

Colorado/ Southwest History (Master)

Teacher: Master Map



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
August	<p>Week 1 A. Native Americans of Mexico</p> <ul style="list-style-type: none"> • Olmec • Mayan • Aztec • Northern People <p>What predictions can be made about human migration patterns?</p>	<p>A1. Describe the cultures and civilizations of Mexico that influenced the Southwest.</p> <ul style="list-style-type: none"> • Explain the evolution of the great civilizations of Mexico including the Olmec, Mayan and Aztec. • Consider the influence of the great civilizations upon northern Mexico and the Southwest. <p>Analyze patterns of distribution and arrangements of settlements and processes of the diffusion of human activities.</p>	<p>Suggested Assessments</p> <p>A</p> <ul style="list-style-type: none"> • Research Papers on religion, family life, economic and political life of Olmec, Mayan and Aztec • Oral Presentations on life of people in Ancient Mexico in areas of religion, family life, economic and political structure • Class Discussions on variations in lifestyles in the various civilizations in Mexico and in the Southwest • Specialized Anthropological Vocabulary including terms such as Hunting-Gathering, 	<p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> • Web Site Research on Olmec, Mayan and Aztec on such sites as www.wsu.edu/~dee/civamrca/olmecs.HTM, or www.wsu.edu/~dee/civamrca/aztecs.HTM, or www.wsu.edu/~deecivamrca/mayans.HTM • Create maps of the region controlled by the Olmec, Mayan and Aztec • Time Lines of the development of the Olmec, Aztec and Mayan • Grandmother's Trunk with artifacts of Olmec, Mayan and/or Aztec religion, food, clothing, shelter 	<p>Suggested Resources</p> <ul style="list-style-type: none"> • Selected Web Sites • www.wsu.edu/~dee/civamrca/olmecs.HTM, or www.wsu.edu/~dee/civamrca/aztecs.HTM, or www.wsu.edu/~deecivamrca/mayans.HTM. • Videos such as: History Channel's THE AZTEC EMPIRE A&E's ANCIENT MYSTERIES: SECRETS OF THE AZTEC PBS's SECRET OF THE DEAD: AZTEC MASSACRE History Channel's MAYANS AND AZTECS--ANCIENT LANDS OF THE AMERICAS • Outside reading including IN CANS, AZTECS, MAYANS by John Holzmann MAYANS AND AZTECS: EXPLORING ANCIENT CIVILIZATION by Mary Tucker TALES OF PLUMMED SERPENT:AZTEC, INCA AND MAYAN MYTHS by Diana Ferguson <p>Suggested Resources</p> <ul style="list-style-type: none"> • Outside Reading including: THE

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	<p>Week 2-3</p> <p>Ancient People of the Southwest</p> <ul style="list-style-type: none"> • Background in Mexico • Mogollon • Hohokam • Anasazi <p>Why do countries and cultures struggle to maintain national identity?</p>	<p>A1. Identify the major ancient people in the Southwest and trace their evolution from cavemen to advanced civilizations.</p> <ul style="list-style-type: none"> • Describe the migration from Mexico to the Southwest. • Explain the division of the first people into various groups such as Mogollon, Hohokam and Anasazi. <p>Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.</p>	<p>Matrilocal, Matrilineal, Nuclear Family, Extended Family</p> <ul style="list-style-type: none"> • Teacher-generated Assessments on specifics of each culture and contrasts and comparisons of the various cultures • Role Playing including such possibilities as creating life in an ancient society with their tools, foods, clothing and housing <p>Suggested Assessments</p> <ul style="list-style-type: none"> • Research Papers on early people in Arizona, New Mexico, Colorado and Utah including Mogollon, Hohokam and 	<p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> • Grandmother's Trunk of artifacts from the Mogollon, Hohokam and/or Anasazi religion, food, clothing, tools. • Web search on www.cabrillo.edu/~crsmith/southwest.html • Web search on www.desertusa.com/ind1/ind_new/ind6.html 	<p>LOST WORLD OF THE ANASAZI: EXPLORING THE MYSTERIES OF CHACO CANYON by Peter Lourie</p> <p>HOUSE OF RAIN: TRACKING A VANISHED CIVILIZATION ACROSS THE AMERICAN SOUTHWEST by Craig Childs</p> <p>ANASAZI AMERICA: SEVENTEEN CENTURIES ON THE ROAD FOR CENTER PLACE by David E. Stuart</p> <ul style="list-style-type: none"> • Web search on www.cabrillo.edu/~crsmith/southwest.html • www.desertusa.com/ind1/ind_new/ind6.html

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			<p>Anasazi and other early man in these areas</p> <ul style="list-style-type: none"> • Oral Presentations on life for the ancient people of the Southwest • Class Discussion on migration patterns, relationships of various societies and relationship of their development to their environment • Extended vocabulary including monogamous, polygamous, patrilocal, patrilineal • Teacher-generated Assessments on specific aspects of the Mogollon, Hohokam and Anasazi and a comparison and contrast of the different societies • Role Playing including recreating the 		

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			<p>life of the earliest cave people to the life of the more advanced societies</p>		
<p>September</p>	<p>Weeks 4-5</p> <p>A. Modern Native Americans of the Arizona and New Mexico</p> <ul style="list-style-type: none"> • Hopi • Zuni • Eastern Pueblo • Navajo • Apache <p>How do cooperation and conflict influence the division and control of spaces on Earth?</p>	<p>A1. Compare the culture of the various native people of Arizona and New Mexico with each other and with the Anglo culture.</p> <ul style="list-style-type: none"> • Describe the culture of the pueblo people exemplified by the Hopi, Zuni and some of the Eastern Pueblo. • Explain the culture of more nomadic people of the Arizona and New Mexico such as the Navajo and Apache. <p>Explain how migration of people can enrich cultures, but also create tensions.</p>	<p>Suggested Assessments</p> <ul style="list-style-type: none"> • Research Papers on the family life, government, economics and religious life of the Hopi, Zuni, Eastern Pueblo, Navajo and Apache • Oral Presentations on the family life, government, economics and religious life of the Hopi, Zuni, Eastern Pueblo, Navajo and Apache • Class Discussion on the various ways the early people of the Southwest dealt 	<p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> • Grandmother's Trunk containing artifacts from the Hopi, Zuni, Eastern Pueblo, Navajo, Apache • Web search including www.snowowl.com/peoplehopi2.htm, www.ic.arizona.edu/~anth4206/module_03ahtm.com, www.aaanativearts.com/apache/index.html.com, www.impurplehawk.com/apache.html.com 	<p>Suggested Resources</p> <ul style="list-style-type: none"> • Web search including www.snowowl.com/peoplehopi2.htm, www.ic.arizona.edu/~anth4206/module_03ahtm.com, www.aaanativearts.com/apache/index.html.com, www.impurplehawk.com/apache.html.com • Outside readings such as: DARK WIND by Tony Hillerman SKI N WALKERS by Tony Hillerman • Videos such as DARK WIND SKINWALKERS

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	<p>Weeks 6-7</p> <p>B. Native Americans of the Plains</p> <ul style="list-style-type: none"> • Comanche • Cheyenne • Arapaho • Paiute • Shoshoni 	<p>B1. Summarize the culture of the native people of the plains and compare them with the people of Arizona and New Mexico.</p> <ul style="list-style-type: none"> • Identify characteristics that are unique to the Plains People. • Recognize their individuality and their relations with the invading white man. <p>Analyze how cooperation and conflict influence the division and control of</p>	<p>with their environment.</p> <ul style="list-style-type: none"> • Vocabulary including terms such as kachina, koshare, kiva, pueblo, hogan, wickiup • Teacher-generated Assessments on specifics dealing with Hopi, Zuni, Eastern Pueblos, Navajo, and Apache and comparisons and contrasts between the various people of the Southwest before and after the coming of the white man • Role Playing of life for one or all of the people of the Southwest before the advent of the white man <p>Suggested Assessments</p>	<p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> • Grandmother's Trunk containing artifacts from a Plains grandmother including religion, clothing, food, tools • Web Search www.cheyenneindian.com www.native-languages.org/arapaho.com www.mnsu.edu/emuseum/cultural/northamerica/arapaho.com www.texasindians.com/store/comdest.com www.sioux-indians.com 	<p>Suggested Resources</p> <ul style="list-style-type: none"> • Web Search www.cheyenneindian.com • www.native-languages.org/arapaho.com www.mnsu.edu/emuseum/cultural/northamerica/arapaho.com www.texasindians.com/store/comdest.com • Outside readings such as INDIANS OF THE PLAINS by Robert H. Lowie and Harry L. Shapiro • Videos such as: DANCES WITH WOLVES

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		<p>the Earth.</p>	<ul style="list-style-type: none"> • Research Paper on culture of various Plains People such as Cheyenne, Comanche, Arapaho, Sioux, Paiute, Shoshoni • Oral Presentation on the culture of various Plains People such as Cheyenne, Comanche, Arapaho, Sioux, Paiute, Shoshoni • Class Discussion on the culture of the Plains People and their relationship with other people of the Southwest and the white man • Vocabulary should include hunting gathering, horticulture, tepee, buffalo culture • Teacher-generated Assessments on specific aspects 		

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			<p>of the lives of all Plains People or specific tribes and a contrast and comparison of their lives and those of other Southwest people and the white man.</p> <ul style="list-style-type: none"> • Role Playing including recreating the life of the Plains People before the white man and/or a trial dealing with an encounter between the white man and the Plains People such as the encounter at Sand Creek. 		
<p>October</p>	<p><u>Week 8</u></p> <p>C. Spanish Exploration in the Southwest D. Spanish Settlements in the Southwest</p> <p>How has culture defined civilization?</p>	<p>C1. Identify the Spanish explorers of the Southwest.</p> <ul style="list-style-type: none"> • Describe the first Spanish exploration of Mexico. • Explain the relationship of 	<p>Suggested Assessments for C and D</p> <ul style="list-style-type: none"> • Research Papers and/or oral presentations on conquistadors and people involved in the 	<p>Suggested Activities/Technology for C and D</p> <ul style="list-style-type: none"> • Class discussions and debates on the Moorish control of Spain and its influence on Spain • Visual Time Lines of Spanish History 	<p>Suggested Resources for C and D</p> <ul style="list-style-type: none"> • Website research including www.donquijote.org/culture/spain/history www.sispain.org/english/history www.eudocs.libibyn.edu/index.php/History_of_Spain_Primary_Documents_conquistadorsdbq.html.com www.juniorgeneral.org/aztec/aztec.html.com

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	<p>Weeks 9-10</p> <p><u>E. Mexico in the Southwest</u></p> <ul style="list-style-type: none"> Mexican Settlement Mexican Laws Mexican Culture <p>How has diversity impacted the concepts of change over time?</p>	<p>exploration of Mexico with Spanish exploration of the Southwest.</p> <p>D1. Locate Spanish settlements in the Southwest. Describe the cultural changes brought by</p> <ul style="list-style-type: none"> Spanish settlements. Evaluate the effects of the Spanish on the Southwest culture. <p>Evaluate continuity and change over the course of world history.</p> <p>E1. Compare the Mexican culture with the Spanish culture in the Southwest.</p> <ul style="list-style-type: none"> Describe Mexican settlement of the Southwest. List the various Mexican laws 	<p>Spanish conquest of Mexico and the Southwest such as Cortes, Malinal, Moctezuma, Narvaez, de Vaca, Father Marcos, Estevan Dorantes, Coronado, Onate</p> <ul style="list-style-type: none"> Class Discussion on the first encounters between the Spanish and Natives and the effects each had on the other Teacher-generated Assessments on specifics of each conquistadors expedition and a discussion on the relationship of the Spanish and Natives and their effect on each other. <p>Suggested Assessment</p>	<p>from the Moorish conquest to Granada, the conquest of Mexico and the Southwest</p> <ul style="list-style-type: none"> Website research including www.donquijote.org/culture/spain/history www.sispain.org/english/history www.eudocs.libibyn.edu/index.php/History_of_Spain_Primary_Documents www.thecaveonline.com/APEH/conquistadorsdbq.html.com www.juniorgeneral.org/aztec/aztec.html.com Grandmother's Trunk of artifacts from a Spanish/Mexican grandmother of religion, clothes, tools, food <p>Suggested Activities/Technology</p>	<ul style="list-style-type: none"> Outside readings such as: SPAIN: A HISTORY by Raymond Carr HISTORY OF SPAIN by Peter Pierson : IMPERIAL SPAIN 1469-1716 by J.H. Elliott <p>Suggested Resources for E</p> <ul style="list-style-type: none"> Web sites including: conquistadorsdbq.html.com www.juniorgeneral.org/aztec/aztec.html.com www.onwar.com/aced/data/mike/mexico1810b.htm.com www.historynet.com/mexican-war-of-independence.com www.nps.gov/archive/fosc/mexican.htm.com www.historycentral.com/mexican/indie/htm Outside readings from: INVADING MEXICO: AMERICA'S CONTINENTAL DREAM AND THE MEXICAN WAR, 1846-1848 by Joseph Wheelan THE

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		<p>dealing with mining and farming that influence the Southwest through modern times.</p> <ul style="list-style-type: none"> Explain the effects of Mexican culture on the Southwest. <p>Examine and evaluate issues of unity and diversity in world history.</p>	<p>E</p> <ul style="list-style-type: none"> Research Papers and/or Oral Presentation on Spanish Caste System in Mexico, Iturbide, Santa Ana, Rebellion of 1680 in New Mexico, Penalosa, War of Texas Independence, Mexican-American War Class Discussion on the cultural heritage of Spanish and Mexican rule of the Southwest and comparisons with the culture of the U.S. settlers Teacher-generated Assessments on specifics of Spanish rule in Mexico and the Southwest and an examination of the contrast between the Spanish/Mexican cultures with the culture of 	<p>E</p> <p>Web search including www.thecaveonline.com/APEH/conquistadorsdbq.html.com www.juniorgeneral.org/aztec/aztec.html.com www.onwar.com/aced/data/mike/mexico1810b.htm.com www.historynet.com/mexican-war-of-independence.com www.nps.gov/archive/fosc/mexican.htm.com www.historycentral.com/mexican/indiex/htm</p> <p>Time Lines illustrating the conquest of Mexico and the Southwest by the Spanish and Anglos</p>	<p>TRAINING GROUND: GRANT, LEE, SHERMAN, AND DAVIS IN THE MEXICAN WAR, 1846-1848 by MartinDugard</p> <p>THE MEXICAN WARS FOR INDEPENDENCE by Timothy J. Henderson</p> <p>THE TEXAS WAR OF INDEPENDENCE 1835-1836: FROM OUTBREAK TO THE ALAMO TO SAN JACINTO by Alan Huffines Outside readings such as: IMPERIAL SPAIN 1469-1716 by J.H. Elliott</p> <ul style="list-style-type: none"> Videos such as: History Channel's THE MEXICAN AMERICAN WAR

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			the incoming U.S. settlers.		
November	<p>Week 11& 12</p> <p>A. Mountain Men and Explorers in the Southwest</p> <ul style="list-style-type: none"> Zebulon Pike Stephen Long John Fremont John Gunnison James Beckworth Kit Carson Mountain Men Cattle Industry Mining Industry Pueblo History <p>What impact have individuals had on history?</p>	<p>A1. Compare Mountain Men with Explorers in the early Southwest.</p> <ul style="list-style-type: none"> Evaluate the reports given by early explorers such as Zebulon Pike, Stephen Long, John Fremont, and John Gunnison. Describe the lives of Mountain Men such as James Beckworth and Kit Carson. <p>Analyze continuity and change in eras over the course of U.S. history.</p> <ul style="list-style-type: none"> 	<p>Suggested Assessments A</p> <ul style="list-style-type: none"> Research Papers and oral presentations on specific explorers and mountain men such as Pike, Fremont, Long, Gunnison, Carson, Beckworth. Class Discussion on effect of Pike and Long's description of the west in contrast to Fremont. Also can discuss fur trade and how it was affected by the East and Europe. Teacher-generated Assessments that deal with specifics on Pike, Long and Fremont's travels and a discussion 	<p>Suggested Activities/Technology A</p> <ul style="list-style-type: none"> Web Site Research on www.tamu.edu/ccbu/dewitt/pikejour.htm www.sangres.com/history/pike.htm www.bioguide.congress.gov/scripts/biodisplay.pl?com www.digrlib.nu.edu/message/candidaates-fremont.html.com www.coloradohistor.org/RIPsigns/show_markettext www.arlingtoncemetery.net/sv/long.htm www.thefurtrapper.com. www.mountainsofstone.com www.beckwourth.org/Biography/mountain.html Videos such as ZEBULON PIKE AND THE BLUE MOUNTAINS JERAMIAH JOHNSON Grandfather's Trunk 	<p>Suggested Resources A</p> <ul style="list-style-type: none"> Web Site Research on www.tamu.edu/ccbu/dewitt/pikejour.htm www.sangres.com/history/pike.htm www.bioguide.congress.gov/scripts/biodisplay.pl?com www.digrlib.nu.edu/message/candidaates-fremont.html.com www.coloradohistor.org/RIPsigns/show_markettext www.arlingtoncemetery.net/sv/long.htm www.thefurtrapper.com. www.mountainsofstone.com www.beckwourth.org/Biography/mountain.html Videos including ZEBULON PIKE AND THE BLUE MOUNTAINS JERAMIAH JOHNSON Outside readings such as THE MOUNTIAN MEN: THE DRAMATIC HISTORY AND LORE OF THE FIRST FRONTIERSMEN by George Laycock ZEBULON PIKE: EXPLORER AND SOLDIER by Robin S. Doak PATHFINDER: JOHN CHARLES FREMONT AND COURSE OF AMERICAN EMPIRE by Tom Chaffin <p>Local Mountain Men Groups Visit National Rodeo Museums Mining Museum in Colorado Springs</p>

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	<p>Week 13</p> <p>B. Cattle Industry in the Southwest</p> <ul style="list-style-type: none"> • Beginnings in Texas • Cattle Routes • Early Ranchers <p>What are the maximum limits of human activity the environment can withstand without deterioration?</p>	<p>B1. Describe the effects of the cattle industry on the Southwest.</p> <ul style="list-style-type: none"> • Explain the early years of the cattle industry in Texas. • Recognize the influence of the U.S. Civil War on the cattle industry. • List early cattle routes to the railroad lines. • Identify some of the early ranchers that influenced the cattle industry in the Southwest. <p>Explain how altering the environment has brought prosperity to some places and created</p>	<p>question on the use of the frontier as an escape valve for mountain men.</p> <p>Suggested Assessments B</p> <ul style="list-style-type: none"> • Research Papers and/or Oral Presentations on the cattle industry, Charles Goodnight, Johnson County Wars, Lincoln County Wars, outlaws such as Butch Cassidy and the Wild Bunch • Class Discussion on effect of the Civil War on the cattle industry, the cattle industry as a boom industry, and the effects of technology on the cattle industry. 	<p>of artifacts used by Mountain Men including food and tools</p> <p>Suggested Activities/Technology B</p> <ul style="list-style-type: none"> • Web site searches including: <ul style="list-style-type: none"> www.historyonthenet.com/American_West/catt_industry.htm www.west.stanford.edu/cgi-bin.com www.sangres.com/wyominghistory/johnsoncountywar.htm www.legendsofamerica.com/we-johnchisum.htm www.legendsofamerica.com/WE-CharlesGoodnight.html www.ranches.org/Billy's_Goodnight.htm www.jcs-group.com/oldwest/outlaws/wildbunch2.html • Videos such as RED 	<p>Primary interviews with former CF&I employees; Bessemer Historical Museum</p> <p>Suggested Resources B</p> <ul style="list-style-type: none"> • Web site searches including: <ul style="list-style-type: none"> www.historyonthenet.com/American_West/catt_industry.htm www.west.stanford.edu/cgi-bin.com www.sangres.com/wyominghistory/johnsoncountywar.htm www.legendsofamerica.com/we-johnchisum.htm www.legendsofamerica.com/WE-CharlesGoodnight.html www.ranches.org/Billy's_Goodnight.htm www.jcs-group.com/oldwest/outlaws/wildbunch2.html • Videos such as RED RIVER TOM HORN • Readings including THE SAGA OF TOM HORN: THE STORY OF CATTLEMEN'S WAR by Dean F. Krakel

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		<p>environmental dilemmas for others.</p>	<ul style="list-style-type: none"> Teacher-generated Assessments that question specifics on the cattle industry before, during and after the Civil War and a discussion question on the cattle industry's effect on world investors. 	<p>RIVER TOM HORN</p> <ul style="list-style-type: none"> Grandfather's Trunk of artifacts from cattlemen/outlaws including tools, food, clothing 	
<p>December</p>	<p><u>Weeks 14-15</u></p> <p>A. Mining Industry in the Southwest</p> <ul style="list-style-type: none"> Types of Mining Major Discoveries Life for Miners Labor and Mining <p>What are the maximum limits of human activity the environment can withstand without deterioration?</p>	<p>A1. Summarize the effects of mining on the Southwest and Colorado in particular.</p> <ul style="list-style-type: none"> Explain the geological effects on mining. List the major mining discoveries in the Southwest and Colorado from 1848 to the present. Describe the lives of miners in the 1840's and 1850's and contrast them to the lives of miners in the 1870's and later. 	<p>Suggested Assessments A</p> <ul style="list-style-type: none"> Research Papers and/or Oral Presentations on early mining sites in the west such as the Comstock Lode, Leadville, Central City and Cripple Creek and pioneers in mining such as Sutter, Marshall, John Gregory, HAW Tabor, Bob Womack, Winfield Scott Stratton Class Discussion on 	<p>Suggested Activities/Technology A</p> <ul style="list-style-type: none"> Web Search including: www.colorado.edu/AmStodie/lewis/west/mining.htm www.westernmining.com Grandmother's Trunk of artifacts from the early mining era in the West 	<p>Suggested Resources A</p> <ul style="list-style-type: none"> Web Search including: www.colorado.edu/AmStodie/lewis/west/mining.htm www.westmining.com Outside reading such as: THE TRAIL OF GOLD AND SILVER: MINING IN COLORADO by Duane A. Smith Videos such as: THE WRATH OF GOD-FIRE IN THE HOLE: MINING DISASTERS

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		<ul style="list-style-type: none"> Analyze the causes of mining strikes in the Southwest and their influence on the mining industry. <p>Explain how altering the environment has brought prosperity to some and created environmental dilemmas for others.</p>	<p>the effects of mining in the west and in Colorado in terms of employment, technology and pollution in both the early history of this area and today. Discussions could also include state and national laws influenced by mining concerning water and land use.</p> <ul style="list-style-type: none"> Teacher-generated Assessments with questions about specific items such as the pattern of mining in the west both geographically and geologically and the people involved and a discussion question analyzing the question of employment and/versus pollution control. Role Playing 		

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	<p><u>Week 16</u></p> <p>B. History of Pueblo, Colorado</p> <ul style="list-style-type: none"> • Early Development of Pueblo • Landmarks of Pueblo • Early Leadership of Pueblo • Culture of Pueblo • Economics of Pueblo <p>How is marginal thinking used in determining societal and individual decisions?</p>	<p>B1. Explain the history of Pueblo and trace its evolution from the second largest city in Colorado to its present lower ranking.</p> <ul style="list-style-type: none"> • Describe the causes of settlement in the Pueblo area. • List the early cities in the Pueblo area. • Identify major landmarks in the Pueblo region. • Critique early leadership of Pueblo and their effect upon city development. • Analyze the culture of Pueblo and its effect on city development. 	<p>could include a trial dealing with the Ludlow Massacre.</p> <p>Suggested Assessments B</p> <ul style="list-style-type: none"> • Class Discussion on the development of Pueblo as an urban area and a comparison with other cities such as Denver and Colorado Springs. • Teacher-generated Assessments on specific facts dealing with Pueblo such as early settlements and towns and specific people and sites such as William Palmer and CF&I. Discussion 	<p>Suggested Activities/Technology B</p> <ul style="list-style-type: none"> • Web search including: www.sangres.com/colorado/pueblo/pueblo.htm • Guest speaker from the Bessemer Historical Society 	<p>Suggested Resources B</p> <ul style="list-style-type: none"> • Web search including: www.sangres.com/colorado/pueblo/pueblo.htm • Outside reading including: PIONEER STEELMAKER IN THE WEST: THE COLORADO FUEL AND IRON COMPANY, 1872-1903 by H. Lee Scamehorn

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		<ul style="list-style-type: none"> Compare the economic development of Pueblo with other cities in Colorado and the Southwest <p>Understand that effective decision-making requires comparing costs with benefits.</p>	<p>questions would deal with the effects of being a company town and attitudes toward growth and higher education.</p>		
<p>January</p>	<p><u>Week 17</u></p> <p>A. Farming in the Southwest</p> <ul style="list-style-type: none"> Early Settlers Land Wars Farming Today <p>What will happen if farm land degrades around the world?</p>	<p>A1. Describe the evolution of farming in Colorado and the Southwest.</p> <ul style="list-style-type: none"> Identify the early groups that came to Colorado and the Southwest to farm. Explain the conflict between early farmers and ranchers in the Southwest. Analyze the economic effect of farming in Colorado and the Southwest. <p>Research and interpret</p>	<p>Suggested Assessments A</p> <ul style="list-style-type: none"> Research Papers and/or Oral Presentations on westward movement of farmers and groups such as the Mormons. Class Discussion on conflicts that arose between the farming population and ranchers. Farming's effect on water and land should also be discussed. 	<p>Suggested Activities/Technology A</p> <ul style="list-style-type: none"> Web Search including: www.colorado.edu/AmStudies/lewis/webst/farmf.htm www.u-s-history.com/pages/htm Grandmother's Trunk including artifacts of a farming grandmother's food, clothing, toys, tools 	<p>Suggested Resources A</p> <ul style="list-style-type: none"> Web Search including: www.colorado.edu/AmStudies/lewis/webst/farmf.htm www.u-s-history.com/pages/htm. Readings including: FARMING IN THE WEST by Walter Shore FARMING IN THE WEST by Norman Hicks Videos such as GRAPES OF WRATH

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>Week 18</p> <p>B. The Modern Southwest</p> <ul style="list-style-type: none"> • Patterns of Growth • Causes of Growth <p>How do technologies result in social change?</p>	<p>multiple viewpoints on issues that shape policies for resource use.</p> <p>B1. Explain the reasons for recent growth in the Southwest and trace the patterns of that growth.</p> <ul style="list-style-type: none"> • Evaluate the effects of modern technology on growth in the Southwest and Colorado. • Describe the effects of existing populations, government policies and geography on growth of the Southwest and Colorado. <p>Explain that the world's population is increasingly connected to and dependent upon other people for both human and natural resources.</p>	<p>Suggested Assessments B</p> <ul style="list-style-type: none"> • Research Papers and/or Oral Presentations on present growth in areas such as Los Angeles, San Diego, San Francisco, Phoenix, Salt Lake City, Albuquerque, Denver • Class Discussion on the effects of technology on the growth of the Southwest. The positive and negative aspects of growth in the Southwest are also areas to be discussed. 	<p>Suggested Activities/Technology B</p> <ul style="list-style-type: none"> • Web Search including: www.geochange.er.usgs.gov/sw/changes/anthropogenic/population • Debate on growth v. jobs in the West or/and "Green" v. Economic Development in the West 	<p>Suggested Resources B</p> <ul style="list-style-type: none"> • Web Search including: www.geochange.er.usgs.gov/sw/changes/anthropogenic/population • Books including: GROWTH IN THE SOUTHWEST by Michael F. Logan