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| **Grade Level:**  **4th** |

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| **Essential Question:**  How was Dearfield “dear” to African Americans living in Colorado?  **Supporting Questions:**   1. What was life like for those who lived in Dearfield? 2. How is the Dearfield community similar to your own community? |

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| **Source 1**  *A quote from a University of Northern Colorado professor, Dr. George H. Junne, Jr. who has written about the Dearfield Community. The following was posted on a website:*  *“Colorado entrepreneur and messenger for three governors, Mr. O. T. (Oliver Toussaint) Jackson filed a desert claim to create the African-American agricultural colony of Dearfield in May 1910. Dr. Joseph H. P. Westbrook, a Denver physician, proclaimed at an organizational meeting in 1909 that the fields “will be very dear to us,” thus giving Dearfield its name. The first settlers came in 1911, and by 1920, the successful community of Dearfield had a population of between 200 to 300 residents, two churches, a school and restaurant, plus plans to build a canning factory and a college. Dearfield’s dreams turned to dust in the 1930s Dust Bowl, and the town never recovered. By 1946, Dearfield had a population of 1. Today Dearfield remains a symbol of Western pride and empowerment for many African Americans.”*  **Source:** http://www.weldcounty150.org/HistoryofWeldCountyTowns/Dearfield.html | **Source 2**  O. T. Jackson, founder of Dearfield    **Source:**  <http://www.weldcounty150.org/HistoryofWeldCountyTowns/Dearfield.html> |
| **Source 3**  Booker T. Washington  *“Get a home of your own. Get some property….get some of the substance for yourself.”*  **Quote Source:** <http://www.weldcounty150.org/HistoryofWeldCountyTowns/Dearfield.html>    **Image Source:** <https://www.britannica.com/biography/Booker-T-Washington> | **Source 4**  Newspaper article from Steamboat Pilot, Jan. 4, 1911.    **Source:** <https://www.coloradohistoricnewspapers.org/cgi-bin/colorado?a=d&d=STP19110104.2.97&srpos=1&e=-------en-20--1--txt-txIN-dearfield-------0-> |
| **Source 5**  O.T. Jackson with boy holding a melon in a field in Dearfield.    **Source:** <http://www.weldcounty150.org/HistoryofWeldCountyTowns/Dearfield.html> | **Source 6**  A box of old jars inside the former lunchroom of a school in Dearfield.    **Source:** <http://digital.denverlibrary.org/cdm/ref/collection/p16079coll32/id/236112> |
| **Source 7**  A doll that belonged to a child who lived in Dearfield. This item is on display at the Black American West Museum.    **Source:**  <http://digital.denverlibrary.org/cdm/ref/collection/p16079coll32/id/352484> | **Source 8**  Street sign of Dearfield.    **Source:**  <http://digital.denverlibrary.org/cdm/ref/collection/p16079coll32/id/236114> |
| **Source 9**  Oral History of Walker Groves, a resident of Dearfield.    **Source:**  <https://digarch.unco.edu/islandora/object/cogru%3A361> | **Source 10**  Image of Walker Groves and his brother.    **Source:**  <http://digital.denverlibrary.org/cdm/singleitem/collection/p16079coll32/id/352188/rec/3> |

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| **Background Knowledge / Contextual Paragraph for Teachers:** O.T. Jackson was the founder of the Dearfield agricultural community in 1910. Dearfield, Colorado is located on the arid plains near Greeley. The Colorado chapter of the National Negro Business League supported Dearfield in the early stages, but later backed out when the national president at the time, Booker. T. Washington refused to support the settlement. Without the help of the national president, Booker T. Washington, and the NNBL, O.T. Jackson and a few families started the production of Dearfield on their own. By 1915, Dearfield had gone from seven families living in tents and carved caves in the hillside to twenty-five families living in wooden cabins. The next five years would yield a colony with a population of seventy, post office, two churches, and school. The oral history in this lesson is told by Walker Groves about his and his brother’s experience living in Dearfield.  By 1918, at the end of World War I, the colony’s growth began to collapse with less demand for crops grown by families in Dearfield. The Dust Bowl also took part in the declining growth. By 1940, there were only twelve families living in Dearfield--one being that of Walker Grovers.  Additional Resources:<http://www.weldcounty150.org/HistoryofWeldCountyTowns/Dearfield.html>; <http://www.blackpast.org/aaw/dearfield-colorado> ; <https://history.denverlibrary.org/news/ot-jackson-1862-1948-visionary-and-co-founder-dearfield-colorado> |

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| **Building Background Knowledge for the Student**   1. To activate students’ background knowledge and/or build understanding of terms within the unit, use the Vocabulary List below and complete a *Frayer Model* for each of the vocabulary words.     Another good source for students to build background knowledge: <http://www.greeleyhistory.org/pages/dearfield.htm>     1. To build students’ sense of segregation, utilize an interactive read aloud of *White Socks Only*  by Evelyn Coleman. Before and after the read aloud, complete a K-W-L chart using the topic of segregation.      1. To build students’ understanding of culture, display the anchor chart of the Cultural Iceberg and lead a class discussion on the concept of culture. *Link to Cultural Iceberg:* <https://www.google.com/search?q=cultural+iceberg&rlz=1C5CHFA_enUS702US702&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiegPq60YnUAhUm_IMKHYMxAc8Q_AUICigB&biw=1125&bih=616#imgrc=8wKSAMQBBlOiUM:>)    * After class discussion around the concept of culture, have students create their own cultural icebergs. *Link to blank template:* <https://www.google.com/search?q=cultural+iceberg&rlz=1C5CHFA_enUS702US702&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiegPq60YnUAhUm_IMKHYMxAc8Q_AUICigB&biw=1125&bih=616#tbm=isch&q=cultural+iceberg+template&imgrc=T04sdesAKpCjqM:>) |

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| **STRATEGY INSTRUCTION:**  ***SOURCES 1-3:***   * **Quote Discussions**  1. Read aloud quote from Dr. George H. Junne, Jr. (Source 1)and use it to start students’ thinking about the Dearfield community. 2. Show image of O.T. Jackson (Source 2) and discuss how he was the founder of the community. 3. Read aloud quote from Booker T. Washington (Source 3) and have students complete a think-pair-share using the following questions:    * + - What do you think Booker T. Washington meant in saying this quote?        - Who was he saying this quote to and for?   ***SOURCE 4:***   * **Newspaper Analysis Sheet:**  1. Read aloud Newspaper Article, while students highlight important information individually. (Source 4) 2. Using highlighted information complete the CDE Newspaper Analysis Sheet with students and discuss the similarities and differences among the Dearfield community and the students own communities:    * Based on what we read, what are some possible reasons this colony of Dearfield was “ideal/dear” to African Americans?    * What was their role as participants of this colony?”    * “Are there any aspects of this community that are similar to yours?   ***SOURCES 5-8:***   * **Picture Analysis Sheet:**  1. Using the [CDE photo analysis sheet](http://www.cde.state.co.us/cosocialstudies/imageworksheetpdf) the students will analyze the images provided (Sources 5-8) and discuss what they notice about the community of Dearfield using the following questions to guide whole class discussion:    * After looking at these images, do we see an example of aspects of a segregated community?” (i.e., African American dolls with dark skin color, only African Americans photographed, old jars from the lunchroom representing having to provide own meals for school, picture of Dearfield sign showing that it is not a city, etc.)    * “Why do we think this doll has simple clothing?    * Do you think that the children of Dearfield would have worn something similar?    * Why is this doll not a white doll?” (Talk about the segregation, wanted things like them like you want objects that are similar to you).   ***SOURCES 9-10:***   * **Oral History Analysis Sheet**  1. Provide background knowledge to students about the Walker Brothers as citizens of Dearfield. Share the following information: Walker Groves was born in Denver in 1925 and he moved and lived in Dearfield in 1939 because his father decided that the country life would be safer for him and his family. His father didn’t want Walker or his brother get into trouble in the city.” 2. Have stations set up with each audio clip of oral history recording set up with iPads/Chromebooks/or any technology that allows it (5 stations/group tables) 3. Students will participate in a jigsaw and become experts of one chunk of the oral history:    * *Section 1 Clipping: 10:15-11:53, where he went to school, what grade, and experience in church*    * *Section 2 Clipping: 14:30-16:00, school experience*    * *Section 3 Clipping: 16:38-17:30, other experience with African American neighbors*    * *Section 4 Clipping: 18:15-19:40, being a kid and having fun*    * *Section 5 Clipping: 21:45-23:20, working on Mr. Bailey’s farm* 4. Give each student a CDE Oral History Analysis sheet. 5. Have students listen carefully to their assigned audio clipping. 6. Mention to students that they may need to listen to the clipping twice to gather adequate information (critical listening) to complete the analysis sheet. 7. In these groups, the students will discuss what they learned from listening to the person’s story and what they would ask Walker Groves if they could. 8. Instruct students to go back to their original groups to discuss whole-class discussion questions: 9. “What things were different and similar about Walker’s life experiences to your own?” 10. “What things surprised or stuck out to you the most?” 11. “Do you think Walker enjoyed his time in Dearfield and why?” 12. What themes or connections did your group make to the other primary sources that we have been working with so far throughout our inquiry? 13. What thoughts do you have about what the African American experience was like in Colorado in the 20th century, specifically Dearfield? |

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| **Strategy Instruction Differentiation:**   * Product: students are able to choose a project to their liking (narrative journal, short story, or visual representation) * Process: students are able to write and/or draw based on their wants, interest, and understandings by being able to choose what type of writing based on readiness and learner profile |

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| **Discussion:**   * Reflect with students on the main points and themes that come to mind when thinking about the essential question “How was Dearfield “dear” to African Americans living in Colorado?” * After listening to Walker’s oral history ask students what they can think made Dearfield “dear” to African Americans living in Colorado during the 20th century? * Ask students what they learned from the use of primary sources about the experiences of living in Dearfield. Be sure to identify what life was like for those who lived in Dearfield.   **Representation of Knowledge: “Dearfield Community Project”**  *\*\*This segment can take up a couple of days allowing students time to complete their projects.*   * Present the three options for a final project to students: narrative journal, short story, or visual representation.   *Narrative Journal:*   * The narrative journal requires students to take on the perspective of a citizen of Dearfield, during the appropriate time period. This needs to be a personal account of the experiences of an African American living in Dearfield. * The journal must include at least three days of recorded diary entries of written work, although images and other information related to the sources used throughout this inquiry may be included in order to present a more accurate depiction of the “dear” town and the experiences of those who lived in that community.   *Short Story:*   * The short story must be no more than two pages of written work and/or drawings that provide insights as to why the town Dearfield was “dear” to the African Americans in Colorado during the 20th century. This can be as creative or as factual as desired however any information from the sources explored in this inquiry must be cited appropriately and preserved as evidence to the lives that it represents.   *Visual Representation:*   * The visual representation requires that students create a visual representation of the community of Dearfield that portrays how the town was “Dear” to African Americans in Colorado during the 20th century.   **Gallery Walk**  *\*\*This could also be done as the only task for the day.*   * Have students present their individual final projects in the form of a gallery walk. Students respectfully leave comments on peers comments sheets, and are required to respond with positive feedback, questions, or connections to the inquiry experience.   *\*\*You can bring students back whole-class and have them verbally share aloud their likings of the individual projects.* |

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| **Assessment:**  **Rationale:** The students are creating the final projects (narrative journal, short story, or visual representation) to showcase their understanding of the African American community of Dearfield.  This lesson allows them to take on the perspective of someone living in a segregated community (challenging by contextualizing what it would be like to live in Dearfield). Present the three options for a final project to students: narrative journal, short story, or visual representation.  **Narrative Journal:**   * The narrative journal requires students to take on the perspective of a citizen of Dearfield, during the appropriate time period. This needs to be a personal account of the experiences of an African American living in Dearfield. * The journal must include at least three days of recorded diary entries of written work, although images and other information related to the sources used throughout this inquiry may be included in order to present a more accurate depiction of the “dear” town and the experiences of those who lived in that community.   **Short Story:**   * The short story must be no more than two pages of written work and/or drawings that provide insights as to why the town Dearfield was “dear” to the African Americans in Colorado during the 20th century. This can be as creative or as factual as desired however any information from the sources explored in this inquiry must be cited appropriately and preserved as evidence to the lives that it represents.   **Visual Representation:**   * The visual representation requires that students create a visual representation of the community of Dearfield that portrays how the town was “Dear” to African Americans in Colorado during the 20th century. |

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| **Colorado Academic Standards:**   * SS4.S1.GLE1.EOb.: Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships (DOK 2-3) * SS4.S1.GLE1.EOc.: Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado (DOK 1-2) * SS4.S1.GLE1.EOd.: Identify and describe how major political and cultural groups have affected the development of the region (DOK 1-2) * SS4.S1.GLE2.EOb.: Describe interactions among people and cultures that have lived in Colorado (DOK 1-2) * SS4.S2.GLE2.EOa.: Describe how the physical environment provides opportunities for and places constraints on human activities (DOK 1-2) * SS4.S2.GLE2.EOc.: Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment (DOK 1-3) |

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| **Reading & Writing Standards:**   * RWC4.S1.GLE1.EOa.ii.: Follow agreed-upon rules for discussions and carry out assigned roles * RWC4.S1.GLE1.EOa.iii.: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (CCSS: SL.4.1c) * RWC4.S2.GLE1.EOa.i.: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1) * RWC4.S2.GLE1.EOa.iv.: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). (CCSS: RL.4.3) * RWC4.S2.GLE1.EOc.iii.: Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence. * RWC4.S2.GLE3.EOc.i.: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a) |