

# DO Colorado!

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# WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *Do Colorado!* Since the curriculum was designed by teachers, we are positive that you will find it to be the most useful program you have ever utilized to teach students about Colorado. We would like to take a few moments to familiarize you with the program.

## THE FORMAT

*Do Colorado!* is a two-book set consisting of a Teacher's Edition and a Teacher's Resource. The Teacher's Edition contains all of the student information pages. The Teacher's Resource includes all of the activities for the curriculum. Our goal is a curriculum that you can use the very first day you receive our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

*Do Colorado!* is divided into four sections. The first section covers United States and Colorado Geography, followed by Colorado's Animals, Colorado's History, and Colorado's Government and Economy. Each of the 27 lessons requires students to complete vocabulary cards, read about a Colorado topic, and complete a comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, mapping, graphing, puzzles, research, writing, time lines, and following directions are the types of the activities that will help students learn more about Colorado. Whether they're designing a travel brochure, recreating a Native American pueblo, graphing Colorado's climate, or using a graphic organizer to write about their adventures as a soldier in the Mexican War, your students will marvel at the rich heritage, beauty, and constant activity that Colorado has to offer them.

## THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for the entire curriculum. When you need to make copies of the student information pages, we have listed the page numbers and the initials T.E. for Teacher's Edition. Likewise, when you need to make copies of the activities, we have listed the page numbers and initials T.R. for Teacher's Resource. The answers to all activities, quizzes, and comprehension questions are located on pages 222-253 of the Teacher's Resource Book.

## COLORADO'S STATE STANDARDS

*Do Colorado!* was designed in alignment with Colorado's State Standards for Social Studies, Reading, Writing, Communicating, Life Science, and Math. These standards serve as a framework for Colorado's curricula by providing student performance expectations in each area. The Lesson Plans include the standards that correlate to each lesson and the corresponding activities.



## THE LITERATURE STUDY

In an effort to integrate Social Studies with the rest of the curriculum, we have included a complete Literature Study on pages 102-120 of your Teacher's Edition. Like the rest of *Do Colorado!*, the Literature Study is aligned with Colorado's Social Studies Standards for Geography, History, Civics, and Economy. The Literature Study focuses on Colorado, frontier life, westward expansion, territorial days, and Native Americans. The Literature Study begins with a Teacher letter outlining the features of this unit which includes an Annotated Bibliography, Discussion Cards for use in Discussion Groups, Comprehension and Vocabulary activities, Writing activities, Book Talks, and a Record Sheet.

## THE VOCABULARY

Many of the student information pages in the Teacher's Edition feature words in bold type. We have included a Glossary on pages 93-101 of your Teacher's Edition to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context at a fourth grade level. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words during each of the four sections.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

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Revised Edition, 2010

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ISBN 0-9747051-7-9



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# LESSONS AT A GLANCE



## GEOGRAPHY

### 1. Before reading the Northeast Region, students will:

- complete Vocabulary Cards for *borders, capital, capitol, coastal, colonists, constitution, economy, exhibits, factories, granite, Great Britain, historians, independence, invented, manufacturing, Pilgrims, preserve, refuge, regions, resort, resources, Revolutionary War, wilderness.* (pg. 1 T.R.)

After reading the Northeast Region (pps. 1-2 T.E.), students will:

- answer Northeast Region Reading Comprehension Questions. (pg. 2 T.R.)
- complete Discussion Questions for the Northeast Region. (pg. 3 T.R.)
- use cardinal and intermediate directions to complete Mapping: New England States. (pps. 4-7 T.R.)
- use latitude and longitude to complete Mapping: Middle Atlantic States. (pps. 8-12 T.R.)

#### THE NORTHEAST REGION LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 1.2A, 2.1B, 2.1C, 2.2A, 2.2C; READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2F**

### 2. Before reading the Middle West Region, students will:

- complete a Vocabulary Card for *aviation, canals, minerals, petroglyphs.* (pg. 1 T.R.)

After reading the Middle West Region (pps. 3-4 T.E.), students will:

- answer Middle West Region Reading Comprehension Questions. (pg. 13 T.R.)
- complete Discussion Questions for the Middle West Region. (pg. 14 T.R.)
- use a system of number and letter pairs to complete Mapping: Great Lakes States. (pps. 15-17 T.R.)
- use a grid system of number pairs to complete Mapping: Great Plains States. (pps. 18-20 T.R.)
- take a Vocabulary Quiz for Colorado Geography Part I. (pps. 21-22 T.R.)

#### THE MIDDLE WEST REGION LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 1.2A, 2.1B, 2.1C, 2.2A, 2.2C; READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2F;  
MATH: 4.1D**

# LESSONS AT A GLANCE



## GEOGRAPHY (CONTINUED)

3. Before reading the Southeast Region, students will:

- complete Vocabulary Cards for *Civil War, climate, destructive, industries, island, limestone, military, North America, prehistoric, profitable, straits, tourism, variety, vertical*. (pg. 1 T.R.)

After reading the Southeast Region (pps. 5-6 T.E.), students will:

- answer Southeast Region Reading Comprehension Questions. (pg. 23 T.R.)
- complete Discussion Questions for the Southeast Region. (pg. 24 T.R.)
- use cardinal and intermediate directions to complete Mapping: Southeast Region. (pps. 25-28 T.R.)

**THE SOUTHEAST REGION LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 1.2A, 2.1B, 2.1C, 2.2A, 2.2C; READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2F**

4. Before reading the Southwest Region, students will:

- complete Vocabulary Cards for *annual, arid, boundary, endangered, founders, gorge, humid, inhabited, livestock, monument, nuclear, precipitation, pueblo, rodeo, sagebrush, species*. (pg. 1 T.R.)

After reading the Southwest Region (pps. 7-8 T.E.), students will:

- answer Southwest Region Reading Comprehension Questions. (pg. 29 T.R.)
- complete Discussion Questions for the Southwest Region. (pg. 30 T.R.)
- use latitude and longitude to complete Mapping: Southwest Region. (pps. 31-35 T.R.)
- take a Vocabulary Quiz for Colorado Geography Part II. (pps. 36-37 T.R.)

**THE SOUTHWEST REGION LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 1.2A, 2.1B, 2.1C, 2.2A, 2.2C; READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2F**

# LESSONS AT A GLANCE



## GEOGRAPHY (CONTINUED)

### 5. Before reading the West Region, students will:

- complete Vocabulary Cards for *autobiography, biographies, completion, culture, dwellings, erupt, extends, fertile, formations, fossil, geysers, glacier, inlet, islands, legend, mammals, mountainous, reptiles, saloons, theory, transcontinental, treaty, unique, volcanic, weary.* (pg. 1 T.R.)

After reading the West Region (pps. 9-10 T.E.), students will:

- answer West Region Reading Comprehension Questions. (pg. 38 T.R.)
- complete Discussion Questions for the West Region. (pg. 39 T.R.)
- use cardinal and intermediate directions to complete Mapping: Mountain States. (pps. 40-44 T.R.)
- use a grid system of number pairs to complete Mapping: Pacific States. (pps. 45-47 T.R.)
- create a time zone map of the United States to complete It's About Time. (pps. 48-51 T.R.)
- differentiate between primary and secondary sources to complete Consider the Source. (pg. 52 T.R.)
- take a Vocabulary Quiz for Colorado Geography Part III. (pps. 53-54 T.R.)

### THE WEST REGION LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 1.1B, 1.2A, 2.1B, 2.1C, 2.2A, 2.2C; READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2F; MATH: 4.1D**

### 6. Before reading Colorado's Regions, students will:

- complete Vocabulary Cards for *alfalfa, Continental Divide, elevations, irrigation, pioneers, plateau, yucca.* (pg. 1 T.R.)

After reading Colorado's Regions (pps. 11-12 T.E.), students will:

- answer Colorado's Regions Reading Comprehension Questions. (pg. 55 T.R.)
- complete Colorado's Regions Language Skills Exercise. (pg. 56 T.R.)
- create a map defining Colorado's Regions and describe features of each. (pps. 57-58 T.R.)

### THE COLORADO'S REGION LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 2.1A, 2.1B, 2.1C, 2.2C, 3.1B; READING, WRITING, COMMUNICATING: 2.2B, 2.2F, 2.3B, 2.3D**

# LESSONS AT A GLANCE



## GEOGRAPHY (CONTINUED)

7. Before reading Colorado's Water Resources, students will:

- complete a Vocabulary Card for *recreation, reservoir, tributaries*. (pg. i T.R.)

After reading Colorado's Water Resources (pps. 13-15 T.E.), students will:

- answer Colorado's Water Resources Reading Comprehension Questions. (pg. 59 T.R.)
- complete Colorado's Water Resources Language Skills Exercise. (pg. 60 T.R.)
- identify Colorado's Water Resources on Colorado maps. (pps. 61-64 T.R.)

**THE COLORADO'S WATER RESOURCES LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 1.2D, 2.1A, 2.1B, 2.1D, 2.2D; READING, WRITING, COMMUNICATING: 2.2B, 2.2D, 2.2F, 2.3B**

8. Before reading Colorado's Points of Interest, students will:

- complete Vocabulary Cards for *amphibians, ancient, artifacts, broncos, ceremonies, descendants, dunes, foothills, geologists, habitats, incline, kayaking, lasso, loom, observatory, photographers, prairie, residents, souvenirs, summit, suspension bridge, terrain, tourists, traditional*. (pg. 1 T.R.)

After reading Colorado's Points of Interest (pps. 16-24 T.E.), students will:

- answer Colorado's Points of Interest Reading Comprehension Questions. (pg. 65 T.R.)
- complete Colorado's Points of Interest Language Skills Exercise. (pg. 66 T.R.)
- use pictures and descriptions of Points of Interest to create a Travel Brochure. (pps. 67-68 T.R.)
- create a Colorado Points of Interest Map for finished Travel Brochure. (pg. 69 T.R.)

**Note: You will need to make an extra copy of page 68 for students.**

- take a Vocabulary Quiz for Colorado Geography Part IV. (pps. 70-71 T.R.)

**THE COLORADO'S POINTS OF INTEREST LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 2.1A, 2.1B, 2.2B, 2.2C, 2.2D, 4.2C;**

**READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2F, 2.3A, 3.3A, 3.3B**

# LESSONS AT A GLANCE



## ANIMALS

1. Before reading Colorado's Mammals, students will:

- complete Vocabulary Cards for *burrows, canine, captive, conserve, herbivores, inactive, native, omnivores, predators, preyed, rodents*. (pg. 1 T.R.)

After reading Colorado's Mammals (pps. 25-29 T.E.), students will:

- answer Colorado's Mammals Reading Comprehension Questions. (pg. 72 T.R.)
- complete Colorado's Mammals Language Skills Exercise. (pg. 73 T.R.)
- use pictures and descriptions of mammals to complete Mammal Expert's Journal. (pps. 74-89 T.R.)

**THE COLORADO'S MAMMALS LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 2.2B, 2.2C**

**READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2F, 2.3B, 2.3D, 3.3A, 3.3B**

**LIFE SCIENCE: 2.1A, 2.3A, 2.3B, 2.3F**

2. Before reading Colorado's Birds, students will:

- complete Vocabulary Cards for *inflate, perching, talons, waterfowl*. (pg. 1 T.R.)

After reading Colorado's Birds (pps. 30-33 T.E.), students will:

- answer Colorado's Birds Reading Comprehension Questions. (pg. 90 T.R.)
- complete Colorado's Birds Language Skills Exercise. (pg. 91 T.R.)
- research information in lesson to color and place birds in proper regions on a Colorado Map. (pps. 92-93 T.R.)
- use lesson information to create a data chart and bar graph for Graphing: Colorado's Birds. (pps. 94-96 T.R.)

**THE COLORADO'S BIRDS LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 2.1A**

**READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2F, 2.3B, 3.3A**

**LIFE SCIENCE: 2.1A, 2.1B, 2.1C, 2.1D, 2.3B**

# LESSONS AT A GLANCE



## ANIMALS (CONTINUED)

### 3. Before reading Colorado's Fish and Reptiles, students will:

- complete Vocabulary Cards for *extinct and illegal*. (pg. 1 T.R.)

After reading Colorado's Fish and Reptiles (pps. 34-35 T.E.), students will:

- answer Fish and Reptiles Reading Comprehension Questions. (pg. 97 T.R.)
- complete Colorado's Fish and Reptiles Language Skills Exercise. (pg. 98 T.R.)
- use color patterns to differentiate between poisonous coral and harmless milk snakes. (pg. 99 T.R.)

#### THE COLORADO'S FISH AND REPTILES LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 4.2C**

**READING, WRITING, COMMUNICATING: 2.2B, 2.2D, 2.2F, 2.3D, 3.3A**

**LIFE SCIENCE: 2.1C, 2.3F**

### 4. After reading Colorado's Amphibians (pps. 36-38 T.E.), students will:

- answer Colorado's Amphibians Reading Comprehension Questions. (pg. 100 T.R.)
- complete Colorado's Amphibians Language Skills Exercise. (pg. 101 T.R.)
- use number coordinates to complete Amphibian Grid Math. (pps. 102-104 T.R.)

#### THE COLORADO'S AMPHIBIANS LESSON COVERS THESE STANDARDS:

**READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2E, 2.2F, 2.3B, 3.3A, 3.3B, 3.3C**

**LIFE SCIENCE: 2.1A, 2.1B, 2.3A, 2.3B, 2.3C**

**MATH: 4.1D**

### 5. Before reading Colorado's Arthropods, students will:

- complete Vocabulary Cards for *circular, cocoons, exoskeletons, metamorphosis, regenerate, reproduce, segmented*. (pg. 1 T.R.)

After reading Colorado's Arthropods (pps. 39-43 T.E.), students will:

- answer Colorado's Arthropods Reading Comprehension Questions. (pg. 105 T.R.)
- complete Colorado's Arthropods Language Skills Exercise. (pg. 106 T.R.)
- classify Colorado's animals according to species. (pps. 107-108 T.R.)
- take a Vocabulary Quiz for Colorado's Animals. (pps. 109-110 T.R.)

#### THE COLORADO'S ARTHROPODS LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 2.2A**

**READING, WRITING, COMMUNICATING: 2.2B, 2.2F, 2.3B, 3.3A, 3.3B, 3.3C**

**LIFE SCIENCE: 2.1B, 2.1C**

# LESSONS AT A GLANCE



## HISTORY

### 1. Before reading Colorado's Ancient Peoples, students will:

- complete Vocabulary Cards for *A.D.*, *abandoned*, *adobe*, *archaeologists*, *continent*, *customs*, *domesticated*, *drought*, *flint*, *mammoths*, *mortar*, *nomadic*, *quarries*, *raided*, *sloths*, *temporary*, *tepees*, *twine*, *wickiups*. (pg. 1 T.R.)

After reading Colorado's Ancient Peoples (pps. 44-47 T.E.), students will:

- answer Colorado's Ancient Peoples Reading Comprehension Questions. (pg. 111 T.R.)
- complete Colorado's Ancient Peoples Language Skills Exercise. (pg. 112 T.R.)
- use cardinal and intermediate directions to create a map of Colorado's ancient dwellings. (pps. 113-115 T.R.)
- follow written directions to create 3-dimensional pueblo dwellings and villages. (pps. 116-119 T.R.)
- take a Vocabulary Quiz for Colorado History Part I. (pps. 120-121 T.R.)

**THE COLORADO'S ANCIENT PEOPLES LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 1.1C, 1.1D, 1.2A, 1.2B, 2.1A, 2.2A, 2.2B, 2.2C, 2.2D, 3.1B, 3.1C**

**READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2E, 2.2F, 2.3B, 3.3A, 3.3B, 3.3C**

### 2. Before reading Colorado's Explorers, students will:

- complete Vocabulary Cards for *agriculture*, *allies*, *appointing*, *attaining*, *blockade*, *Christianity*, *conquered*, *convert*, *convinced*, *defeating*, *emperor*, *empire*, *expand*, *expedition*, *fertilized*, *governor*, *hoax*, *missionary*, *missions*, *opponent*, *province*, *ransom*, *recruit*, *sacrificed*, *sculptures*, *shallow*. (pg. 1 T.R.)

After reading Colorado's Explorers (pps. 48-53 T.E.), students will:

- answer Colorado's Explorers Reading Comprehension Questions. (pg. 122 T.R.)
- complete Colorado's Explorers Language Skills Exercise. (pg. 123 T.R.)
- differentiate between primary and secondary sources to complete Consider the Source. (pg. 124 T.R.)
- create a time line for Colorado's Spanish explorers in Time Travel Part I. (pg. 125 T.R.)
- create a personal time line in Time Travel Part II. (pg. 128 T.R.)
- take a Vocabulary Quiz for Colorado History Part II. (pps. 127-128 T.R.)

**THE COLORADO'S EXPLORERS LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 1.1A, 1.1B, 1.1C, 1.2A, 1.2B, 1.2C, 2.1D, 2.2A, 2.2B, 2.2C, 2.2D**

**READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2E, 2.2F, 2.3B, 3.3A, 3.3B, 3.3C**

# LESSONS AT A GLANCE



## HISTORY (CONTINUED)

3. Before reading *Americans in Colorado*, students will:
- complete Vocabulary Cards for *era, incisor, keelboats, pelts, prospectors*. (pg. 1 T.R.)

After reading *Americans in Colorado* (pps. 54-58 T.E.), students will:

- answer *Americans in Colorado* Reading Comprehension Questions. (pg. 129 T.R.)
- complete *Americans in Colorado* Language Skills Exercise. (pg. 130 T.R.)
- complete a graphic organizer to write a Mountain Man Story. (pps. 131-132 T.R.)
- follow written directions to draw a beaver. (pps. 133-134 T.R.)

**THE AMERICANS IN COLORADO LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 1.1C, 1.1D, 1.2A, 1.2B, 1.2C, 2.1A, 2.1B, 2.1C, 2.2A, 2.2B, 2.2C, 2.2D, 3.1B, 3.1C, 3.2C**

**READING, WRITING, COMMUNICATING: 1.1D, 2.1A, 2.2B, 2.2D, 2.2E, 2.2F, 3.2B, 3.3C, 3.3A, 3.3B, 3.3F**

4. Before reading *The Mexican War*, students will:
- complete Vocabulary Cards for *citizens and dispute*. (pg. 1 T.R.)

After reading *The Mexican War* (pps. 59-60 T.E.), students will:

- answer *Mexican War* Reading Comprehension Questions. (pg. 135 T.R.)
- complete *Mexican War* Language Skills Exercise. (pg. 136 T.R.)
- complete *Colorado's Connection with Mexico* Discussion Questions. (pg. 137 T.R.)
- complete a Graphic Organizer and use proper letter writing format to compose a Mexican War Letter. (pps. 138-141 T.R.)

**THE MEXICAN WAR LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 1.1C, 1.1D, 1.2A, 1.2B, 2.1B, 2.1C, 2.1D, 2.2A, 2.2D, 4.1A, 4.2B**

**READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2E, 2.2F, 2.3D, 3.2C, 3.3A, 3.3B, 3.3C, 3.3E**

# LESSONS AT A GLANCE



## HISTORY (CONTINUED)

### 5. Before reading Territorial Days, students will:

- complete Vocabulary Cards for *abolish, cavalry, Congress, enforcement, ignored, mint, outlaw, outraged, plantations, reservations, surrendered.* (pg. 1 T.R.)

After reading Territorial Days (pps. 61-64 T.E.), students will:

- answer Territorial Days Reading Comprehension Questions. (pg. 142 T.R.)
- complete Territorial Days Language Skills Exercise. (pg. 143 T.R.)
- choose from several illustrated events to complete a Santa Fe Trail Journal. (pps. 144-149 T.R.)

**Note: You will need to make six copies of page 146 for students.**

#### THE TERRITORIAL DAYS LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 1.1D, 1.2A, 1.2B, 1.2D, 2.2A, 2.2B, 2.2C, 3.1B, 3.1C, 4.2B, 4.2D**

**READING, WRITING, COMMUNICATING: 2.1C, 2.2B, 2.2D, 2.2E, 2.2F, 2.3B, 3.2B, 3.2C, 3.3A, 3.3B, 3.3E**

### 6. Before reading Statehood, students will:

- complete Vocabulary Cards for *adopted, centennial, Deity, deserted, elected, motto, official, providence, symbolizes.* (pg. 1 T.R.)

After reading Statehood (pps. 65-66 T.E.), students will:

- answer Colorado: The 38th State Reading Comprehension Questions. (pg. 150 T.R.)
- complete Colorado: The 38th State Language Skills Exercise. (pg. 151 T.R.)
- follow written directions to correctly color Colorado's State Flag. (pps. 152-153 T.R.)
- use a system of number and letter pairs to complete Statehood Grid Math. (pps. 154-156 T.R.)
- differentiate between primary and secondary sources to complete Consider the Source. (pg. 157 T.R.)
- take a Vocabulary Quiz for Colorado History Part III. (pps. 158-159 T.R.)

#### THE STATEHOOD LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 1.1B, 1.2A, 1.2C, 2.1B, 2.2A, 2.2B, 2.2C, 4.2D**

**READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2F, 2.3B, 3.3A, 3.3B, 3.3C**

**MATH: 4.1D**

# LESSONS AT A GLANCE



## GOVERNMENT AND ECONOMY

### 1. Before reading Colorado's Government, students will:

- complete Vocabulary Cards for *abused, appeal, attorney general, commissioners, drafted, environmental, interior, lieutenant governor, majority, mayors, sea level, secretary of state, Supreme Court, treasurer, vetoed.* (pg. 1 T.R.)

After reading Colorado's Government (pps. 67-70 T.E.), students will:

- answer Colorado's Government Reading Comprehension Questions. (pg. 160 T.R.)
- complete Colorado's Government Language Skills Exercise. (pg. 161 T.R.)
- complete Discussion Questions for Colorado's Constitution. (pg. 162 T.R.)
- use a color coding system to complete Mapping: Colorado's Counties. (pps. 163-165 T.R.)

#### THE COLORADO'S GOVERNMENT LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 1.2C, 2.1B, 2.2D, 4.1C, 4.2A, 4.2B, 4.2C, 4.2D, 4.2E**

**READING, WRITING, COMMUNICATING: 2.1A, 2.2B, 2.2D, 2.2F, 3.3A, 3.3B**

### 2. Before reading Citizenship, students will:

- complete Vocabulary Cards for *elderly, handicapped, jury, landfill, recycling.* (pg. 1 T.R.)

After reading Citizenship (pps. 71-72 T.E.), students will:

- answer Citizenship Reading Comprehension Questions. (pg. 166 T.R.)
- complete Citizenship Discussion Questions. (pg. 167 T.R.)
- complete a Graphic Organizer to write a persuasive letter to a Colorado senator or representative. (pps. 168-171 T.R.)

#### THE CITIZENSHIP LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 4.1A, 4.1B, 4.1C, 4.2B**

**READING, WRITING, COMMUNICATING: 1.1D, 2.2B, 2.2F, 3.2B, 3.2C, 3.3A, 3.3B, 3.3C, 3.3E**

# LESSONS AT A GLANCE



## GOVERNMENT AND ECONOMY (CONTINUED)

### 3. Before reading Colorado's People, students will:

- complete Vocabulary Cards for *Anglos, casino, cultural, ethnic, executives, Hispanics, immigrants, income, moccasins, negotiate*. (pg. 1 T.R.)

After reading Colorado's People (pps. 73-76 T.E.), students will:

- answer Colorado's People Reading Comprehension Questions. (pg. 172 T.R.)
- complete Colorado's People Language Skills Exercise. (pg. 173 T.R.)
- use scale measurement to measure distance traveled by railroads in the Mountain states. (pps. 174-176 T.R.)
- put a puzzle together that shows the train routes through the Mountain states. (pg. 177 T.R.)
- create a scale map and a ruler to measure the distance between places. (pps. 178-180 T.R.)
- take a Vocabulary Quiz for Colorado's Government and Economy Part I. (pps. 181-182 T.R.)

#### THE COLORADO'S PEOPLE LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES:** 1.1C, 1.1D, 1.2A, 1.2B, 1.2C, 2.1B, 2.1D, 2.2A, 2.2B, 2.2C, 2.2D, 3.1B, 3.1C

**READING, WRITING, COMMUNICATING:** 2.1A, 2.2B, 2.2D, 2.2E, 2.3B, 3.3A, 3.3B

**MATH:** 4.2F

### 4. Before reading Economy, students will:

- complete Vocabulary Cards for *invested, mass transit, wage*. (pg. 1 T.R.)

After reading Economy (pps. 77-79 T.E.), students will:

- answer Economy Reading Comprehension Questions. (pg. 183 T.R.)
- complete Economy Language Skills Exercise. (pg. 184 T.R.)
- create and analyze a double bar graph displaying Colorado's average temperature and precipitation. (pps. 185-187 T.R.)

**Note:** You will need to make four copies of page 198 for each student.

- take a Vocabulary Quiz for Colorado's Government and Economy Part II. (pps. 199-200 T.R.)

#### THE ECONOMY LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES:** 1.2D, 2.1A, 2.1B, 2.2A, 3.1A, 3.1B, 3.1C, 3.2A, 3.2B, 3.2C, 3.2D, 3.2E, 4.2C

**READING, WRITING, COMMUNICATING:** 2.1A, 2.2B, 2.2D, 2.2E, 2.2F, 2.3B, 2.3D, 3.3A, 3.3B

# LESSONS AT A GLANCE



## 5. Before reading Early Economy, students will:

- complete Vocabulary Cards for *construction, steamboats, transport*. (pg. 1 T.R.)

After reading Early Economy (pps. 80-82 T.E.), students will:

- answer Early Economy Reading Comprehension Questions. (pg. 188 T.R.)
- complete Early Economy Language Skills Exercise. (pg. 189 T.R.)
- use the lesson to answer questions about Colorado's early economy to complete a puzzle. (pps. 190-191 T.R.)

### THE EARLY ECONOMY LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 1.1C, 1.1D, 1.2B, 1.2D, 2.2A, 2.2B, 2.2C, 2.2D, 3.1B, 3.1C**

**READING, WRITING, COMMUNICATING: 2.2B, 2.2E, 2.2F, 3.3A, 3.3B**

## 6. Before reading The Great Depression, students will:

- complete Vocabulary Cards for *admired, ammunition, campaign, cargo, charity, disability, Europe, inspected, minimum, polio, restoring, retired, secure, tutors, unemployed*. (pg. 1 T.R.)

After reading The Great Depression (pps. 83-85 T.E.), students will:

- answer The Great Depression Reading Comprehension Questions. (pg. 192 T.R.)
- complete Discussion Questions for The Great Depression. (pg. 193 T.R.)
- read about Franklin Roosevelt, answer thought-provoking discussion questions. (pps. 194-195 T.R.)
- differentiate between primary and secondary sources to complete Consider the Source. (pg. 196 T.R.)
- use information from the lesson and other sources to make the game Find the Fib. (pps. 197-198 T.R.)

### THE GREAT DEPRESSION LESSON COVERS THESE STANDARDS:

**SOCIAL STUDIES: 1.1B, 1.2A, 1.2C, 1.2D, 2.2D, 3.1B, 3.1C, 3.2D**

**READING, WRITING, COMMUNICATING: 2.2B, 2.2D, 2.2E, 2.2F, 3.3A, 3.3B, 4.2A**

# LESSONS AT A GLANCE



## GOVERNMENT AND ECONOMY (CONTINUED)

7. Before reading World War II, students will:

- complete Vocabulary Cards for *ancestors, atomic, dictators, discriminated, donated, harvest, marksmen, migrant, outnumbered, processing, relocation, sawmill, smuggled, uranium, vessels*. (pg. 1 T.R.)

After reading World War II (pps. 86-90 T.E.), students will:

- answer World War II Reading Comprehension Questions. (pg. 201 T.R.)
- complete Discussion Questions for Japanese Relocation Centers. (pg. 202 T.R.)
- use cardinal and intermediate directions to plot Japanese Relocation Centers on a U.S. map. (pps. 203-206 T.R.)
- follow written directions to make a model of a P-47 Thunderbolt. (pps. 207-213 T.R.)

**THE WORLD WAR II LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 1.1C, 1.1D, 1.2A, 1.2D, 2.1D, 2.2A, 2.2B, 2.2D, 3.1B, 3.1C, 4.1B**

**READING, WRITING, COMMUNICATING: 2.2B, 2.2D, 2.2E, 2.2F, 4.2A**

8. Before reading Colorado Today, students will:

- complete Vocabulary Cards for *federal government and prosperous*. (pg. 1 T.R.)

After reading Colorado Today (pps. 91-92 T.E.), students will:

- answer Colorado Today Reading Comprehension Questions. (pg. 214 T.R.)
- complete Colorado Today Language Skills Exercise. (pg. 215 T.R.)
- complete Discussion Questions for Colorado Today. (pg. 216 T.R.)
- use cardinal and intermediate directions to plot some of Colorado's most popular past and present mines on a Colorado map. (pps. 217-220 T.R.)
- take a Vocabulary Quiz for Colorado's Government and Economy Part III. (pg. 221 T.R.)

**THE COLORADO TODAY LESSON COVERS THESE STANDARDS:**

**SOCIAL STUDIES: 1.2D, 2.2A, 2.2C, 2.2D, 3.1C, 4.1A, 4.1B**

**READING, WRITING, COMMUNICATING: 2.2B, 2.2F, 2.3B, 3.3A**