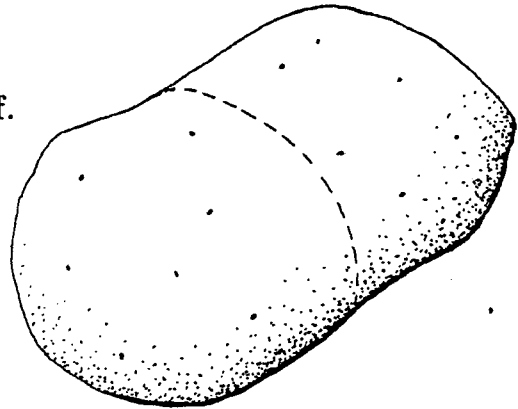
Craft Activity:

Make Your Own Brand

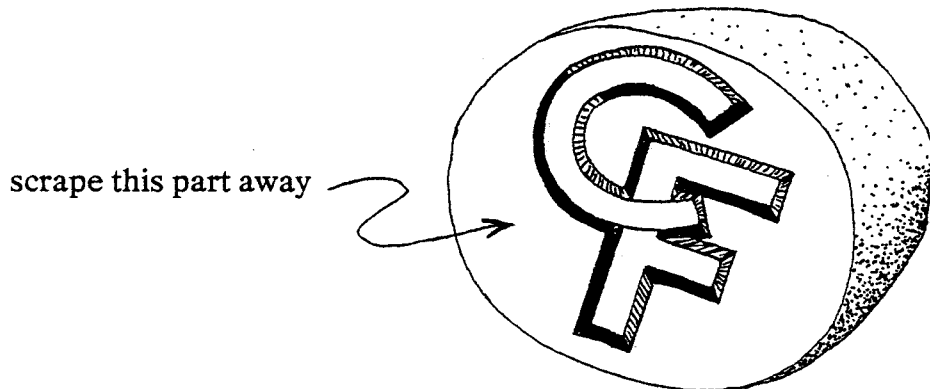
You may not own hundreds of head of cattle the way Charles Goodnight did, but you can design your own distinctive brand just as he did. You might want to use one or more of your own initials for your personal brand.

Here's an easy way to make a brand:

1. Select a potato or apple; carefully slice it in half.



2. Now draw your brand design on one of the flat surfaces with a pen.
3. Next, carefully cut or scrape away the pulp around the initials, so that the design is raised about $\frac{1}{4}$ inch. Be careful not to cut yourself!



4. Now you're ready to use your brand. Get an ink pad or bottle of roll-on ink and carefully cover the raised design with ink. Then test your brand out on a piece of paper. Add more ink if needed until the design comes out as dark and as clearly as you want. You might also try experimenting with different colors of ink!

You can now use your new brand to identify your own private "stock" — notebooks, books, t-shirts — use your imagination! For more permanent brands, you might like to try using corks, although cork is harder to carve. Have fun!

Name _____ Date _____

TRAPPERS

Answer the following questions in a few short sentences.

1. Why were so many beaver furs sent to England from Colorado and the West? What happened to the beaver population in Colorado when furs were popular?

2. What are some signs that beavers are living in a stream?

3. Describe a trading fair or "rendezvous."

4. What were the steps a trapper went through to setting beaver traps?

5. How did trappers dry their beaver skins?

Trappers

Name _____

Date _____

SOME THINGS YOU MIGHT LIKE TO DO

Draw a picture of the famous beaver hat worn by gentlemen in England in the 1600s. Use an encyclopedia or other reference book to find pictures of these hats.

Find out what you can about beavers. Make a report to the class about beavers, beaver dams, and lodges. Draw a picture of a beaver to go with your report. Be sure you know how big and how heavy an average beaver is.

Find out more about the equipment used by early trappers. See if you can find pictures of the kinds of traps they used. Show some of these pictures to the class, or make a detailed drawing of a beaver trap and share it.

One of the most famous of the early trappers was Kit Carson. He was an important scout as well as hunter. Read to find out what you can about him. Share your findings with the class in an oral or written report.

Find out more about the important fur-trading center of Fort Vasquez. When was it built? Who used it? What happened to the Fort? Report your findings to the class.

The early mountain men were very interesting people. Many books have been written about the trappers and traders. Pick out one of these people that you would like to learn more about. Read about him and report to the class what you learn.

Some animals are still trapped in Colorado. Write to the State of Colorado, Department of Game, Fish and Parks in Denver for information about furbearers of Colorado. Report to the class on what you learn.

Make a painting, drawing, or model of a trading rendezvous to share with your class.

Mining

Name _____

Date _____

SOME THINGS YOU MIGHT LIKE TO DO

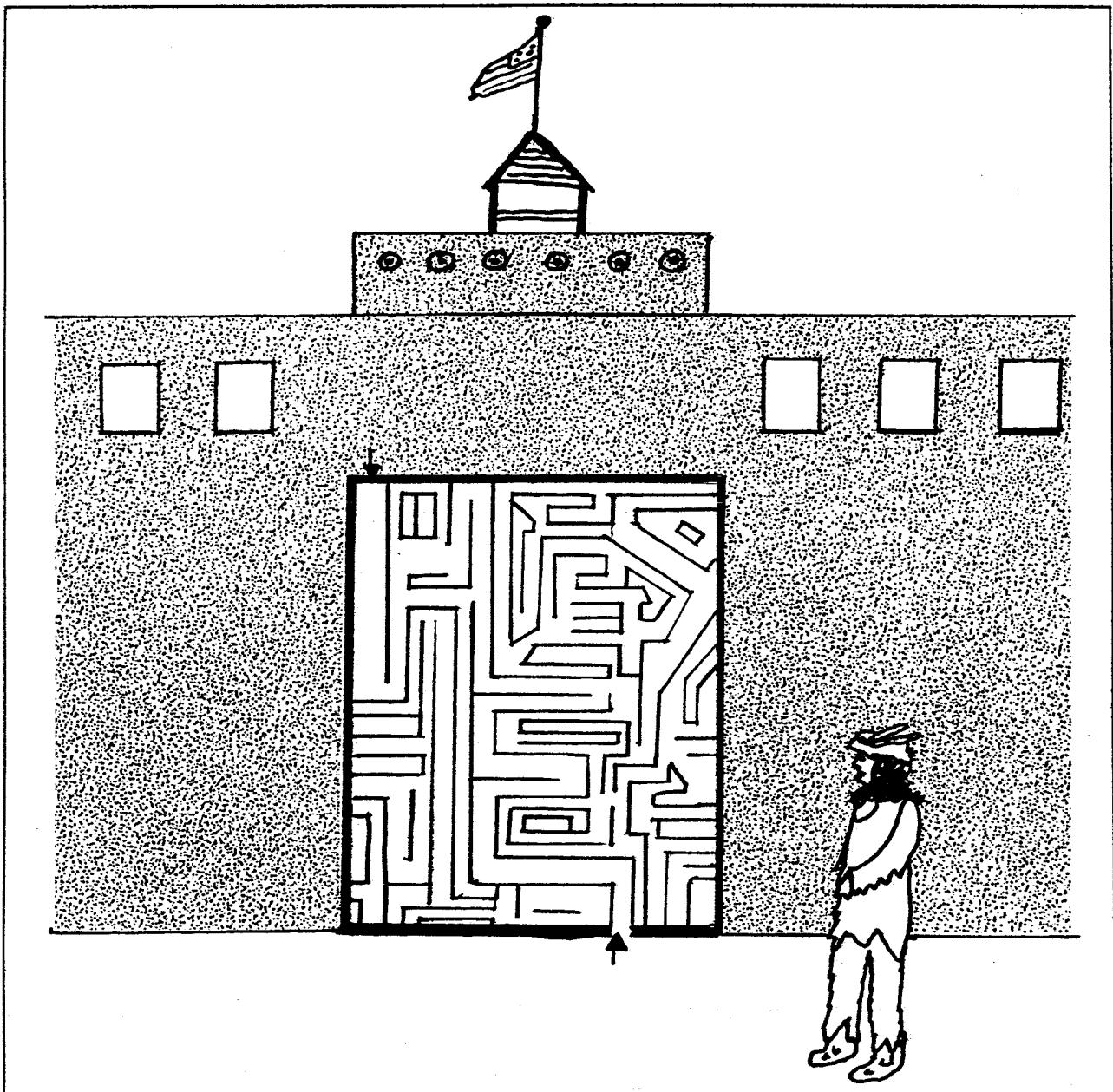
- If there is a miner or a mining engineer in your community, ask if he or she can visit your class and tell you more about mining.
- Many interesting tools and pieces of equipment were used by the old-time miners. Find out what you can about these from reference books. Draw pictures of some of the tools they used, and share these with your class.
- Make a model of a mine. Show the hoist which was used for lifting up the ore or show the ore cars and the tracks leading into the mine. Maybe a machine shop or a rock crusher is nearby. Study pictures of mines before you try to make your model.
- Find out all you can about H.A.W. Tabor. Make a written or oral report to the class on his life.
- Find out all you can about Baby Doe Tabor. Make a report to the class sharing what you learn.
- Use puppets to act out a scene in which a gold hunter who has been "grubstaked" comes back to town to tell about his lucky strike. Plan the dialogue. Then rehearse and finally share the scene with the class.
- See if you can find photographs or other information to share with the class about the opera houses which Tabor built in Leadville and in Denver.
- Learn more about molybdenum and the mining operation at Climax. Report what you learn to your class.
- If you have been making a time-line of Colorado history, be sure to add some of the famous gold and silver strikes to your time-line.
- It is not easy to understand the "Silver Panic" but find out from reference books what you can about it. Try to explain to your class what happened during this panic.

GOLDRUSH'S PUZZLE



The Mountain Man Maze

A - maze the mountain man!
Find your way into the fort!



Rocky Mountain Canaries

Name _____

Date _____

SOME THINGS YOU MIGHT LIKE TO DO

- Find out more about the way burros worked in Colorado mines. What jobs did they do? What special equipment did they use? Report to you class what you learn.
- Fairplay is an interesting Colorado town. Learn more about its history and what it is like today. Make a map of Colorado and show where Fairplay is located. Share what you learn with your class.
- Bum and Shorty were special animal friends. Use puppets to show a scene in which Bum comes to a home to beg food for himself and his friend. Rehearse your show. When it is ready, share it with your class.
- Make a shoe box diorama or a model of a mine which includes a burro at work. Be able to explain to your class what is happening in the scene.

The Iron Horse

Name _____

Date _____

THE IRON HORSE

1. _____ What did the Indians call the railroad engine?
2. _____ Which was the first transcontinental railroad?
3. _____ Which was the first railroad to come to Denver?
4. _____ Who organized the Denver and Rio Grande Railroad?
5. _____ Who built the Denver, Northwestern, and Pacific Railroad?
6. _____ How high is the pass at Corona?
7. _____ For what man was a famous Colorado railroad tunnel named in 1928?
8. _____ What do we call railroad tracks which have only about three feet between rails?
9. _____ What kind of tracks were built for railroads crossing the plains of Colorado?
10. _____ What are some of the old railroad grades now?

Choose your answers from these:

Otto Mears

Rocky Mountain Canary
cattlemen

6,552 feet

David Moffat

standard gauge

three

14,000 feet

H.A.W. Tabor

Denver Pacific

roads

Southern Pacific

Kit Carson

Iron Horse

Indians

11,660 feet

William Palmer

Union Pacific

four

narrow gauge

The Iron Horse

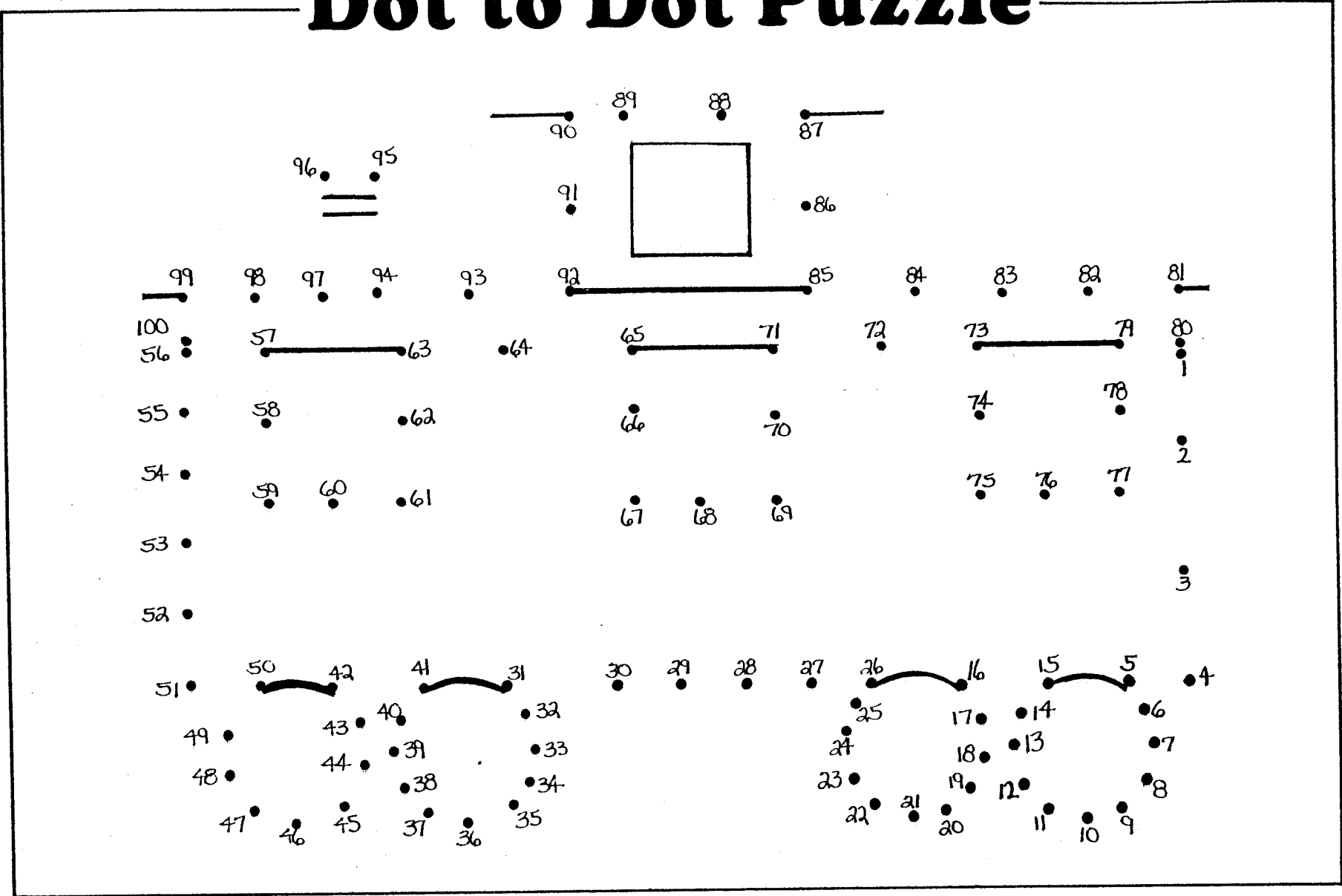
Name _____

Date _____

SOME THINGS YOU MIGHT LIKE TO DO

- Read about the building of the first transcontinental railroad across the United States. Report what you learn to the class.
- If you have been keeping a time-line of Colorado history, enter the date in which the first transcontinental railroad was completed.
- Driving the “Golden Spike” that completed the railroad track which tied the United States together was a big moment in history. There are many pictures of the event. Try to find and share a picture with your class. You might want to act out the ceremony with a small group of friends. Plan and rehearse the scene and present it for the rest of your class.
- Find out more about David Moffat and the Moffat Tunnel. Report what you learn to the class.
- Make a written or oral report about Otto Mears and his importance in early Colorado railroads. Share this with your class.
- The Indians called the railroad engine the “Iron Horse.” What does a train make you think of? Write a poem in which you describe what a train means to you. Make an illustration to go with your poem if you wish. Share it with your class.
- Railroads still play an important part in Colorado. See if you can get maps of the United States showing where the major railroad lines run. Learn what you can about modern railroads and what they do for us. Share what you learn with your class.
- Many famous ballads are sung about work on the railroads. With the help of your music teacher, see if you can find records or tapes of these ballads to share with your class. Perhaps you can learn to sing a few together.

Dot to Dot Puzzle



*Denver**Name* _____ *Date* _____**DENVER**

It is an interesting tradition that when the cornerstone is laid for an important building, people include in the cornerstone small items which they think are significant. In 1890, a Bible, an American flag, a copy of the Declaration of Independence and a copy of the Constitution of Colorado were put into the cornerstone of the capitol building in Denver.

With your class, create a time capsule at your school and bury it in some place (perhaps near the flagpole) to be opened at the end of your senior year in high school. What will you include? How can you protect your time capsule from the elements while it is buried for some years? List your plans below.

**Denver****Name** _____**Date** _____**SOME THINGS YOU MIGHT LIKE TO DO**

If you live in or near the city of Denver, perhaps you can visit some of the interesting spots on a field trip to the city. Some possible spots to include are: The zoo, The Museum of Natural History, The Botanic Gardens, The Capitol Building, The State Historical Society, Hayden Planetarium, The Denver Art Museum, or the Mint.

A mint is a fascinating place. Find out all you can about the different mints where United States coins and currency are made. How long has the Denver Mint been in operation? What kinds of money are made there? Make a report to your class, sharing the information that you find.

If someone has a coin collection, invite them to share it with your class. Have the collector point out the mint marks on coins and discuss what makes certain coins valuable.

Denver is called the "Carnation Capital of the World." Find out where and how carnations are grown and marketed. Why are so many grown in Colorado? Share the information that you learn in a written or oral report to your class.

Find pamphlets and other information about the Capitol Building. Learn what you can about the gilded dome, carved doors, wall paintings, and the special ceiling in the building. If possible, find pictures of the inside and outside of the capitol. Share what you learn in a written or oral report to your class.

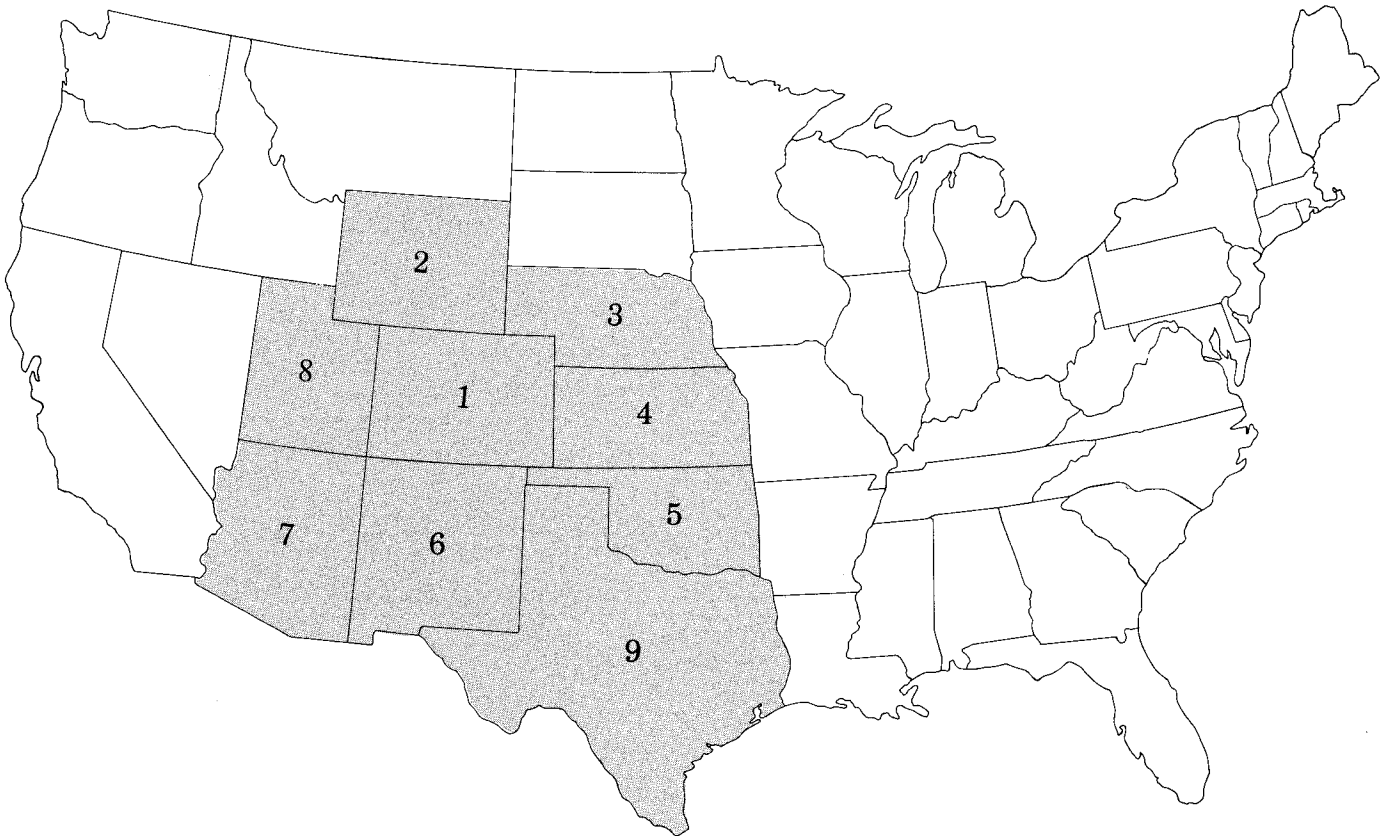
Location of Colorado

Name _____

Date _____

COLORADO'S LOCATION IN CONTINENTAL UNITED STATES*Identify Colorado and its neighboring states.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

*Map of States Bordering Colorado*

Location of Colorado

Name _____

Date _____

SOME THINGS YOU MIGHT LIKE TO DO

- Perhaps you could start a time line of Colorado history. As you read about important events, draw a picture of them, and add them to the time line.
- Look at a physical map of the state of Colorado. Draw the outline of the state on a piece of cardboard. Use a mixture of salt and flour to build up the mountains in the state. Paint your map.
- Learn more about latitude and longitude. Report what you learn to your class.
- Read about Mount Elbert, the highest mountain in Colorado. Make an oral or written report on Mount Elbert to your class. Include a photograph or drawing if you can.
- Find out what you can about the Great Sand Dunes National Monument. Find some pictures of the dunes. Report what you learn to your class.
- Katharine Bates wrote some beautiful verses after looking out on Colorado. Write your own poem telling how you feel about Colorado.

People

Name _____ Date _____

BIOGRAPHIES / AUTOBIOGRAPHIES

Biographies are books written by an author about the life of another person. An autobiography is written by authors about themselves. Often these books are shelved in a separate place of the library called the biography section.

Use the catalog of a library to locate some biographies. Try looking up a person's name you are interested in (start with their last name). You can also look under subjects such as ARTISTS or FOOTBALL - BIOGRAPHY.

Find two or three biographies about the same person. List them here and then describe which one seems to be the most interesting to read and why. Read the book and discuss it with a friend, your teacher, or your class.

Call number: _____

Author: _____

Title: _____

Call number: _____

Author: _____

Title: _____

Call number: _____

Author: _____

Title: _____

Which seems best and why?

People

Name _____ **Date** _____

CASIMIRO BARELA

Casimiro Barela was born in Embudo, New Mexico on March 4, 1847. When he grew up, he ran a store in Mora, Nuevo Mexico with his father and his brothers. They sold groceries, clothes, grain and tools.

When he was twenty, Casimiro moved to the Colorado Territory where he and his wife lived on a cattle ranch. He also served as a Justice of the Peace. In 1871, the people elected Casimiro to be their representative in Denver. He was to help make laws in the legislature for the territory because at this time, Colorado was not yet a state.

While Casimiro worked in Denver making laws, new houses were going up around his ranch. The little town was called Barela. Casimiro Barela, who still had his store in Mora, opened a business in Barela and in Trinidad. He set up a sheep ranch near Taos. He bought another cattle ranch in Mexico. In Texas he bought more cattle and sheep. He became director of a railroad. He opened a printing business in Denver and in Trinidad.

In 1875, Casimiro was one of forty-nine men chosen to represent the people of Colorado as a State Senator. These representatives wrote a constitution for the new state of Colorado. Casimiro Barela served as a senator for 41 years, until 1916.

In the capitol building in Denver, pioneers in the early history of the state are shown in stained glass windows. Casimiro Barela is pictured in one of these windows.

Find out the names of some other early Colorado pioneers who are pictured in the capitol building in stained glass windows. Choose one of these that interests you. Make a short written or oral report to share with others explaining what that person did to become famous in Colorado history.

*People**Name* _____ *Date* _____**COLORADO AUTHORS**

Among the famous people in Colorado are many children's book authors. Perhaps you know one of these authors or perhaps one lives in your town. To find a list of Colorado authors, you might check the *Colorado Sourcebook* by Richard Knowles and Evelyn D. Scott (Hi Willow Research and Publishing, 1994). You can also get a directory of Colorado authors from the Rocky Mountain Chapter of the Society of Children's Book Writers and Illustrators (available from Vivian Dubrovin, 8600 Firethorn Drive, Loveland, CO 80538 for \$7.50 plus postage).

Choose a book by a Colorado author and read it. Then write to the author telling him or her what you liked about the book and asking one or two questions. Perhaps the setting of the book in a foreign country was so real that you want to ask whether or not the author lived or visited in that country. Perhaps one of the characters in the book was so life-like that you wonder if that character was based on a relative or friend of the author.

When you write the author, be sure to include a stamped envelope with your name and address on it to make it easy for the author to reply. Report what you learn from your letter writing to your class

Wild Flowers

Name _____

Date _____

WILD FLOWERS

Below is a drawing of the Colorado state flower. Color it. Write a short poem beneath it.



The Columbine

Fish and Birds of Colorado**Name** _____**Date** _____**SOME THINGS YOU MIGHT LIKE TO DO**

- Invite a member of the Audubon Society to come to your class to talk about birds.
- Make a bird feeder to put in your yard at home or at school.
- Choose a particular bird that you would like to know more about. Look up information about that bird. Find pictures of it. Make a written or oral report to the class telling what you have learned. Include a colored drawing of the bird in your report.
- Perhaps with the help of your music teacher, you can locate a record or tape of bird songs. If so, bring it in to share with your class. See if you can learn to make one or more bird calls.
- Invite someone from the Colorado State Game, Fish and Parks Department to talk to your class about fish in the state. Where and how are they raised and planted in lakes and streams?
- Four kinds of trout live in Colorado. Draw a picture of each of the four kinds. Color your drawings. Learn to tell them apart. Share what you learn with the rest of your class.
- Do you know someone who ties his or her own fishing "flies"? It takes a lot of skill! If you know a fly-tier, invite him or her to come to school and demonstrate for your class.

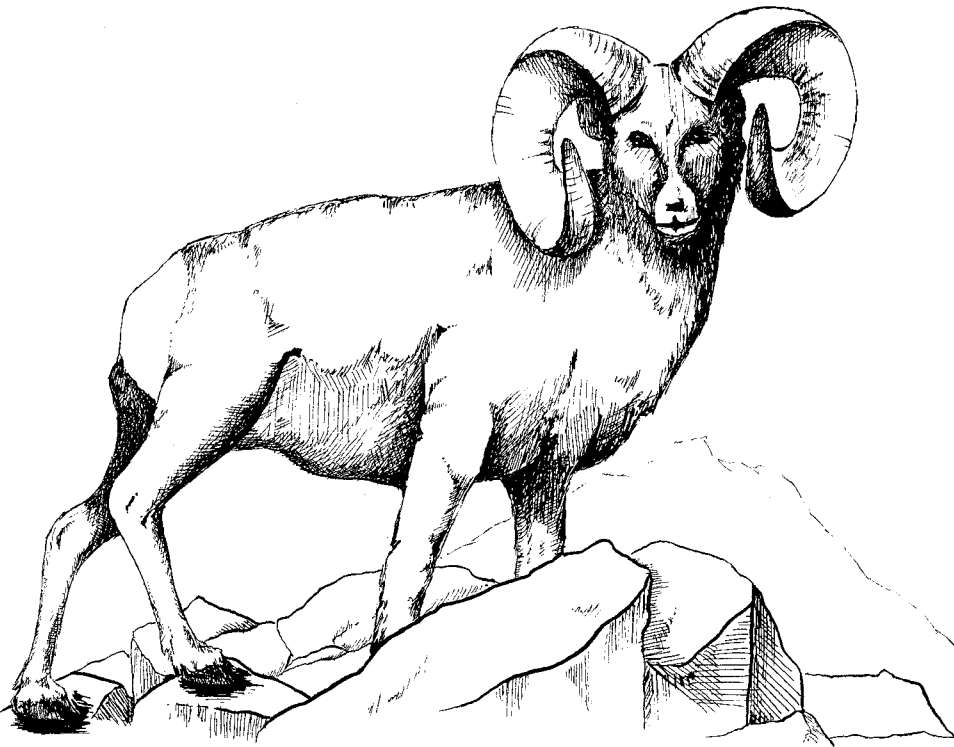
Mammals of Colorado

Name _____

Date _____

MAMMALS OF COLORADO

Below is a sketch of the bighorn sheep, the state animal of Colorado. If it had been up to you to pick, which animal would you have chosen to be the state animal and why? You should have some good reasons for your choice.



I would choose: _____

because _____

Mammals of Colorado

Name _____

Date _____

SOME THINGS YOU MIGHT LIKE TO DO

- Invite a member of the Colorado Department of Game, Fish and Parks to visit your class and talk about wild animals of Colorado.
- Find out about the hunting regulations in your area. Who needs a license? Where and how do you get one? Report to the class what you learn.
- Make a collection of pictures of some of your favorite wild animals. Share these with your class, identifying the animals and telling about them.
- Choose a favorite animal of Colorado and find out more about it. Make a written report on the information you find. Include a drawing of your animal. Share your report with the class.
- One of the dangers to wild animals is forest fire. With a few friends, plan a short program about safety in the forests. Use puppets to present your ideas. After you have planned and rehearsed the action and dialogue, share your fire-safety program with the class.
- Many books have been written about wild animals that were partially tamed and lived with people. One of these books is *Rascal* by Sterling North. Read such a book and report on it to your class.
- Write your own story about an adventure in Colorado, involving a wild animal. Your story may be a true adventure or a make-believe story.
- Choose a favorite wild animal and carve it from soap or balsa or model it from clay or papier-mâché. Bring your model to class to tell about that animal and share it with your friends.

Name _____ Date _____

PEOPLE WHO REPRESENT COLORADO IN WASHINGTON, D.C.

Each of the fifty states sends two people to represent that state in the United States Senate. In addition, depending on the population of the state, each state also sends a number of people to represent that state in the United States House of Representatives.

Find out the answers to the following questions:

1) How many representatives does Colorado send to the U.S. House of Representatives?

2) What is the name of the representative for the district where your school is located?

3) Is the representative a Democrat or a Republican?

4) When will the next election be for the representative from your district?

5) What are the names of the two U.S. senators from the state of Colorado?

6) When will the next election for senator be?

7) Many people write, telephone, or talk with their representatives or senators. Why?

8) Send a class letter or personal letter to a member of the U.S. Congress. What will you say? How will you address it? How will you begin and end the letter?

Laws

Name _____ *Date* _____

POSTERS AND BUMPER STICKERS

Many laws concerning safety and health are passed to protect children. There are laws that prohibit people from selling cigarettes or alcohol to people under a certain age. There are laws relating to car and bicycle safety such as requiring very young children who ride in cars to be strapped into car seats and other passengers to wear seat belts.

Although the laws as they are written may be long and complicated, there are often posters and bumper stickers that use pictures and short slogans to encourage people to obey these laws.

In the space below, draw a poster with a slogan (or several bumper stickers) that you think might be effective in encouraging children and adults to obey a law.

Rivers in Colorado

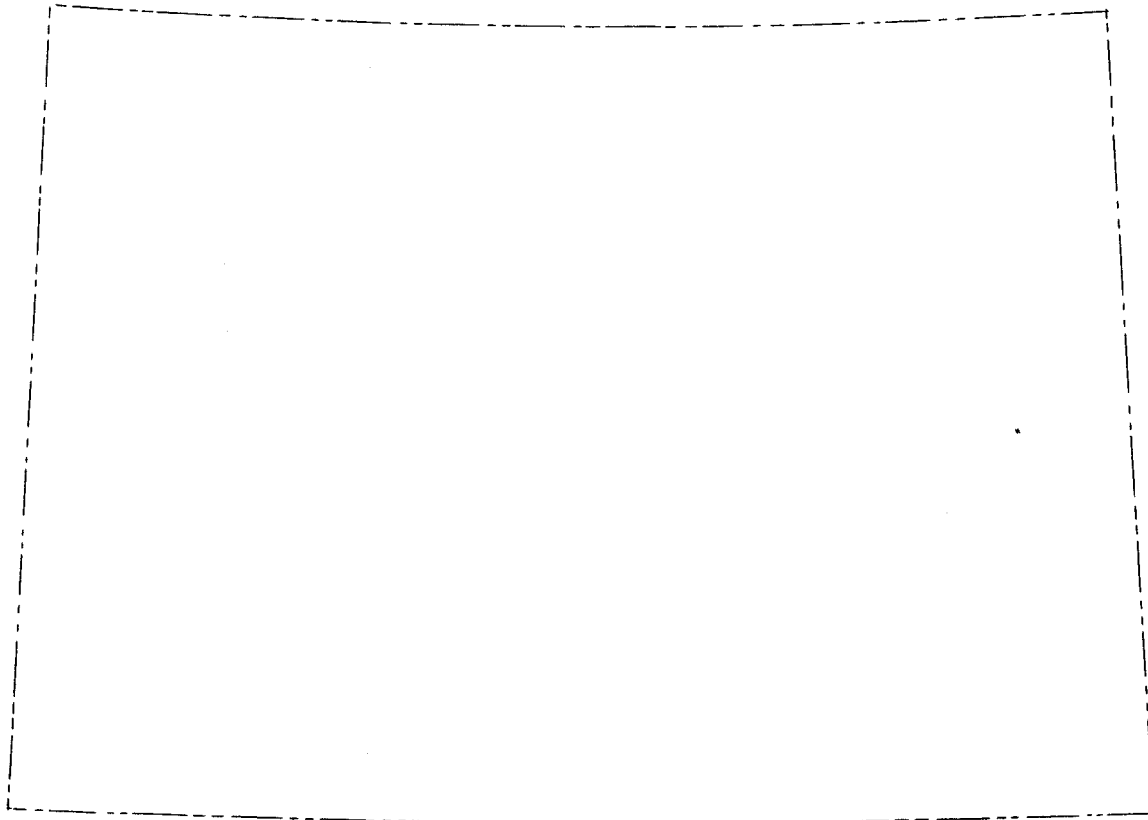
Name _____

Date _____

RIVERS IN COLORADO

The most famous canyon is the Grand Canyon of the Colorado. But there are other well-known canyons in the state. On the state map below, indicate the following five canyons:

1. Black Canyon of the Gunnison
2. Big Thompson Canyon
3. Cache la Poudre Canyon
4. Glenwood Canyon
5. Royal Gorge



Rivers in Colorado**Name** _____**Date** _____**SOME THINGS YOU MIGHT LIKE TO DO**

Glenwood Springs is a famous Colorado city. Find out where it is and all you can about it and the springs that are there. Share your findings with the class in a written or oral report.

The Colorado River flows through the Grand Canyon. There are many books and stories about Grand Canyon National Park. Study books, pamphlets, and maps. Find out what you can and make a written or oral report about it to the class.

Powell was a famous explorer who had many adventures. Read about his explorations. Share what you learn in a report to your class. Point out his travels on a map.

Make a salt and flour map of Colorado on a piece of heavy cardboard. Shape the mountains. Find the most important rivers and canyons and show them on your map. Paint your map. Bring your map in to share with your class.

Find out more about the water supply for your community. Where is the water stored? How is it treated? What river is the source of your water? Does your water come from a glacier? Share what you learn in a report to your class.

Learn more about the Big Thompson Diversion Project and what it does. Share what you learn with your class.

**Wild Flowers**

Name _____

Date _____

WILD FLOWERS

There are five main life zones in Colorado. Name some of the plants that grow in each of the five zones.

Alpine (above 11,500 feet)

Sub-Alpine (10,500-11,500 feet)

Montane (8,000-10,500 feet)

Foothills (6,000-8,000 feet)

Plains (3,500-6,000 feet)

Wild Flowers**Name** _____**Date** _____**SOME THINGS YOU MIGHT LIKE TO DO**

- If possible, go on a hike in the mountains or plains near your town and look for wild flowers. Don't pick the flowers that you find, but observe them carefully. Sketch and color some of the flowers that you find. Notice the leaves and stems as well as the blossoms. Using your sketches and a wild flower book, you might want to find out the names of your wild flowers. Share your sketches with the class.
- Make a large, colorful picture of one of your favorite Colorado wild flowers to share with the class.
- Write a poem about a favorite Colorado wild flower.
- Invite a florist or nurseryman to visit your class and talk about plants and flowers.
- See if you can buy, plant, and raise some wild flower seeds in containers in your classroom.
- Do you know someone who could demonstrate how to make flowers from tissue paper or silk? If so, then invite them to your class for an art demonstration.

Trees in Colorado

Name _____

Date _____

TREES IN COLORADO

One of the most famous of all of Colorado's trees is the quaking aspen. The aspen is especially beautiful in the fall when the leaves are red and gold. The bark is smooth and white with black markings. Draw and color below a picture of aspen in the fall.

Trees in Colorado

Name _____

Date _____

SOME THINGS YOU MIGHT LIKE TO DO

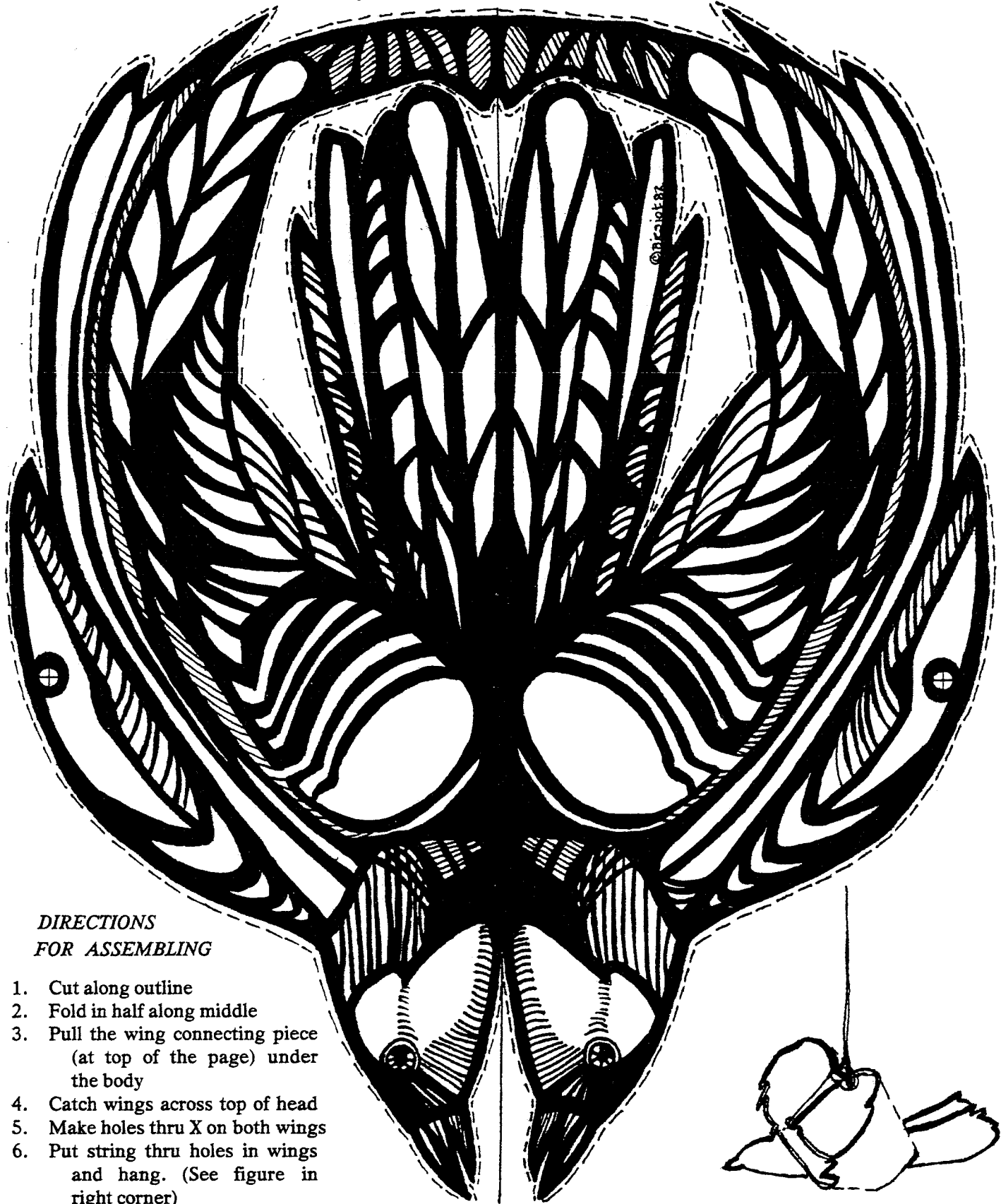
- Invite a forest ranger or a member of the State Department of Game, Fish and Parks to visit your class and share information about Colorado's forests with you.
- Make an art print by collecting leaves from several different kinds of Colorado trees. You may wish to spatter paint around the leaves, outlining them. Or you may wish to apply paint to the leaves and print with them onto art paper.
- Many maps of Colorado show where the national forests are. Make your own map of Colorado. Indicate the national forests. Share your information with others in the class.
- Some people think that all "evergreens" are the same. Actually, the bark, cones, and needles of evergreens are very different from one another. Find out what you can about different kinds of evergreens and share what you learn with the class. Perhaps you would be able to bring in samples of cones and needles to show the differences.
- Tree rings are fascinating to study. If you can get a cross section from a fire place log and rub the surface with linseed oil, you may be able to count the tree rings and see differences in growth patterns from year to year. Share what you learn with the class.
- Invite someone from a lumber yard to discuss various kinds of timber used in building. Perhaps such a person could bring in samples to discuss such things as hard and soft wood and the grain in wood.
- Petrified wood is very interesting. See if someone could bring a sample to class. Find out what you can about petrified wood. Share what you learn in a written or oral report.

MAGPIE MOBILE

56

A Blackbilled magpie is mainly black with white sides and blue wing highlights. Native Americans often used vivid colors providing a striking and beautiful effect. Feel free to color your mobile as

you would like! After you have colored both sides, follow the directions below to assemble your mobile. You can use this cut-out as a pattern and make more birds for your mobile.



DIRECTIONS FOR ASSEMBLING

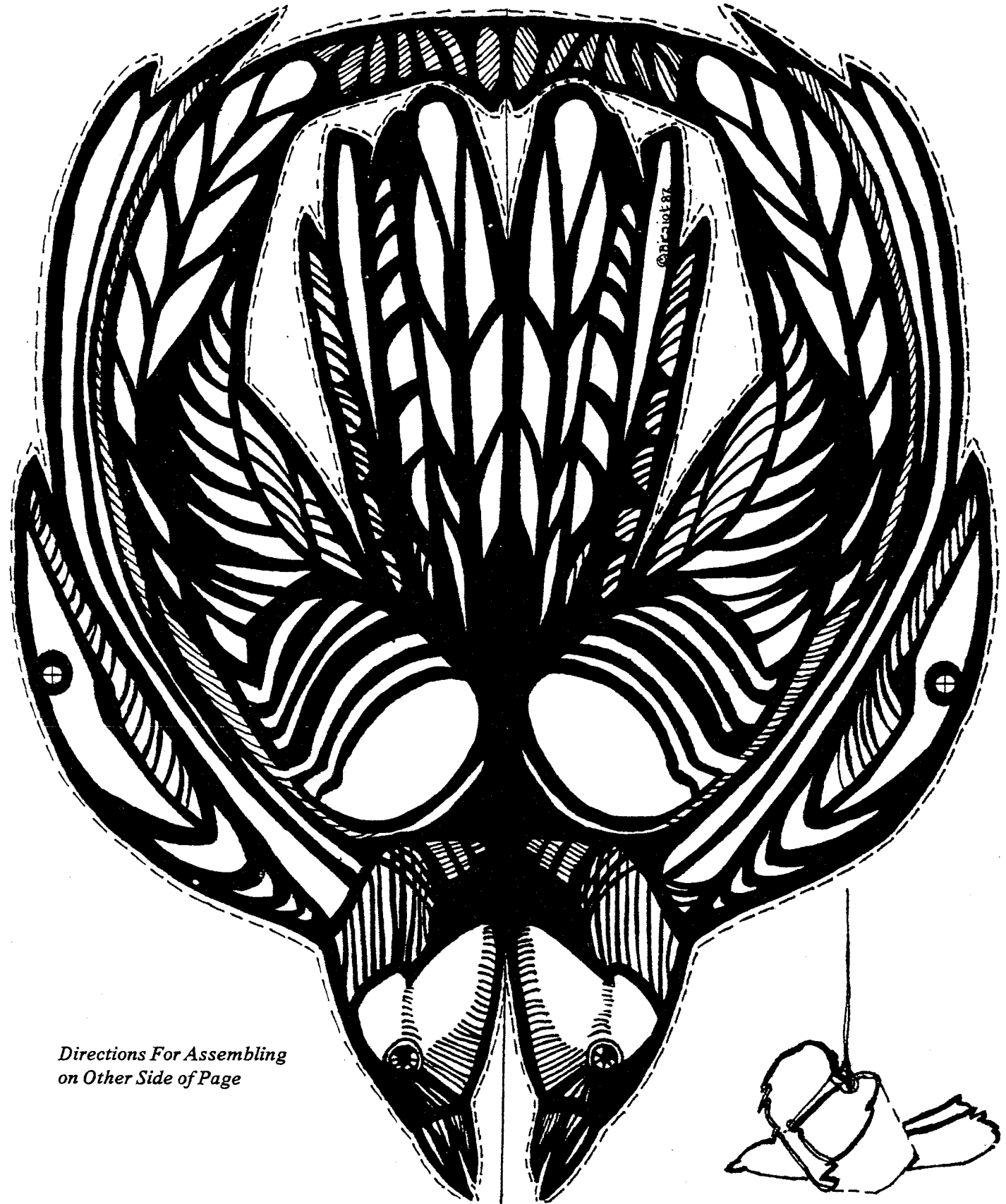
1. Cut along outline
2. Fold in half along middle
3. Pull the wing connecting piece (at top of the page) under the body
4. Catch wings across top of head
5. Make holes thru X on both wings
6. Put string thru holes in wings and hang. (See figure in right corner)

Magpie Song

(Reprinted courtesy of Colorado Fever)

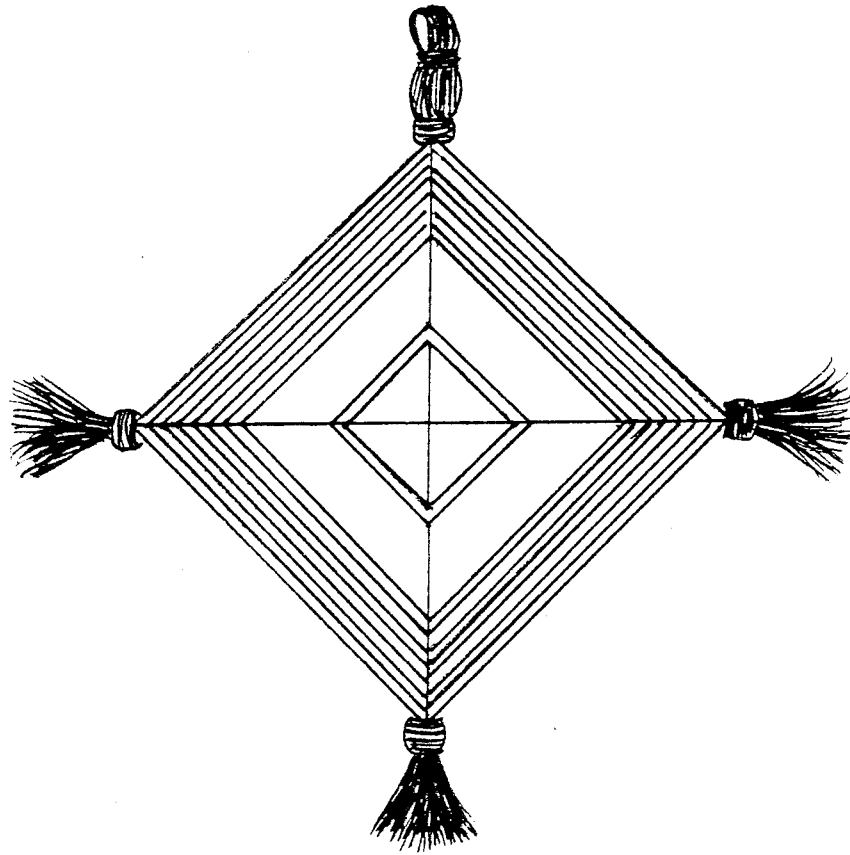
57

*The magpie! The magpie! Here underneath
In the white of his wings are the footsteps of morning.
It dawns! It dawns!*



*Directions For Assembling
on Other Side of Page*

OJO DE DIOS



Borrowed from ancient traditions of the Mexican Indians, the Ojo de Dios (Spanish for Eye of God) is a colorful, authentic talisman, said to bring good luck, good fortune and favor from the gods.

The Ojo de Dios (pronounced O-ho day dee-os) is crafted by weaving various colored yarns onto sticks. The many lovely shapes and designs can be made easily and quickly, making this folk art one of the Southwest's most popular creative art form.

The Ojo de Dios (pronounced O-ho day

✦✦✦✦ Learn a Few Words and Phrases in Spanish ✦✦✦✦

- Hello ~~~~~ Hola
- Good friends ~~~~~ Buenos amigos
- Good night ~~~~~ Buenos noches
- Goodbye ~~~~~ Adios
- You're welcome ~~~~~ de nada
- Wait here ~~~~~ Aguardo aqui
- Yes ~~~~~ Si
- No ~~~~~ No
- Please ~~~~~ Por favor
- Thank you ~~~~~ Gracias
- Until we meet again ~~~~~ Hasta la vista

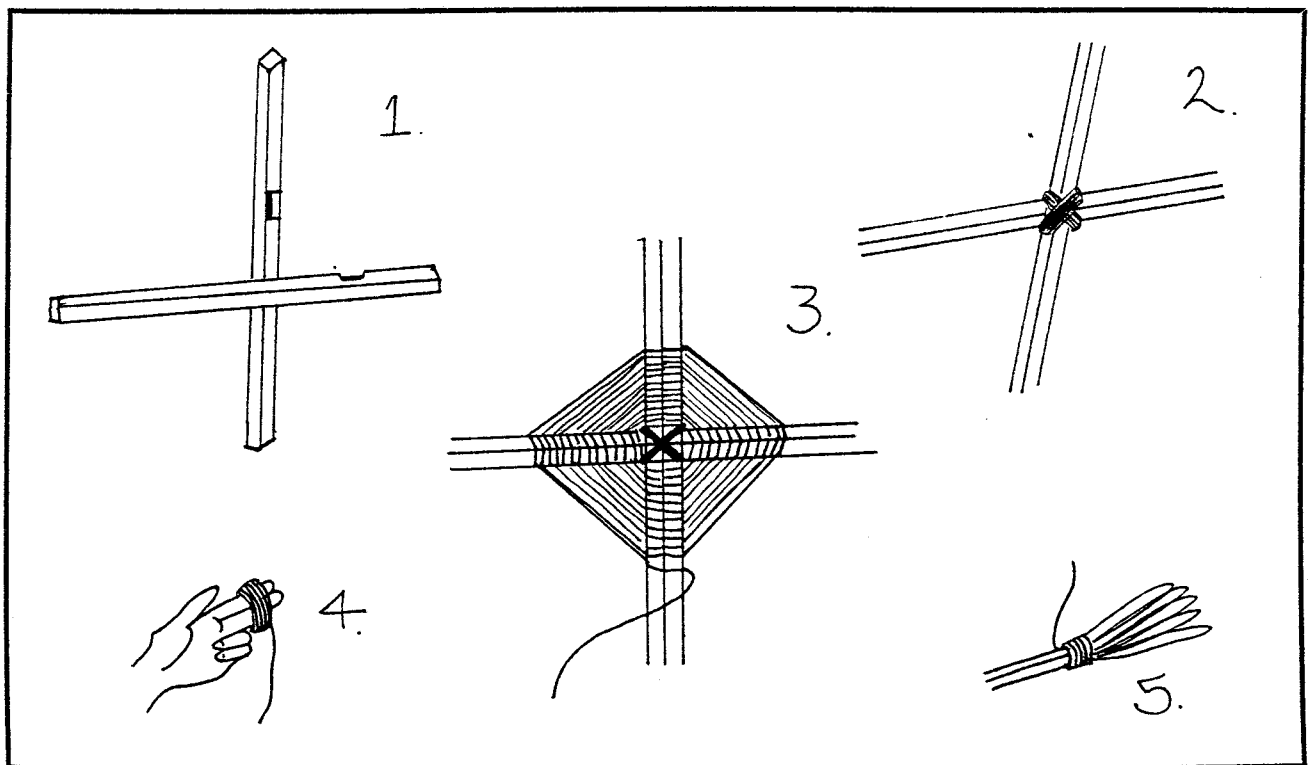
OJO DE DIOS

Materials:

- Three to six colors of four-ply yarn (1 oz. of each is usually enough)
- 2 small square balsa wood strips 1/16—1/8 inch thick and 5 inches long
- Sharp knife

Construction:

- At the middle of each wood strip make a notch with the knife. Be sure not to cut too deeply into the wood (Drawing 1).
- Place a little glue in the notches. Place the sticks at right angles, fitting the notches together, and hold until the glue sets.
- Wrap the crossbar very tightly, binding the two sticks together (Drawing 2).
- Wind the yarn once around each bar, without tightening, proceeding around the cross and working outwards.
- After several turns, change the color. Tie the two colors together with a double knot hidden behind the crossbars. Continue the winding without tightening (Drawing 3).
- Change the color as many times as you like. Each time the knot should be hidden as well as possible.
- When you get to the end, tie the last thread neatly to the bar.
- To make a pom-pom, roll the yarn around two fingers and place it on the end of the crossbar. Wrap yarn of the same color around the roll and crosspiece very tightly to hold it in place (Drawing 5). Tie and cut off the excess yarn.
- Cut through the loops of the roll to make a tassel.
- Repeat this procedure at 3 points of the cross.
- At the fourth point do not cut through the loop. Instead, pass a piece of yarn through it so you can hang your Ojo de Dios.



Name _____ Date _____

WHAT'S IN A NAME?

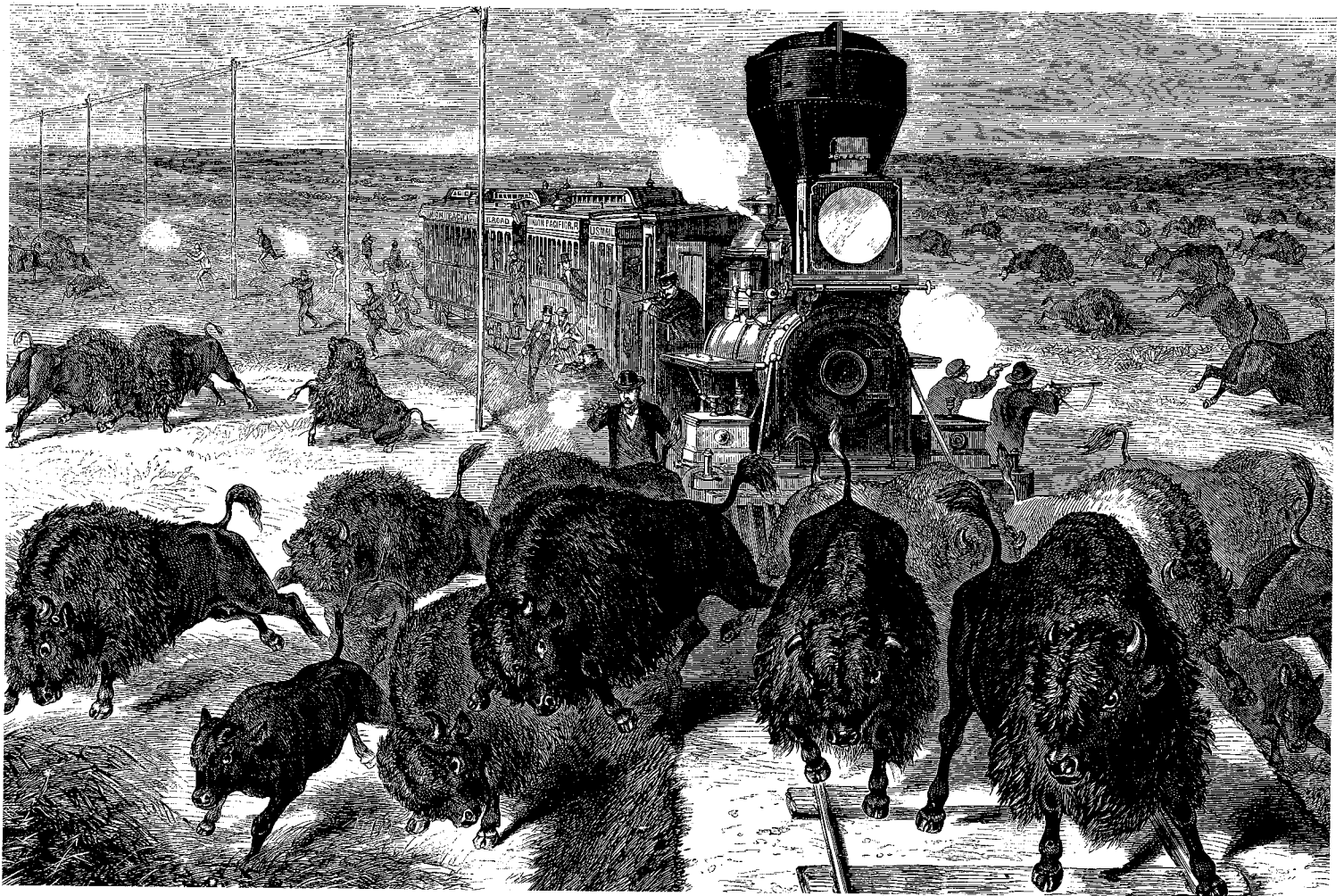
Colorado has many famous teams. The football team is named the Denver Broncos. The baseball team is named the Colorado Rockies. The basketball team is named the Denver Nuggets. Often, contests are held to help select a name. Hold a contest in your class or school to name some important place in your school or community. What kind of rules will you have? Who can enter your contest? Will you give a prize for the name selected? Who will serve as judges? Will you have a celebration when the name is finally chosen?

Write your rules here:

Horizontal lines for writing rules.

- You could name:
a classroom
a library
a school
a park
a team
a club

Name _____ Buffalo
Date _____

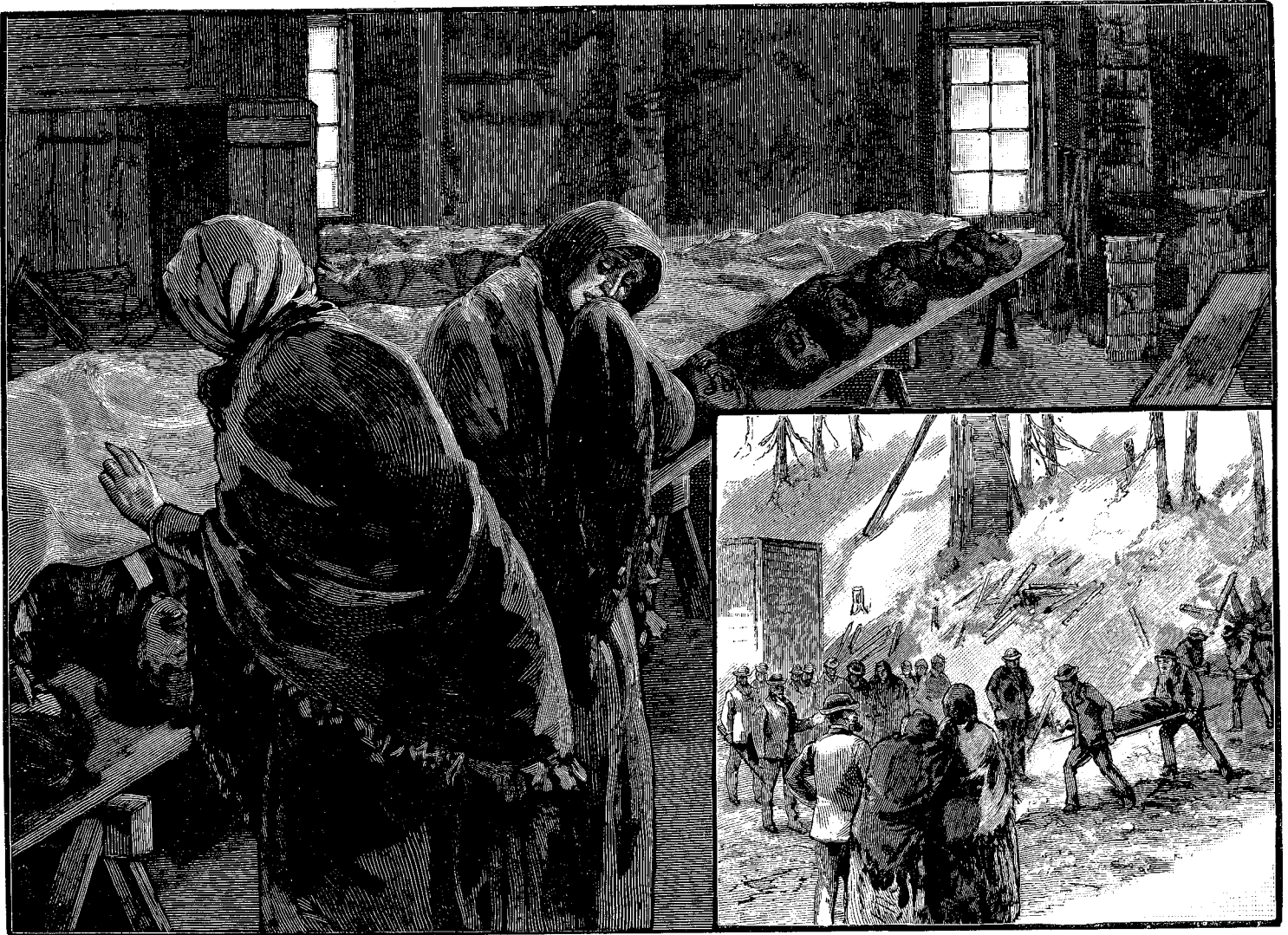


On this train ride from Ellis, Kansas to Kit Carson County, Colorado, in 1871, the train was stopped for a buffalo herd which was on the tracks. The passengers were allowed to get off and shoot as many buffalo as they liked. Suppose you were on that train. Write a short story about what happened and then what happened later when this picture was published in a national magazine.

Catastrophe

Name _____

Date _____



In 1884, at the Colorado Coal and Iron Company mine near Crested Butte, an explosion killed 60 miners below ground. Suppose you are a news reporter. Write a news story about this catastrophe as if you were there.

Name _____ Date _____



One of the popular things to do around the campfire as people crossed the plains was to sing or play instruments. Find some early campfire songs in the library and sing them. Write an original verse for one of the campfire melodies.

Robbery!

Name _____ Date _____



Here you can see a stagecoach robbery. Imagine that these robbers were later caught and tried. Do some research about courts, judges, and punishments in the Old West. Share with your class in a written report what you learned and what might have happened to these robbers. Be sure to include a bibliography giving your sources of information.

Rodeos

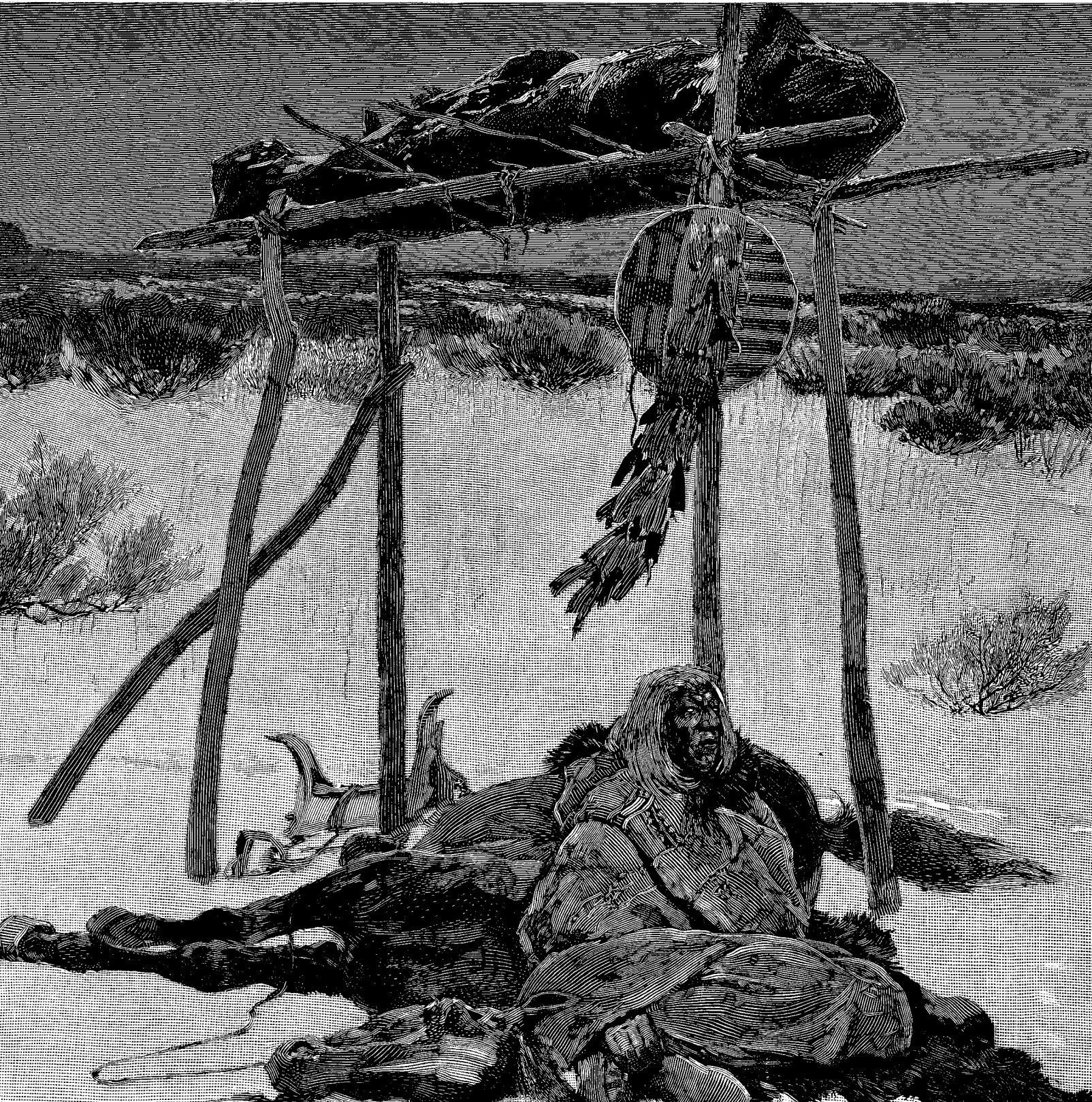
Name _____

Date _____



Rodeos were popular in the Old West. Tell about funny, sad, and exciting things that happened when you attended a rodeo, stock show, or fair.

Name _____

Vigil
Date _____

This Indian woman survived the Sand Creek Massacre but her husband did not. Research this terrible part of Colorado history and tell about it.

Name _____

Date _____

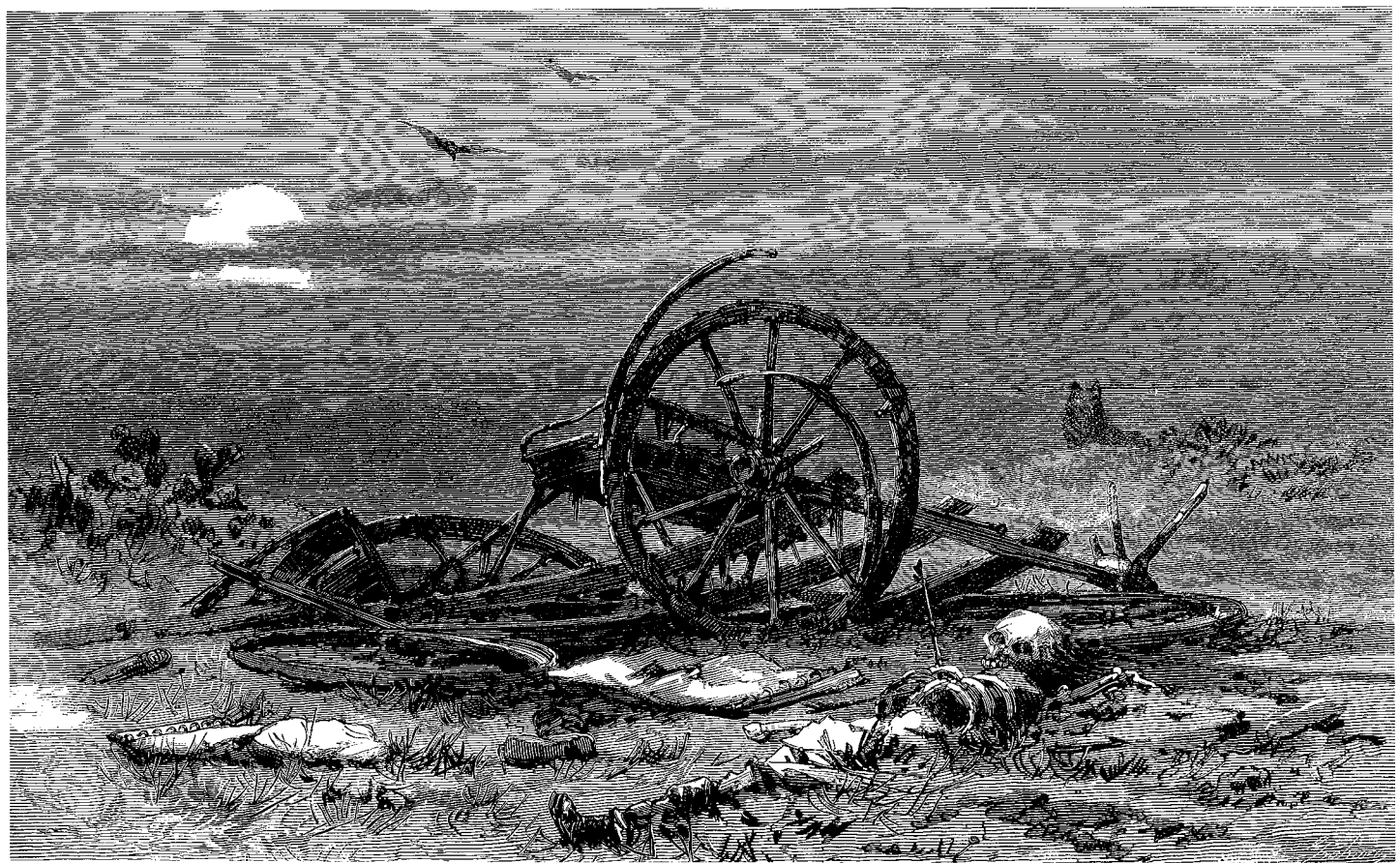


Suppose you and your family have found a spot to build your new home in Colorado. Friends have come to help you build your house. Make a floor plan of the inside of the cabin. Show what furniture would be included and where. Make a list of common utensils that would be in the cabin. Remember that you either carried these things with you across the plains or you built or made them.

Missing Mail

Name _____

Date _____



This picture was called, "The Missing Mail - An Incident of the Plains." Imagine you are a reporter for a local newspaper in 1881. Write your account of what happened here.