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| **Grade Level:** Kindergarten |

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| **Essential Question:**  What was farming like in Colorado in the early 1900s?  **Supporting Questions:**   1. What did farmers grow? 2. What work did farmers do and who did it? 3. What did farmers do with their crops? |

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| **Source 1**  Marie Ferrero Cosimi Oral History  https://lh6.googleusercontent.com/gXGAxTycL3yXylULzRw5vRf7l1-DShO2UKnAuD6bEOr7DNCwb-Mm6uJATppk6sWFBujv_qgd1nKQXaZvBdIR8A2bvHUnfhoELnNhjPdmtq_W8hWacdLF49a_eu_ED-xeq1L8uSMr  Source: Maria Ferrero Cosimi Oral History. CIAPA.OH.035. History Colorado. <http://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final/ViewRecord.aspx?template=Object&record=6688fa97-4916-4aea-94cf-02c6161ed0e7&displayFields=Attachment&lang=en-US> | **Source 2**  Mary DeBell Oral History  https://lh5.googleusercontent.com/4udZd3fv6SJJ0WoWlJ97Qd-36CG0c1bn8bHEAtnoy8-60iFqlX_Xwecl3l9DrHWiZd38atLSnCdG81nWV8Shn9E9Jg3pigO2E4DZ-hb_lhjKg72-mlOHKHzbZwqdfMXVb4xwa_Qx  Source: Mary DeBell Oral History. CIAPA.OH.042. History Colorado. <http://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final/ViewRecord.aspx?template=Object&record=78ffb723-0219-4f66-a7d8-a04d7e5d84b2&displayFields=Attachment&lang=en-US> |

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| **Background Knowledge / Contextual Paragraph for Teachers:** The oral histories in this set are told by Italian immigrants. Italians began to settle in Colorado in the late 1850’s. They settled across the state in towns such Trinidad, Pueblo, Silver Plume, Denver and Welby. By 1910, approximately 15,000 Italians are documented in the state. By 1922, Italians comprised 22 percent of the state’s total population. Many played an important role in the development of railroads, mining and agricultural industries.  For the produce and agricultural industry, the influx of immigrants gave rise to both peddling and farming and eventually the establishment of produce markets. Settlers could buy or rent small tracts of land at reasonable prices where they could grow fruits and vegetables for their families and sell or peddle the surplus. The produce markets allowed local farmers the ability to sell their crops directly to grocery stores, restaurants and peddlers. The first public produce market in Denver, the Denver Vegetable Market, was established in 1889. Other larger markets would follow including the Denver City Market and Denargo Market.  Additional Resources: Zahller, Alisa. *From peddling to processing: the Denargo Market and the evolution of produce distribution in Denver*. Colorado Heritage, July/August 2014 (pp. 21-30), <http://www.historycolorado.org/sites/default/files/Heritage%20JulyAug14-web.pdf> |

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| **Building Background Knowledge for the Student**   1. To activate students’ background knowledge and/or build it on the topic of farming lead a class discussion asking the following:  * What is a farm? * How many of you have been to a farm or even farmed yourself? What can you tell us about it? * What might you see on a farm today?   Next, create a Circle Map (see materials below) with the word farm in the center and then around it write the words/phrases students share out about farms. In the frame have students think about where they have learned this information (e.g. a TV show, a book, etc.).     1. To build students’ sense of chronology (i.e. now and then) have them view the farming photos included below in the Extra Sources Section. Place the image in a plastic sleeve and provide dry erase markers to students. Ask them to then circle what they notice on each picture. Then discuss the differences. You could also use the video clip on farming now and then to build up students’ sense of chronology too. 2. Provide students a copy of the map (see Extra Sources Section) and ask them what they notice. Point out the marked locations and share that they will hear recorded stories of an individual that lived in this area during the early 1900s. Share that these stories are called oral histories and can be referred to as a primary source because the individual is describing the past that he/she actually lived through instead of describing the past based on what he/she thinks or has read. Stress the importance of hearing from these individuals. |

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| **STRATEGY INSTRUCTION:**  ***SOURCE 1:***   * **Questioning Strategy**   + Ask questions of students before, during, and/or after to support comprehension of the oral history. * **Be the Interviewer Strategy**    + Students become the interviewer and come up with one or two questions to ask of the individual being interviewed in the oral history. * **Oral History Analysis Sheet**   + Provides suggested questions for students before, during, and/or after to support comprehension of the oral history.   ***SOURCE 2:***   * **Questioning strategy**   + Ask questions of students before, during, and/or after to support comprehension of the oral history. * **Annotated Visualization**   + Students will draw an image while listening to part of an oral history. After drawing the image they will write a short caption of what they drew. * **Oral History Analysis Sheet**   + Provides suggested questions for students before, during, and/or after. |

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| **Strategy Instruction Differentiation:**  Teacher made provide transcription of oral interview. |

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| **Discussion:**  Standard 4: Research and Reasoning: GLE 1b: Use a variety of resources to answer questions of interest through guided inquiry.  **What was farming like? Chart:**   * After listening to Marie’s oral history ask students what they learned in general from Marie about farming in Colorado. Write students’ thoughts onto chart paper under the heading of Marie. Leave space to write their learning from Mary’s oral history, which will be completed next. * Ask students what they learned from Mary about farming in Colorado. Write these thoughts onto the chart paper. Be sure to identify that this information is from a primary source. Ask the students if they believe what Mary or Marie say? Do they think they would lie or not tell us the truth? Compare this to a book about farming? Why would they believe what the author has to say? Would they trust Mary or Marie more so than the author of a book? Why? (This works on the historical literacy skill of *sourcing* materials and at this age it is simply enough for students to understand that we learn about history from different sources such as primary and secondary and that both have a different level of trustworthiness inherent in them). |

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| **Assessment:**  Farming in Colorado Then & Now Book   * Have students create a four page book about farming in Colorado then and now. The first two pages could include something they learned about farming from the oral histories of Mary and/or Marie. Have students draw an image first and then caption it. Also include a spot for students to identify where they learned this information (i.e. primary or secondary source). The last two pages could be about farming today. |

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| **Curriculum Standards:**   * SSK.S1.GLE1.EOa: Ask questions about the past using question starters. * SSK.S1.GLE1.EOb: Identify information from narrative stories that answer questions about the past and add to our collective memory and history. |

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| **Reading & Writing Standards:**  Standard 1: Oral Expression and Listening: GLE 1b: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2)  Standard 1: Oral Expression and Listening: GLE 1b: add drawings or other visual displays to descriptions as desired to provide additional detail (CCSS; SL.K.5)  Standard 3: Reading, Writing, Communicating: GLE 1a: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (CCSS: W.K.1)  Standard 4: Research and Reasoning: GLE 3a: Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking. |

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| **Sample Activities:**  **Marie Ferrero Cosimi**  Background: Were getting sick from mining (“miner’s consumption”) in Silver Plume and decided to move to Welby, Colorado around 1905.  **Questioning Activity**  Introduction Clip:  16:35 (“…So they came to Welby and they decided to start farming…”)   * Use this as an introduction to listening to an oral history. As students listen you can stop the recording and ask questions such as “What do you hear?” “Who are the two different voices?” “Who is asking questions?” “Why is this information different than if we read it in a book?”   First Year Farming Clip  18:10 (“…What happened after their first year of farming?”)   * What did the family do after farming for a year? (didn’t do well with their mixed vegetables crop because of the weather and couldn’t pay rent so were going to move to downtown Denver—the city. The owner of land let them stay for another year.)   Hotbed Clip  20:45 (“…What types of things had to happen on the farm?”)   * What is a hotbed?   Crops and Livestock Clip  23:20 (“…What types of crops?”)   * What kinds of crop did they plant on the farm? (red peppers, beets, peas, etc.) * What did she do if she broke an egg? (feed it to the pigs so her parents wouldn’t know it) * What kind of livestock did they have (pigs, cow, chickens)   Market Clip  25:26—28:24 (“…When it was time to take the crops to market...”)   * What happened after the crops were picked? (took beets and peas and put them in a long box and would sell them by the amount within the container instead of weighing them to sell them) * Where did the buyers sell the vegetables? (they sold them to others or there were peddlers who went from house to house to sell the vegetables. Later years there was a public market building in downtown Denver where the vegetables were sold to people) * What did they do with the eggs? (those were not sold but only for their family)   **Be The Interviewer Activity:**   * After listening to each of these clips have students determine at least one question they would want to ask Marie if they were interviewing her. Write these up on chart paper and determine what information the students wanted to find out more about.   **Mary DeBell**  **Vocabulary Activity:**  Preview these clips by introducing the students to the following vocabulary words:   * homestead (p. 2) * acre (p. 2) * cultivate (p. 2) * vegetable (p. 3) * weed (p. 3) * market (p. 4)   **Questioning Activity:**  Vegetables Clip  7:13 (“What kind of vegetables did they raise?” p. 3) STOP at (@11:00) (“You mention sometimes that the nuns would come down…”)  The following questions can be asked of the students after the clip:   1. What did her mom teach her? (how to tell difference between seeds of the vegetable and weeds and then how to pull weeds) 2. What did they carry their vegetables with? (sled with horse) 3. Where did they take their vegetables to? (city market) 4. How did they take their vegetables to the market? (3:00am in morning and went by horse and buggy) 5. Who would buy the vegetables at the market? (grocery stores)   **Annotated Image Activity:**   * Repeat the recording and this time ask students to draw an image of something they hear. Then ask them to write a word/sentence to describe elements of their image. |

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| **Extra Source 1:** Denargo Market, Denver, 1939. Source: History Colorado, 86.296.7678 <http://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final/ViewRecord.aspx?template=Object&record=fb7d6528-da81-4531-87e5-8f3835534437&displayFields=Attachment&lang=en-US> | **Extra Source 2:** 3/4 Bushel Basket, used to sell produce at the Denargo Market, 1950’s.  Source: History Colorado, 2006.87.8  <http://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final>  [/ViewRecord.aspx?template=Object&record=7bdb9ebd-f406-46cd-8652-4e235f7ecbb2&displayFields=Attachment&lang=en-US](http://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final) |
| **Extra Source 3**:  Denver Vegetable Market, about 1882-1900.  Source: History Colorado, 86.200.2278.  <http://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final/ViewRecord.aspx?template=Object&record=8f03e075-4931-422f-95b5-b583ee71416b&displayFields=Attachment&lang=en-US> | **Extra Source 4:**  Denver City Market  Source: History Colorado |

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| **Extra Source 5:**  Map of Welby    Source 🡪 <http://w0.fast-meteo.com/locationmaps/Welby.10.gif> | **Extra Source 6:**  Threshing soybeans in Weld County, Colorado in Oct. 1939. From LOC.    Source 🡪 <https://www.loc.gov/item/fsa2000009773/PP/> |

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| **Extra Source 7**:  Video: Farming Past and Present    <https://www.youtube.com/watch?v=v7QrvJua2uE> | **Extra Source 8:**  A Peddler’s License (p. 23)    <http://www.historycolorado.org/sites/default/files/Heritage%20JulyAug14-web.pdf> |
| **Extra Source 9**:  Peddlers grow vegetables and sell them at the City Market, 1927 (p. 25)    <http://www.historycolorado.org/sites/default/files/Heritage%20JulyAug14-web.pdf> |  |