

**LOVELAND HISTORIC PRESERVATION COMMISSION
MEETING AGENDA
MONDAY, JUNE 15, 2015 6:00 PM
CITY COUNCIL CHAMBERS
500 E. THIRD STREET**

THE CITY OF LOVELAND IS COMMITTED TO PROVIDING AN EQUAL OPPORTUNITY FOR CITIZENS AND DOES NOT DISCRIMINATE ON THE BASIS OF DISABILITY, RACE, COLOR, NATIONAL ORIGIN, RELIGION, SEXUAL ORIENTATION OR GENDER. THE CITY WILL MAKE REASONABLE ACCOMMODATIONS FOR CITIZENS IN ACCORDANCE WITH THE AMERICANS WITH DISABILITIES ACT. FOR MORE INFORMATION, PLEASE CONTACT THE CITY'S ADA COORDINATOR AT BETTIE.GREENBERG@CITYOFLOVELAND.ORG OR 970-962-3319.

6:00 PM

- I. CALL TO ORDER**
- II. PLEDGE OF ALLEGIANCE**
- III. ROLL CALL**
- IV. APPROVAL OF THE AGENDA**
- V. APPROVAL OF PREVIOUS MEETING MINUTES**

- VI. REPORTS** 6:05-6:15
 - a. Citizen Reports
This agenda item provides an opportunity for citizens to address the Commission on matters not on the consent or regular agendas.
 - b. Council Update (John Fogle)
 - c. Staff Update (Bethany Clark)

- VII. REGULAR AGENDA**
 - 1) Viestenz-Smith Mountain Park Report (Parks & Rec Staff) 6:15-6:45
 - 2) Audio Walking Tour (Olivia Lowe) 6:45-7:05
 - 3) "History Days" Josephine H. Miles History Awards nomination 7:05-7:20
 - 4) Building Vibrant Downtowns with Young People – Training Module 1 of 4 7:20-8:00
 - 5) Set Next Meeting's Agenda/Identify Action Items 8:00-8:05

- VIII. COMMISSIONER COMMENTS** 8:05-8:15
This agenda item provides an opportunity for Commissioners to speak on matters not on the regular agenda.

- VIII. ADJOURN**

City of Loveland
Historic Preservation Commission
Meeting Summary
May 18, 2015

A meeting of the Loveland Historic Preservation Commission was held Monday, May 18, 2015 at 6:00 P.M. in the City Council Chambers in the Civic Center at 500 East Third Street, Loveland, CO. Historic Preservation Commissioners in attendance were: David Berglund, Jim Cox, Stacey Kersley, Jon-Mark Patterson, Mike Perry, Paula Sutton, and Chris Wertheim. HP Volunteer, Amanda Nash, City Council Liaison, John Fogle, Staff Liaison, Bethany Clark of Community & Strategic Planning and Nikki Garshelis of Development Services were also present.

CALL TO ORDER

Commission Chair Kersley called the meeting to order at 6:00 p.m.

APPROVAL OF THE AGENDA

Commissioner Wertheim made a motion to approve the agenda; the motion was seconded by Commissioner Perry and it passed unanimously.

APPROVAL OF THE MINUTES

Commissioner Patterson made a motion to approve the minutes from the April meeting, the motion was seconded by Commissioner Wertheim and it passed unanimously.

APPROVAL OF THE MINUTES FROM THE SPECIAL MEETING ON MAY 11, 2015

Commissioner Sutton made a motion to approve the minutes from the May 11, 2015 Special Meeting, the motion was seconded by Commissioner Patterson and it passed unanimously.

CITIZEN REPORTS

None

CITY COUNCIL UPDATE

Councilor Fogle reported that the Sales Tax on Food issue is on the City Council agenda for the May 19th meeting. He said it could be approved by council votes or go to the ballot in November. He explained that it is his opinion that a staged reduction is the best way to do it. There was a discussion about the process and the effect it would have on services if the tax is removed. Councilor Fogle reported on the progress of the downtown development on 3rd Street. There was a discussion and questions about the timeline and property sales connected with the development.

STAFF UPDATE

Bethany Clark reported that she included in the HPC packet the Downtown Colorado training module titled "Building Vibrant Downtowns with Young People." She explained that it is a four part training series outlining how to give communities tools for cultivating their future workforce, capturing young residents' ideas for downtown redevelopment and building ongoing youth-adult partnerships to nurture young leaders. After a discussion the HPC agreed that they would like to try to incorporate this training into their meeting schedule.

Bethany Clark also reminded the Commission that three Commissioners have terms expiring on June 30, 2015 and if they wish to continue serving must submit an application by 5:00pm on May 29th to the City Manager's office. Commissioner Perry read a few statements about his thoughts on serving the Commission. Commission Chair Kersley asked staff if Commissioner Perry doesn't reapply whether that seat would still be reserved for a member

of the Loveland Historical Society. Bethany clarified that it would have to be specifically a Board Member of the Loveland Historical Society.

CONSIDERATION OF NEW BUSINESS

Tour de Pants Recap

Nikki Garshelis presented slides highlighting the May 2nd Tour de Pants outreach event. The event's goal was to inform and educate the community about the importance of historic preservation, she said. The Commission's strategy was to create an event that attracts a diverse group, especially young people. Nikki reviewed the activities of the 2014 Tour de Pants event which began at the Medina Cemetery, a preserved site which highlighted the history of Mariano Medina. The 2015 event highlighted Marshal Frank Peak in 1915 and began at the site of Peak's death, again emphasizing the importance of historic places. There was a discussion about how busy the HPC booth was and how people were interested in hearing about the Feed & Grain preservation. Other booths like Uncle Benny's, Schmidt's Flooring, Highcraft Builders, CO Door Restore and LHS were also busy. Commissioner Sutton reported that the bike tour was very interesting but may have to be split up next year to accommodate all the riders. Everyone agreed that partnering with the People's Market was a good idea. There was a discussion about the location of next year's event which may be on 3rd Street to feature the restoration and reuse of the Feed & Grain and ArtSpace.

Review of Commission Mandates/Requirements

Bethany Clark presented slides concerning the mandates and requirements of the HPC. She explained what was required of the Commission to maintain its CLG status, the duties of the HPC and the recent Council request about the mailing to property owners regarding demolition reviews.

NEXT MEETING'S AGENDA/ACTION ITEMS

- Viestenz-Smith Mountain Park Report – Parks & Rec Staff
- Audio Walking Tour – Olivia Lowe
- "History Days" Josephine H. Miles History Awards nomination
- "Building Vibrant Downtowns with Young People" training module

COMMISSIONER COMMENTS

- Commissioner Cox asked if it would be helpful to learn the historic preservation budgets of surrounding cities, like Fort Collins, Boulder, Greeley and Longmont. After some discussion, Nikki volunteered to try to find some of the information out.
- Commissioner Perry reported on Sunday's Medina Cemetery Tour. He said it was scheduled to last until 2:00pm. Due to the great turnout, the tour went until 5:00pm and ran into David Jessup's tour of 40 people. The downtown tour had about 25 attendees but a miscommunication resulted in not touring the Feed & Grain building, he said.

Meeting adjourned at 7:51p.m.



HISTORY *Colorado*

2015 HISTORY AWARDS NOMINATION FORM
CAROLINE BANCROFT AWARD _____ JOSEPHINE H. MILES AWARD X
PLEASE MARK THE APPLICABLE AWARD(s)

NOMINEE INFORMATION

Loveland Museum/Battery
Name (if group, enter full name)

Jenni Dobson
Name of contact person

503 N. Lincoln Ave Loveland 80537
Mailing address for contact person City Zip

(970) 962-2562 Jenni.Dobson@cityofloveland.org
Daytime telephone number E-mail address

NOMINATOR INFORMATION

Loveland Historic Preservation Commission
Nominator's name

Stacey Kersley, Chair
Title and organization of nominator

500 E. Third Street Loveland 80537
Mailing address City Zip

(970) 235-1550 skersley@gmail.com
Daytime telephone number E-mail address

PROJECT INFORMATION

History Day for Second Grade
Name of project being nominated

Please include a 2-4 page, typed or printed statement that separately addresses Part A and Part B (detailed below). When writing your statement, keep in mind the evaluation criteria listed in the award description.

- A. Describe the project being nominated.
- B. Describe how the project has contributed to public awareness, interest, or involvement in Colorado history, or to its advancement.
- C. Attach supporting documentation that illustrates the scope and quality of the project.

For example: a copy of a publication, photographs of a preservation project, photographs of an exhibit and samples of the text and label copy, a copy of curriculum materials, etc.

Josephine H. Miles History Award

Organization: Loveland Museum/Gallery

Focus: Education

A. Describe the project

From May 11-15, 2015, the Loveland Museum/Gallery held the second annual History Day for Second Grade. As a partnership with the Thompson Education Foundation and the Lola Johnson Field Trip Fund, History Day is offered to all 20 elementary schools in the Thompson School District. This field trip is designed to create hands-on lessons and tours of historic sites that will enhance the local history curriculum lessons for second graders.

In 2013, Common Core Standards were adopted by the Colorado Department of Education, moving the study of local history from third grade curriculum to second grade. The curators of history and education at the Loveland Museum worked with teachers in the Thompson School District to assist with this transition by offering classroom outreach for both grades with classroom visits. Both grades were also invited to take guided tours of the Museum, Rialto and Lone Tree School, however, paying for transportation was an inhibiting factor for many schools.

Additionally, the curriculum guide for local history that had originally been written for third graders was over 20 years old and had been lost at several schools.

Many schools took advantage of the classroom presentation that the curators had developed, but the curators wanted to do more to reach more students. The Museum identified two things that needed to be done for Loveland's second grade classrooms. First, a field trip experience needed to be created that included transportation and also mainstreamed the Museum's space, resources and docents. Second, a curriculum enhancement workbook needed to be developed for teachers to use in their classrooms.

Lola Johnson was not only a teacher and board member for the Thompson School District, she was also co-founder of the Lone Tree Summer School program for the Museum and an avid supporter of history education. In her passing, funds in her honor were donated by the family to the Lola Johnson Field Trip Fund, held by the Thompson Education Foundation. Therefore, the mission of the fund aligned with that of the Museum and thus created a second grade curriculum-based field trip where transportation fees could be covered by the fund for all TSD second grade classrooms.

The Curator of Education also developed a temporary curriculum guide for second grade teachers to use in their classrooms prior to the trip. In the future, curators and educators hope to work together to develop a more permanent curriculum workbook for second grade teachers. A guide will hopefully be ready by spring 2016.

The History Day field trips feature workshops, hands-on activities, re-enactments, timeline review and more. Kids and chaperones visit three historic sites including the Loveland Museum/Gallery, Rialto Theater Center and Lone Tree School. They attend workshops that cover topics and local people, all intended to make their history lessons come to life!

Schools are assigned to one of the field trip days and spend half of their day downtown at the Museum/Rialto and the second half of their day at Lone Tree School in North Lake Park. Time for lunch at the park, playground time and travel time are built into the schedule. Bus transportation is paid for by the fund. All supply fees are paid by the Museum.

Field Trip Itinerary

Each classroom begins their day at the Rialto Theater for an introduction and a brief local history timeline. The timeline covers the importance of Arapaho tribes, Louisiana Purchase, natural resources, Gold Rush, mountain men, explorers, Homestead Act, pioneers and homesteaders, Colorado Territory, Colorado Central Railroad and how they each contributed to Loveland becoming a town. The presentation is a PowerPoint that is second grade friendly and crowd interactive.

During the rest of their time at the Museum and Rialto and then in the afternoon at the park, classrooms rotate through eight workshops. The workshops cover:

- ***Mountain men and explorers***- children get to see items from the Museum's outreach trunk and learn about local mountain man, Mariano Medina, who was one of the area's first settlers.
- ***Loveland Museum history gallery scavenger hunt***- children are given a hunt to look for certain items in the history exhibits.
- ***Arapaho tribes***- again, items from the Museum's outreach trunk are shared, as well as stories about traditions, customs, lifestyle and more of the Arapaho.
- ***Rialto Theater Tour***- children receive a slide show and guided tour of the historic theater, with a chance to go into the dressing room, on stage and into the projection booth.
- ***Lone Tree School***- Mrs. Terri Johnson, dressed in her 1800s school teacher attire, greets children at the door and has them enter girls first, then boys. Inside, students sit at desks and listen to Mrs. Johnson tell them about lessons and classroom punishments from the 1880s.
- ***Homesteaders and pioneers***- items from the Museum's outreach trunk are shared, as well as stories about traditions, customs, lifestyles are more from early pioneer families and Colorado homesteading families. Students also learn about the Osborn family, one of the first to settle in the Big Thompson River Valley and still own their property today.
- ***Quill writing***- students learn the significance of writing with a quill and ink while creating their own signatures, documents and/or maps.
- ***Pioneer games***- Children create teams and run relays in hoop rolling and sack races.

B. Describe how the project has contributed to public awareness, interest, or involvement, in Colorado history or to its advancement

When Thompson School District schools were previously visiting these cultural facilities on their own, without the provided transportation by the fund, about 1/3 of the schools were able to make trips to the Museum, Rialto or Lone Tree each year. Meaning about 400 students were experiencing local history, hands-on.

With the development of the History Day for Second Grade field trips, over 1,000 students are able to have an experience that will introduce them to their local history. The fund provides transportation that several schools are not able to provide on their own for the students.

Year	# of elementary schools on TSD	# of elementary schools that attended History Day	# of students who attended History Day	# of teachers/chaperones who attended History Day
2014	20	19	1,046	155
2015	20	19	1,032	199

Second grade teachers have mostly had positive things to say about the field trips. Seven of the Thompson School District elementary schools are Title I schools and teachers will claim that their students may never have this opportunity otherwise. Some schools do not have PTO/PTA funds to pay for the trips. Other students may not have an opportunity to visit a cultural institution, even with their families.

This year, at least 3 teachers commented that the inaugural field trip was great, but that this year was even better. Meaning that Museum staff made adequate adjustments based on feedback from the teachers. The staff strives to make the experience fun and educational as possible.

After each field trip week, students are excited to bring their families back to the Museum and show off what they learned. Both years, after the trips, the Museum has received increased attendance, with students telling the front desk that their loved their field trip and wanted to bring family to see the Museum and learn what they had. Many of the students ask the front desk for a copy of the scavenger hunt to share with their families. This impact has been fun to see for staff, volunteers and teachers alike.

Another way the trips have impacted museum attendance are that some teachers are assigning their kids mini-research reports ahead of the trips. The Museum and library received a handful of second grade students coming into both facilities to research their topics in person and without the use of the internet.

The project has contributed to advancement in Colorado History in that over 1,000 second graders each year are learning more and more about their surrounding community of Loveland. They are sharing the information with their families. As this program grows, the Museum staff, as well as library staff are finding that we need to support the teachers and students in new ways to make this curriculum effective and fun!

C. *Supporting documentation*

- Final Report for 2015 History Day trips
- History Day- Curriculum Packet for Teachers
- History Day- Feedback
-



HISTORY DAY FOR SECOND GRADE

FINAL REPORT

May 11-15, 2015

***Loveland Museum/Gallery, Rialto Theater Center
and Lone Tree School***

Made possible by the Lola Johnson Field Trip Fund
and the Thompson Education Foundation



Report prepared by Jenni Dobson, Curator of Education

History Day at a Glance

1,032
Second Graders

270 Volunteer Hours
150 Staff Hours

30 volunteers
10 staff

199
Chaperones

19
elementary
schools

5 days
3 sites



Background Information

The Loveland Museum/Gallery was pleased to partner with the Thompson Education Foundation and Lola Johnson's family for the second year, to bring History Days to second graders in the Thompson School District.

In 2013, the new Common Core Standards, adopted by the Colorado Department of Education, moved the study of local history from third grade curriculum to second grade. The curators of history and education at the Loveland Museum worked with teachers in the Thompson School District to assist with this transition by offering classroom outreach for both grades in 2013, with classroom visits. Both grades were also invited to take guided tours of the Museum, Rialto and Lone Tree School. However, paying for transportation was an inhibiting factor for many schools.

Additionally, the curriculum guide for local history that had originally been written for third graders was over 20 years old and had been lost at several schools.

Many schools took advantage of the classroom presentation that the curators had developed, but in 2014 we wanted to do more. The Museum identified two things that needed to be done for Loveland's second grade students.

First, a field trip experience needed to be created that included transportation and also mainstreamed the Museum's space, resources and docents. Second, a curriculum enhancement workbook needed to be developed for teachers to use in their classrooms.



Lola Johnson was not only a teacher and board member for the Thompson School District, she was also co-founder of the Lone Tree Summer School program for the Museum and an avid supporter of history education. In her passing, funds in her honor were donated by the family to the Lola Johnson Field Trip Fund, held by the Thompson Education Foundation. Therefore, the mission of the fund aligned with that of the Museum and thus created a second grade curriculum-based field trip experience where transportation fees could be covered by the fund for all TSD second grade classrooms.

The Curator of Education also developed a temporary curriculum guide for second grade teachers to use in their classrooms prior to the trip. In the future, curators and educators hope to work together to develop a more permanent curriculum workbook for second grade teachers. A guide will hopefully be ready by spring 2016.



The History Day field trips feature workshops, hands-on activities, re-enactments, timeline review and more. Kids and chaperones visit three historic sites including the Loveland Museum/Gallery, Rialto Theater Center and Lone Tree School. They attend workshops that cover topics and local people, all intended to support and enhance second grade local history curriculum.

Schools are assigned to one of the field trip days and spend half of their day downtown at the Museum/Rialto and the second half of their day at Lone Tree School in North Lake Park. Time for lunch at the park, playground time and travel time are built into the schedule. Bus transportation is paid for by the fund. All supply fees are paid by the Museum.

Field Trip Itinerary

Each classroom begins their day at the Rialto Theater for an introduction to the field trip and a brief local history timeline. The timeline covers the importance of Arapaho tribes, Louisiana Purchase, natural resources, Gold Rush, mountain men, explorers, Homestead Act, pioneers and homesteaders, Colorado Territory, Colorado Central Railroad and how they each contributed to Loveland coming a town. The presentation is a PowerPoint that is second grade friendly and crowd interactive.

Next, classrooms travel to breakout workshops at the Loveland Museum and Rialto Theater. The workshops cover:

- ***Mountain men and explorers***- children get to see items from the Museum's outreach trunk and learn about local mountain man, Mariano Medina, who was one of the area's first settlers.
- ***Loveland Museum history gallery scavenger hunt***- children's are given a hunt to look for certain items in the history exhibits.
- ***Arapaho tribes***- again, items from the Museum's outreach trunk are shared, as well as stories about traditions, customs, lifestyle and more of the Arapaho.
- ***Rialto Theater Tour***- children receive a slide show and guided tour of the historic theater, with a chance to go into the dressing room, on stage and into the projection booth.





After a short bus trip from the downtown locations to North Lake Park, second graders have time for lunch and playground. Then four more workshops are attended at the site of the Lone Tree School. The workshops cover:

- **Lone Tree School**- Mrs. Teri Johnson, dressed in her 1800s school teacher attire, greets children at the door and has them enter girls first, then boys. Inside, students sit at desks and listen to Mrs. Johnson tell them about lessons and classroom punishments from the 1880s.
- **Homesteaders and pioneers**- items from the Museum's outreach trunk are shared, as well as stories about traditions, customs, lifestyles are more from early pioneer families and Colorado homesteading families. Students also learn about the Osborn family, one of the first to settle in the Big Thompson River Valley and still own their property today.
- **Quill writing**- students learn the significance of writing with a quill and ink while creating their own signatures, documents and/or maps.
- **Pioneer games**- Children create teams and run relays in hoop rolling and sack races.

Impact of the field tips on school-based Museum attendance

When schools were visiting these cultural facilities on their own, without the provided transportation by the fund, about 1/3 of the schools were able to make trips to the Museum, Rialto or Lone Tree each year, meaning about 400 students were experiencing local history, hands-on. With the development of the History Day for Second Grade field trips, over 1,000 students are able to have an experience that will introduce them to their local history.



Second Grade Social Studies Curriculum Support

Teaching aide materials were developed and sent to the teachers prior to their trip, to help them prepare. The aide materials and the field trip were designed to support and enhance second grade curriculum standards. The chart below shows how both align with the curriculum and meet the standards. Field trip workshops were also designed to help students become historical thinkers by linking the past to what they already know about Loveland!

<i>Colorado Department of Education Second Grade Social Studies Standard</i>	<i>Curriculum Support in Teaching Aide Packet</i>	<i>Curriculum Support on Field Trip</i>
<u>History</u> Community and Regional Historical Artifacts	Native American Learning Lessons Mountain Man Learning Lessons Pioneer/Homesteaders Learning Lessons How does an artifact get exhibited at the museum Learning Lesson	Historical items from the Museum's outreach trunks on observation; Historical items, some native to this area observed in history galleries; Lone Tree School authentic to local area; Rialto Theater is on the National Register of Historic Sites.
<u>History</u> Function and Significance of Historical Artifacts	How does an artifact get exhibited at the museum Learning Lesson	Breakout workshops explore the function and significance of items that once belonged to Mariano Medina, Osborn Family and Barnes Family. Historic sites: Rialto Theater and Lone Tree School.
<u>History</u> Historical Timelines	Timeline resources	Loveland's timeline presented from early 1800s until when it was established as a town in 1877. Historical significance to Loveland of: Native Americans, Gold Rush, Louisiana Purchase, Homestead Act, Mountain Men and explorers, Pioneer Settlers/Homesteaders, Colorado Statehood and Colorado Central Railroad.
<u>History</u> Significance of people who lived in Loveland People who brought important changes to the community	Mariano Medina Learning Lessons Native American Learning Lessons Loveland Historical Society resources	Field trip will talk about people who influenced traditions, businesses and sites in the area Mariano Medina, Barnes Family, Osborn Family, William Austin Hamilton Loveland, Sarah Milner, Mary Blair, etc.

		Who were these people and why are buildings, streets, areas of town named after them now?
<u>Geography</u> Maps and Boundaries	Several resources given, including info from History Colorado Museum	We will talk about why two small settlements on the river (Mariano's Crossing and Winona) had to eventually "merge" due to the Colorado Central Railroad and what that meant for the boundaries of Loveland.
<u>Geography</u> Settlement How do available resources affect settlement?	Native American Learning Lessons Mountain Man Learning Lessons Pioneer/Homesteaders Learning Lessons	We talk about why natural resources played a major role in how and why people settled and made a living in Colorado.
<u>Economics</u> Goods and services/resources	Native American Learning Lessons Mountain Man Learning Lessons Pioneer/Homesteaders Learning Lessons	What were the past goods and services of Loveland? How do resources impact this? Significance of Marino's Crossing trading post. Mountain Men/Pioneer Settlers and Homesteaders/Native Americans and the importance of trade.



History Day Field Trip Breakout Workshops



Arapaho tribes



Mountain men and
Mariano Medina



Rialto Theater tour



Museum
scavenger hunt



Pioneer games



Homesteaders
and pioneers



School house
lesson and rules



Quill writing

Planning Committee and Volunteers

This massive five-day event could not have taken place without the planning committee and volunteers!

Lead Planner:

Jenni Dobson, Curator of Education

Assistant Planners:

Kim Akeley-Charron, Executive Director, Thompson Education Foundation
Theresa Morgan, Curriculum Office, Thompson School District
Leah Johnson, Administrator, Lola Johnson Field Trip Fund
Jennifer Cousino, Curator of History, Loveland Museum/Gallery

Volunteers/Field Trip Facilitators:

Amy Huckaby
Ann Riske
Bev Bishop
Cori Morrill
David Kathka
Debbie Coffey
Doug Palmer
Gary Wamsley
Jan DesJardin
JaNae Myers
Jenell Cheever
Judy Balice
Kim Akeley-Charron
Kris Ortmann
Leah Johnson
Lee Johnson
Lori Hvizda Ward
Louise Kauffman
Michele Van Hare
Mike Perry
Rex Touslee
Sandy Nicholson
Sara Bickel
Sharon Perry
Stacy Libal
Terri Johnson
Theresa Morgan
Therese Bickford
Wand Wong

Museum/Rialto Support Staff:

Dave Brull
Dennis Fisher
Erika Lehman
Jennifer Cousino
Jim Prohaska
Kimber Kreutzer
Maureen Corey
Michelle Standiford
Rich Harris
Roberta Cox
Sandi Elliott
Tegan Hollen

School Breakdowns

The Thompson School District has twenty (20) elementary schools. Nineteen of the twenty took advantage of the History Days field trip opportunity.

School	Number of Second Graders	Number of Chaperones (teachers, parents, grandparents, paras, school staff)
BF Kitchen Elementary	50	7
Berthoud Elementary	77	15
Big Thompson Elementary	36	6
Carrie Martin Elementary	35	11
Centennial Elementary	81	17
Cottonwood Plains Elementary	68	12
Coyote Ridge Elementary	63	13
Garfield Elementary	53	8
Ivy Stockwell Elementary (opt out)	0	0
Laurene Edmondson Elementary	38	6
Lincoln Elementary	31	6
Mary Blair Elementary	80	11
Monroe Elementary	43	6
Namaqua Elementary	62	12
Ponderosa Elementary	83	21
Sarah Milner Elementary	59	12
Stansberry Elementary	33	6
Truscott Elementary	42	6
Van Buren Elementary	25	10
Winona Elementary	73	14
TOTAL	1032	199

Teacher Feedback Survey

Surveys were emailed to the teachers immediately following the trips. Only two schools returned surveys, but the trips were scheduled closer to the end of the year, possibly leaving teachers less time to provide feedback.

The two surveys returned, however, were extremely positive!!!

Rate on a scale of 1-10 (1 being the lowest)	Average scores
How would you rate the overall field trip experience	10
How would you rate the organization of this trip	10
How would you rate the written instructions for teachers and bus drivers	10
How would you rate the educational content of the field trip	10
How would you rate the transitional flow of this trip	10
How would you rate the workshop facilitators	10

Written Feedback:

How could this field trip better support your Social Studies curriculum?

- *This field trip did an excellent job supporting the new second grade common core social studies standards. No changes needed.*
- *The field trip totally supported what we taught them about Loveland History. It brought to life what they had learned by showing the artifacts, playing the games, and seeing the places.*

Were you able to use some of the pre-field trip materials for your Social Studies curriculum?

- *Yes, we used the materials when we were teaching the curriculum.*
- *No, I did not use the materials before the trip, but used them for review when we returned.*

What recommendations could you make to help us improve this field trip?

- *I can't think of any.*
- *No recommendations....very organized.*

What was your or your students' favorite part of the field trip?

- *The museum was a big hit but they also liked the theater and the park. A parent's comment was WOW we learned a lot about Loveland today. Another parent said my child has not stopped talking about the field trip!*
- *Lone Tree School was the student's favorite as well as the scavenger hunt at the museum.*

Was there enough time for lunch and playground time?

- *Yes!*
- *Enough time for lunch, too many kids to watch to allow playground time.*

Other Feedback

Ponderosa Students

- *"Thank you for guiding me and my class through the museum. My favorite part was the jail cell...was the guy in the jail cell real or not?"*
- *"I loved the part when we got to tour the Rialto."*
- *"I loved the part when you talked about Mariano*

Medina and showed the beaver skin. That war prety cool."

- *"The scavenger hunt was relly cool."*
- *"I loved Mariano Medina's cabin in the museum."*
- *"My favorite part was the Lone Tree school. I loved the school rules. I would come agin because it was so cool and fun."*
- *"I liked the old school games. They are awesome."*
- *"I loved writing with the quill pen."*
- *"I loved going on stage".*

Coyote Ridge Student

- *"I liked seeing the orchestra pit and the dressing room. I liked going to the one room school house. I liked that in the mornings, you didn't sit down until the teacher invited you to. I liked looking at the stuff inside Mariano's cabin, like the rug, because it made me think- we have rugs made out of fabric and they had rugs made out of straw and animal skin. I liked learning about how the Arapaho people had different jobs to attend to every day. The women, they had to always stay back. They liked to move around a lot so when they moved the women were in charge of packing up the teepee and taking care of kids. The men had to protect their tribe. I liked learning about the house that has lasted and is the oldest house in Larimer County - since the 1800s. And I also liked at the museum learning about Mariano Medina when he settled and what he used to survive."*

Heard from 3 teachers during the field trip week

"Last year was great, but this year was even better!"

Other comments from volunteers

- *"Great job organizing this!"*
- *"THANK YOU for all of the organization, amazing! It was a pleasure to help out!"*

Other photos





HISTORY DAY FOR SECOND GRADE

A field trip opportunity provided by the Loveland Museum, Thompson Education Foundation and Lola Johnson Field Trip Fund

TEACHER'S PACKET

February 11, 2015

Dear Second Grade Teachers,

It is our pleasure to bring you the Second Annual "Loveland History Day for Second Grade Students" field trip.

The attached packet is the same one that we sent last year and many of you may have kept the file for your lessons. I had been hoping to revamp this packet, but time constraints and funding have prohibited that. However, I do plan to revamp this in the near future! In the meantime, here is a copy to get you going on your lessons prior to your field trip.

This packet includes the following:

- Background information on how this field trip opportunity came about
- Curriculum support- how will this field trip enhance and support the Colorado Department of Education Second Grade Social Studies Curriculum?
- Teaching aides and resources to prepare your students for this field trip
- A sample of the field trip schedule

We have changed the field trip format this year... all schools will start downtown at the Rialto/Museum in the morning and then go to North Lake Park for lunch and lessons at Lone Tree School in the afternoon. I will have a final schedule, as well as directions and loading/unloading information for your bus drivers, sent when you return from spring break.

Schools have been assigned to a date to help us even out attendance numbers. If you need to change your date, please work with Theresa Morgan so that we can swap comparable sized classrooms.

What the field trip will cover:

1. **Power point presentation** that is second-grader friendly. We include lots of pictures ☺ and also ask questions that let them infer what they already know about Loveland. The presentation briefly covers:
 - Colorado statehood and the founding of Loveland
 - Homestead Act
 - Gold Rush
 - Why settle in Loveland, Colorado? (Agriculture, Natural Resources, etc.)
 - The people of Colorado: Native Americans (Arapaho and Cheyenne); Explorers; Mountain Men; Pioneers; Homesteaders
 - Early settlers including Mariano Medina; Osborn Family; David and Sarah Barnes
 - Colorado Central Railroad

- When and why Loveland was established

2. Breakout workshops at the Museum and Rialto Theater for half of the day may include lessons on:

- Scavenger Hunt of 1880s Main Street at the Museum
- Mariano Medina
- Native Americans
- Rialto Theater History and Tour

3. Re-enactment at Lone Tree School

- Local historian and Timberlane Farm curator, Teri Johnson will re-enact a school teacher from the 1800s and introduce this half day stop.

4. Breakout workshops at Lone Tree School for half of the day

- Pioneer Families and Homesteaders
- School lesson and quill writing
- Pioneer Games

Timeline for Field Trip:

The timeline schedule below is approximate. A final schedule will be sent out after schools register and no later than one week prior to the event date.

9:00 am	Buses leave schools at 9 am at the latest
9:15 am	Buses arrive at Rialto Theater drop location
9:20 am	Introduction to program at Rialto
9:30 – 11 am	Groups will rotate through workshop stations and will walk between the Rialto Theater and Loveland Museum/Gallery
11 am – 12 pm	Lunch, travel time and playground time at North Lake Park
12:15 pm	Introduction to program at Lone Tree School
12:30 – 2:20 pm	Groups will rotate through workshop stations at Lone Tree School
2:30 pm	Buses depart for return to school

I also have a Loveland history book called “A Guide to Historic Loveland”. We just found some extra boxes of these books and I plan to send a couple of each of the schools for 2nd grade teachers in the next week or so.

Thank you again for your patience as we strive to create an amazing adventure for your second graders. Please contact me at any time if you have questions.

Field Trip Curriculum

Contact Information:

Jenni Dobson
Curator of Education
Loveland Museum/Gallery
970-962-2562
Jenni.dobson@cityofloveland.org

Field Trip Registration

Contact Information:

Theresa Morgan
Administrative Assistant to Elementary Education
Thompson School District
970-613-5026
Theresa.morgan@thompsonschoools.org



LOVELAND HISTORY DAY FOR SECOND GRADE STUDENTS

2015 FIELD TRIP: SCHOOL ASSIGNMENTS (UPDATED 02/11/15)

All groups will start at Rialto/Museum in morning, then go to Lunch/Lone Tree in afternoon

Day/School	Number of Second Graders (as of 02/11/15 enrollment)	Total for the day
Monday		
Big Thompson Elementary	36	
Cottonwood Plains Elementary	68	
Truscott Elementary	41	
Winona Elementary	73	218
Tuesday		
Centennial Elementary	80	
Lincoln Elementary	33	
Monroe Elementary	43	
Namaqua Elementary	62	218
Wednesday		
Berthoud Elementary	75	
Coyote Ridge Elementary	63	
Laurene Edmondson Elementary	37	
Stansberry Elementary	33	208
Thursday		
Garfield Elementary	49	
Sarah Milner Elementary	61	
Ponderosa Elementary	83	
Van Buren Elementary	26	219
Friday		
BF Kitchen Elementary	51	
Carrie Martin Elementary	36	
Ivy Stockwell Elementary	opt out	
Mary Blair Elementary	79	166
TOTAL	1029	1029



LOVELAND HISTORY DAY FOR SECOND GRADE STUDENTS

TEACHER'S PACKET

Field Trip Background Information

The Loveland Museum/Gallery is excited to be partnering with the Thompson Education Foundation and Lola Johnson's family to bring Loveland History Day to second graders in the Thompson School District. These field trips will feature hands-on activities, re-enactments, timeline review and more, all located at three historic sites that will support and enhance second grade local history curriculum.

Lola Johnson was not only a teacher and board member for the school district, she was also co-founder of the Lone Tree Summer School program for the museum. In her passing, funds in her honor have been donated by the family to the Lola Johnson Field Trip Fund. The goal of this fund is to provide a History Day field trip for every second grade student in Thompson School District in May of each year.

For 2015, the field trips will be held on May 11-15. Classes are assigned to one of the field trip days and will spend half their day at the Museum/Rialto and half their day at Lone Tree Schoolhouse in North Lake Park. Time for lunch at the park, playground time and travel time will be built into the schedule. Bus transportation will be paid for by Thompson Education Foundation.

We need your help for future trips and curriculum support!

Please provide us feedback after your field trip with an email!

It has been over 25 years since a local history curriculum guide was developed for teachers to use in their classrooms. And the one that was developed was based on standards at that time for third graders. Some teachers have passed these materials along, but some materials have been lost through the years. Either way, they are outdated! Help us create something to better assist you for the coming school year!

For both, please email Jenni Dobson at jenni.dobson@cityofloveland.org



LOVELAND HISTORY DAY FOR SECOND GRADE STUDENTS

TEACHER'S PACKET

Curriculum Support

On the following pages, you will find some teaching aides to prepare you for your field trip. There are a lot of “scratch the surface” materials, so it’s up to you how far you want to dive into these lessons. We have provided some links to Museum websites, You Tube videos and other sources that we think might help support your lessons.

Keep in mind that this field trip will help your students become historical thinkers by linking the past to what they already know about Loveland! Here are some other ways the support materials in this packet and the field trip will support and enhance your curriculum.

<i>CDE Second Grade Social Studies Standard</i>	<i>Curriculum Support in Teaching Aide (attached)</i>	<i>Curriculum Support on Field Trip</i>
<u>History</u> Community and Regional Historical Artifacts	Native American Learning Lessons Mountain Man Learning Lessons Pioneer/Homesteaders Learning Lessons How does an artifact get exhibited at the Museum (attached graphic)	Historical items from the Museum’s outreach trunks will be available for observation; Historical items, native to this area, observed in history galleries; Lone Tree Schoolhouse once actually used in local area; Rialto Theater is on the National Register of Historic Sites.
<u>History</u> Function and Significance of Historical Artifacts	How does an artifact get exhibited at the Museum (attached graphic)	Breakout workshops will explore the function and significance of items that once belonged to Mariano Medina, the Osborn Family and the Barnes Family. Historic sites: Rialto Theater and Lone Tree Schoolhouse/
<u>History</u> Historical Timelines	Timeline resource on next page	Loveland’s timeline from early 1800s to when it was established as a town in 1877 will be reviewed. Also covers: Native Americans, Gold Rush, Homestead Act, Mountain Men, Pioneer Settlers/Homesteaders, Colorado Statehood and Colorado Central Railroad.

<i>CDE Second Grade Social Studies Standard</i>	<i>Curriculum Support in Teaching Aide (attached)</i>	<i>Curriculum Support on Field Trip</i>
<u>History</u> Understand the development of important community traditions and events	Loveland Historical Society www.lovelandhistorical.org	We will talk about why the Cherry Pie event and the Corn Roast Festival are still celebrated today.
<u>History</u> Significance of people who lived in Loveland People who brought important changes to the community	Medina Learning Lessons Native American Learning Lessons	Mariano Medina, Barnes Family, Osborn Family, William Austin Hamilton Loveland, Sarah Milner, Mary Blair Who were these people and why are buildings, streets, areas of town named after them now?
<u>Geography</u> Maps and Boundaries	History Colorado Museum www.historycolorado.org	We will talk about why two small settlements on the river (Mariano's Crossing and Winona) had to eventually merge due to the Colorado Central Railroad and what that meant for the boundaries of Loveland. Colorado Territory Maps.
<u>Geography</u> Settlement How do available resources affect settlement?	Native American Learning Lessons Mountain Man Learning Lessons Pioneer/Homesteaders Learning Lessons	We will talk about why natural resources played a major role in how and why people lived in Colorado. Covers Native Americans through Settlers.
<u>Economics</u> Goods and services/resources	Native American Learning Lessons Mountain Man Learning Lessons Pioneer/Homesteaders Learning Lessons	What were the past goods and services of Loveland? How do resources impact this? Mountain Men/Pioneer Settlers and Homesteaders/Native Americans and the importance of trade.

Learning Lessons

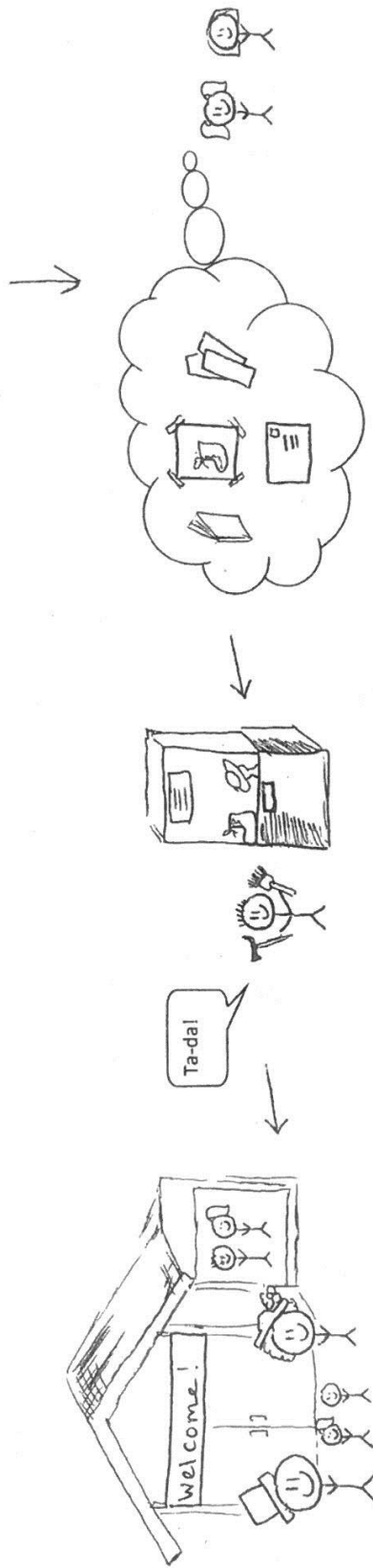
- How does an artifact get exhibited at the Museum (graphic on next page)
- Order your own blank timelines at www.reallygoodstuff.com



An artifact is donated to the museum!
The curator accepts the donation.

The registrar catalogs the item and adds it to the Museum collection.

The curators come up with a plan for the exhibit and include the new artifact.



The exhibit opens to the public! Visitors come to the Museum to enjoy the new exhibit.

The exhibits preparator builds the exhibit.

The marketing team develops a plan to get the word out about the new exhibit.

How does an artifact get exhibited at the Museum?

TEACHING AIDE NATIVE AMERICANS

Northern Colorado Native American Tribes at a Glance

The Plains Indians were comprised of thirty-one tribes living on the Great Central Plains of North America. At the height of their size and strength in the early 1800s they numbered around 200,000 people. As a rule, a tribe would stay in its own area except during warfare and trading.

Colorado Indians lived on the plains because of its central location, great rivers, and flat terrain. The plains allowed for a migrant way of life as they followed the buffalo and the changing seasons. There were three major tribes in northern Colorado: the Cheyenne, the Arapahoe, and the Utes.

The Cheyenne and the Arapahoe were the two dominate tribes in the plains area of Colorado. The tribes had some similarities, but they had different languages and their cultures were different. They were large game hunters who depended greatly on the buffalo as their central source of clothing, food, tools, and ceremonies.

The third major tribe of Colorado was the Utes. They lived in the mountains of Colorado and were the oldest and largest modern Indian tribe of the mountain Indians. They once occupied all of the mountainous lands of Colorado, over one-half of the state. They were hunters, gatherers, and were adept at basketry and made some undecorated earthen ware. Their culture was very different from that of the Cheyenne and Arapahoe and often these differences caused wars amongst them.

Plains Indians depended greatly on the buffalo for a variety of tools and food. Their clothing, food, shelter, cooking utensils, warring utensils, and decorative trinkets were all made from buffalo in some form or fashion. Almost every part of a buffalo could be used.

Most estimates for the peak periods of Plains Indian occupation range from 65-70 million head of buffalo. There were so many that hunters said that when a herd left a river and started up a canyon, the sound was like a distant thunder and could be heard for miles.

All of the tribes in Colorado had problems when the white man interrupted their ways of life. There was trouble as early as the 1860s between them and many treaties were made and broken over the next 20 years. By the late 1880s however, all of the Indians of Colorado were moved to reservations in Montana, Oklahoma, Texas, Wyoming, Utah, and secluded parts of Colorado.

Native American Activities

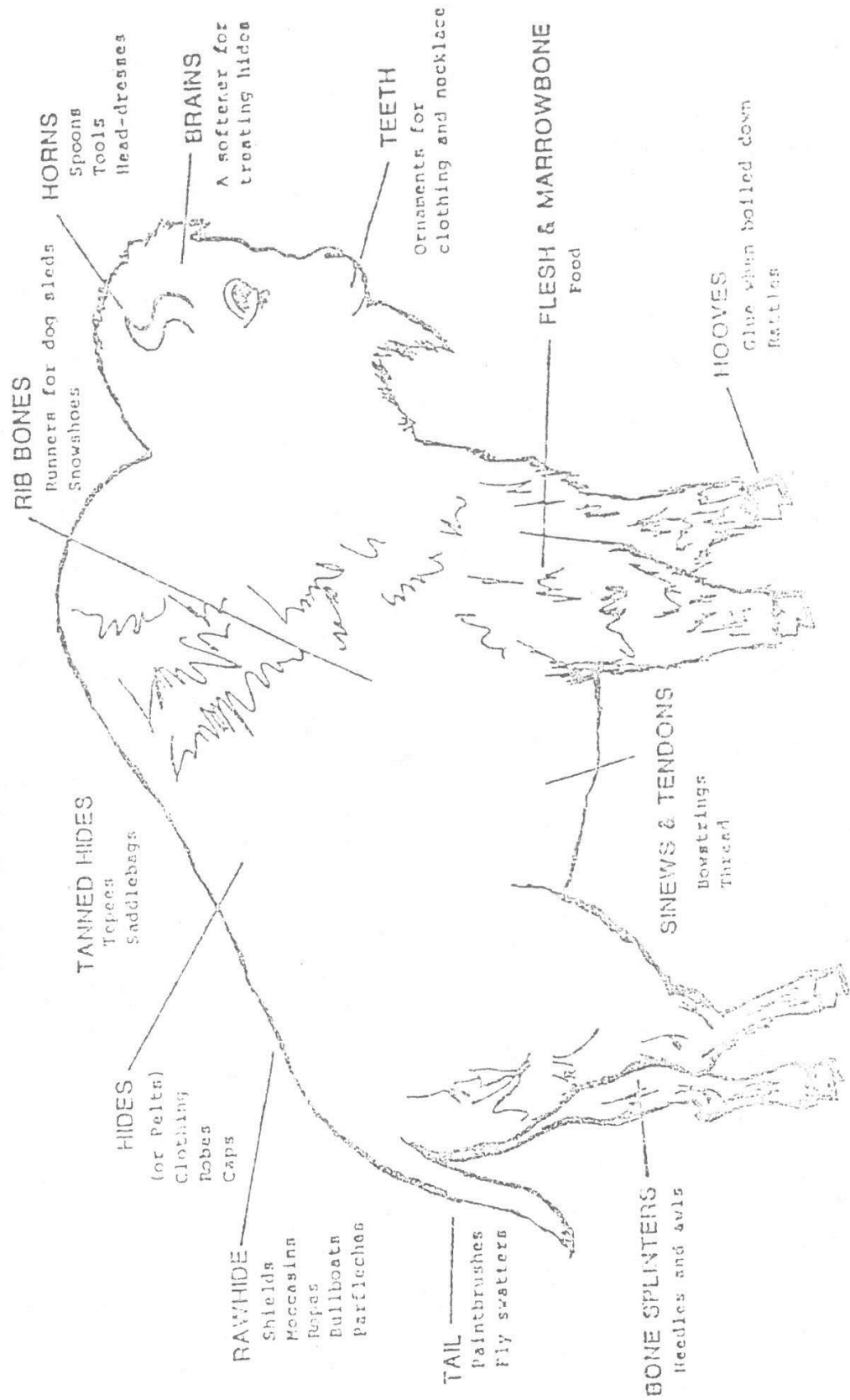
Learning Lesson: The American Buffalo

Objective: To see how many different everyday items could be made from one buffalo.

1. Review the next page with your students. Talk about the parts of the buffalo and what could be made from those parts.
2. Review the website: <http://www.texasbeyondhistory.net/kids/buffalo.html> for more ideas.

THE AMERICAN BUFFALO

AS USED BY PLAINS INDIANS



Native American Activities- continued

Learning Lesson: Compare and Contrast Native American Lifestyles

Objective: To compare and contrast different Indian Tribes to explore how different Indians lived similar and different ways of life.

1. Review the traits of the Plains Indians and the Mountain Indians and have students make two lists, one for each type of Indian and list things such as food sources, living environments, housing, cultures, clothing, etc.
2. Have students create a Venn Diagram to compare and contrast the things that are similar and different.
3. Have students write a paragraph about which tribe they'd prefer to live with, based on their lists.

Other resources

National Museum of the American Indian

<http://nmai.si.edu/explore/foreducatorsstudents/classroomlessons/>

Crow Canyon Archaeology Center, Cortez, Colorado

http://www.crowcanyon.org/EducationProducts/pueblo_history_kids/introduction.asp

Texas Beyond History- Virtual Museum of Texas

Great activities for kids that can still relate to Colorado:

<http://www.texasbeyondhistory.net/kids/fun-games.html>

Colorado and the West: Native American History on Colorado

<https://www.youtube.com/watch?v=4GganvNOjWA>

TEACHING AIDE
MOUNTAIN MEN

Who were Mountain Men?

Mountain men were the trail makers and the pathfinders of Colorado—the real pioneers of the Rocky Mountain West. The trapping and fur trade of the western frontier played a major role in opening the West. They exposed the economic wealth of the new lands by entering and exploring previously unknown regions. It was the trapper's urge to barter with the Indian that unlocked the geographical secrets of the western wilds and eased the way for official explorers and settlers.

Mountain men worked alone or in small groups. They trapped beaver in the spring and fall. They wore beaver hats, or slouch hats and fringed buckskin suits decorated with Indian designs. With their powdered horns, shot pouches, muzzle loading rifles, and Green River knives, they were hardy adventurers who lived off the land. The Indians taught them a great deal. They used Indian food and clothing. Many of them married Indian women also.

The decades of the beaver boom saw the day of the most famous American mountain men: Kit Carson, Jim Bridger, James Beckwourth, Jim Baker, and many others. All these mountain men worked in the Colorado area. Mariano Medina was one of these well-known trappers and eventually came to settle in the Big Thompson River Valley where present day Loveland is located.

There were many trading posts in Colorado as well. The first major trading fort in Colorado was Bent's Old Fort which was built about 1832 on the Arkansas River near present-day La Junta. It dealt mainly with buffalo, which was hunted for after the beaver boom.

Later, other trading forts were established. In 1835, Louis Vasquez and Andrew Sublette, both experienced mountain men, constructed Fort Vasquez to capture the trade of the Indians along the South Platte River. It was about 100 feet square with adobe walls about 12 feet high. The walls were built of adobe because it was fireproof, bulletproof, durable, and comfortable in both summer and winter. At first the fort prospered, but it steadily declined with new competition. The fort was eventually abandoned in 1842.

In the 1840s, the demand for beaver pelts dropped sharply because top hats were being made from silk. Residents in the forts still traded for buffalo hides, but most of the mountain men became guides and interpreters for explorers.

Mariano Medina

Born in Taos, New Mexico in 1812, Mariano Medina was a friend of Kit Carson, Jim Bridger, and Louis Vasquez. Like these other legendary mountain men, he made his living as a trapper until the decline of the "hide trade." He then put his knowledge of the wilderness at the service of John Charles Fremont in his exploration of the West and served as a guide on Captain Randolph Marcy's hair-raising 1858 winter trek across the Rockies during the Mormon War.

With the days of trapping and exploration behind him, Medina settled on the Big Thompson River in 1858 near present day Loveland, in what was at that time the unorganized Western District of the Territory of Nebraska. In anticipation of increased traffic moving between mining camps to the south and the Overland Trail to the north, Medina built a log cabin, a store and saloon, cabins to rent, and a livery stable. The small settlement soon became known as Namaqua, or "Marianne's Crossing," (known also as "Mariano's Crossing") and became a favorite stopping place for the growing number of western travelers. Eventually Medina put a

bridge across the river with a gate at each end and charged a dollar to cross. Medina died June 28, 1878, one year after the town of Loveland was established.

Mountain Man Activities

Learning Lesson: Outfit a Mountain Man

Objective: Students will illustrate the clothing and personal items of a mountain man.

1. Describe and present items that a mountain man would wear by looking at the websites below or showing the students pictures you can find. Items you can include: Beaver Skin, Buffalo Hide, Hat made from hides or pelts, Possibles Bag, Trappers Knife, Bullet Mold, Flint and Steel, Tin Cup, Powder Horn, Wool Blanket, Beaver Trap, Rifle.

Other item samples can be found here:

Mountain Man.Org Virtual Museum- <http://www.mtmen.org/mtman/museum/index.html>

Museum of the Mountain Man, Pinedale, WY- <http://museumofthemountainman.com/>

2. Have the students trace themselves onto butcher paper or use the paper doll template that is provided on the next page.
3. Students should draw what they think a mountain man would wear to the best of their knowledge. They can include any clothing or items they think are essential to a mountain man to survive in the mountains. But they should also include at least 3 items they saw in the lesson.

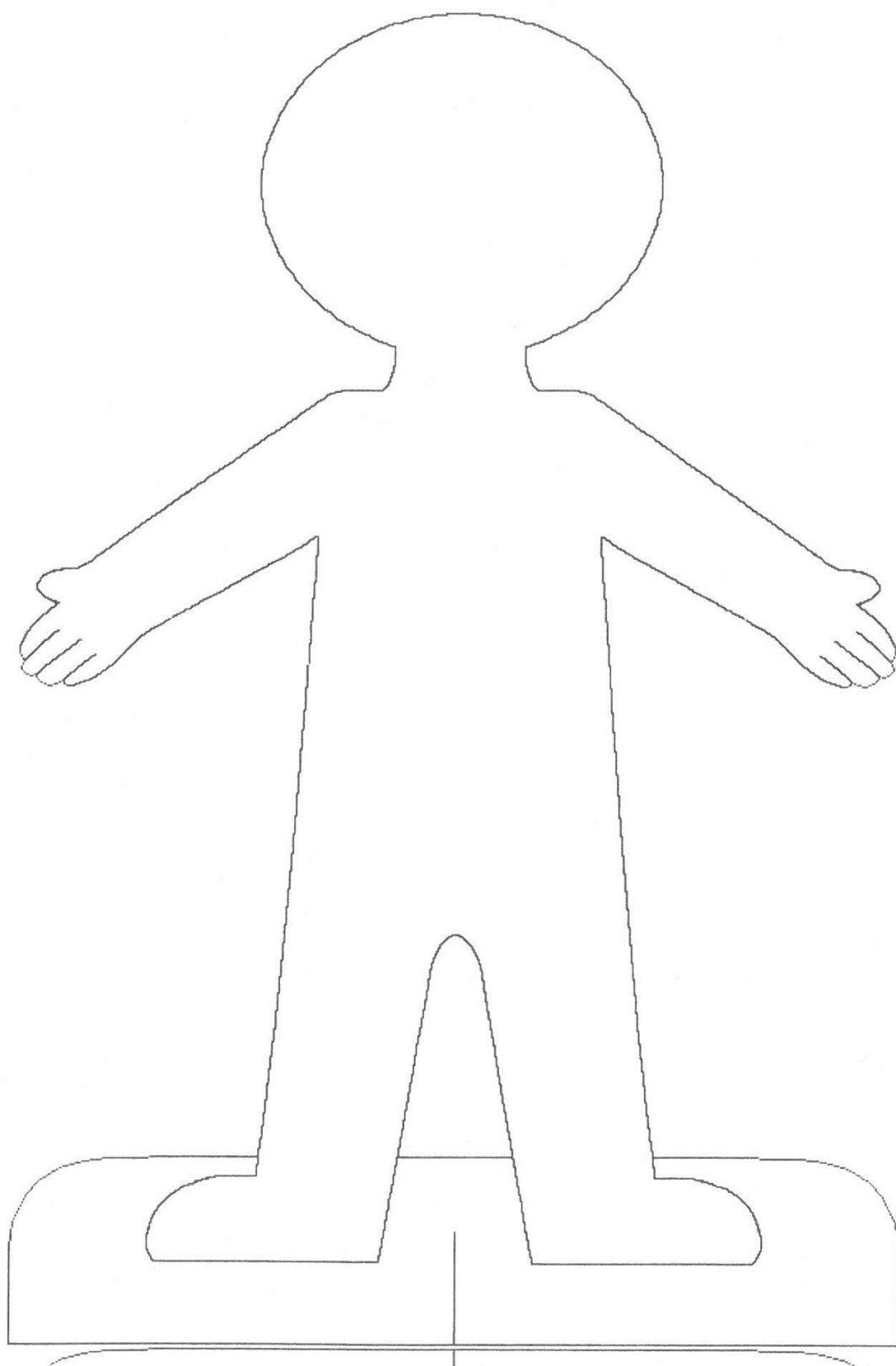
Questions for discussion or writing for history curriculum support

- Three of the next pages are from the museum's Mariano Medina coloring book. These pages can be used for coloring, writing exercises.
- Have students draw things on Medina's toll bridge (wagons, horses, people walking, etc).
- Have students draw items that would be found around Medina's cabin.
- Ask students, "If you could charge a toll for people to cross the bridge or the river, what would you charge? How or why would you adjust the fees? Write a paragraph about your thoughts."
- Ask students, "What kinds of things would you trade for if you visited a trading post? Do you trade toys and other items with your friends or siblings? How is that different or the same as when Mountain Men, Pioneers and Native American traded? Write down what you think."
- Find some items in your classroom. Everyone will start with a few items and then barter and trade with classmates. Have students make a list of what they start with and then make a list of what they ended up with. Have them write about how their lists are different and why they traded for what they did.

Other resources

Mariano Medina- History Colorado Time Machine Video

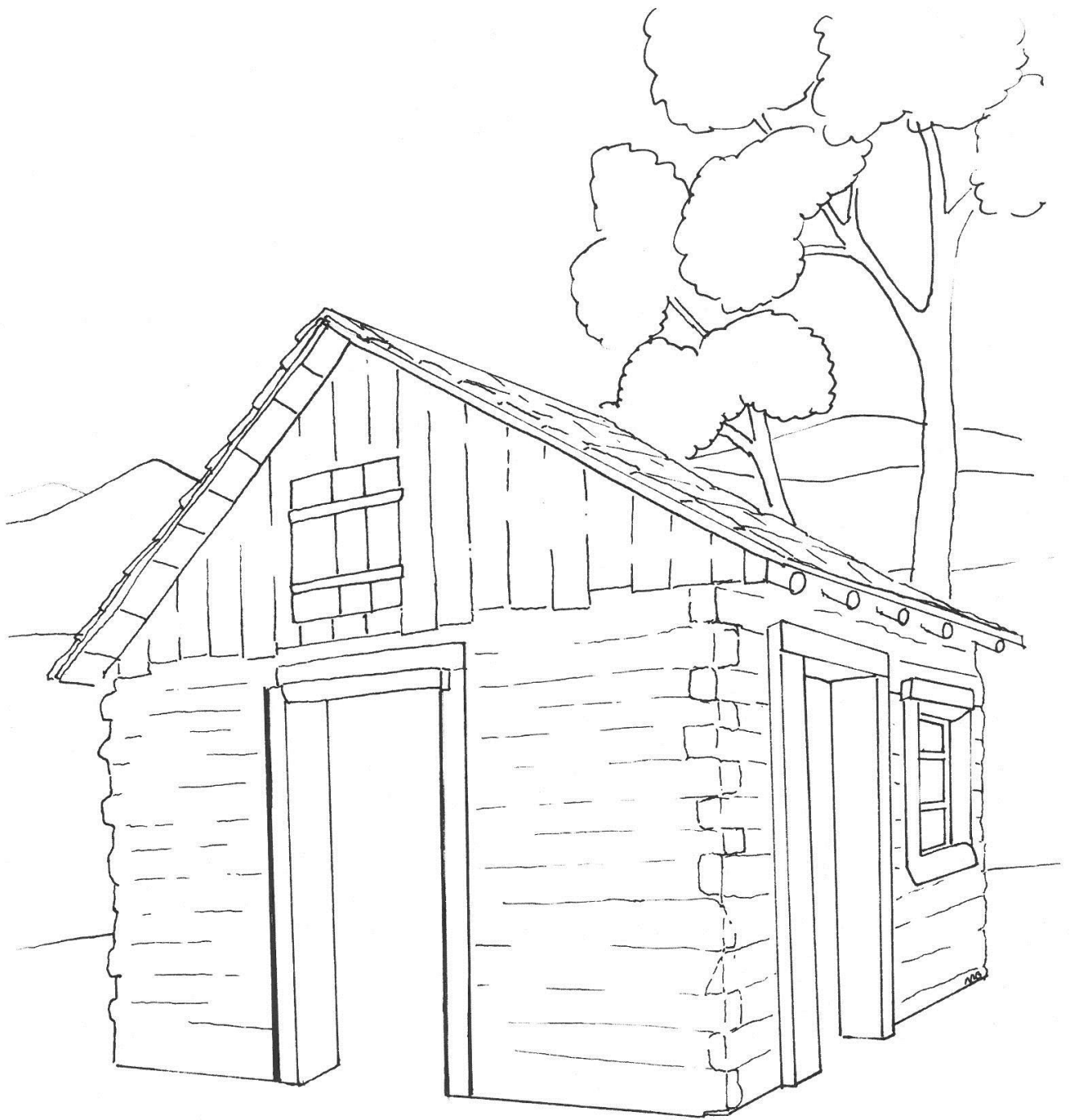
<https://www.youtube.com/watch?v=YPdyIBQnSUC>





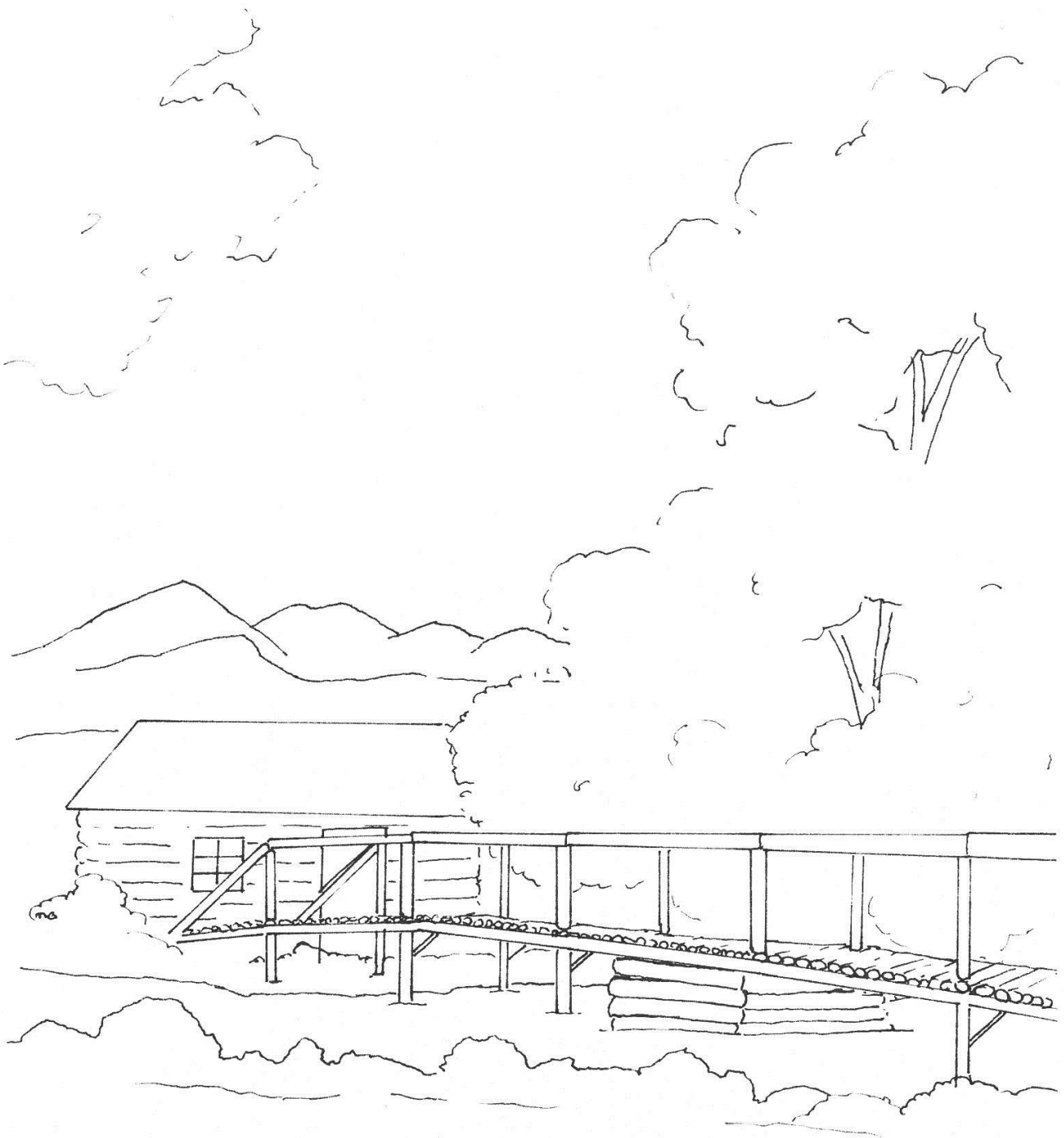
Mariano Medina was well known for his fancy outfits. Imagine the colorful beads on his pants and moccasins.

Mariano Medina era conocido por su vestimenta. Imagina las cuentas de colores en sus pantalones y mocasines.



Mariano's log home was located on a beautiful spot near the Big Thompson River.

La cabaña de troncos de Mariano estaba ubicada en un hermoso paraje del Big Thompson River.



Mariano built a toll bridge across the Big Thompson River. He became rich by charging wagons a fee to use his bridge.

Mariano construyó un puente a través del Big Thompson River. El se hizo rico cobrando peaje a las carretas para usar su puente.

LOVELAND HISTORY DAY FOR SECOND GRADE STUDENTS

TEACHING AIDE PIONEERS AND HOMESTEADERS

Pioneers at a Glance

The pioneers were the first people to settle the frontiers of North America in the late 1700s through the mid-1800s. Many pioneers were farmers but some had other jobs as blacksmiths, missionaries, lawyers, doctors, or shopkeepers. They came from the eastern United States and were searching for new opportunities to change their lives. Many pioneers went to the West for the free or inexpensive land that was available through the government's program of homesteading. Some pioneers came for the prospect of gold, to hunt and trade furs, or because settling on the frontier simply seemed like an adventure.

Pioneers travelled to many different regions and states in the Midwest and Western United States. There were two large migrations of pioneers that moved westward. The first migration lasted from about 1760 to the mid-1800s. Pioneers from the east coast and Europe advanced as far west as the Mississippi Valley. In the 1840s a second migration led pioneers as far west as California and Oregon.

The pioneers travelled in covered wagons pulled by oxen. The wagons were made of wood with several hoops covering the frame. A canvas cover would be pulled over the hoops to keep out the rain, wind and sun. To make it waterproof, oil was rubbed on the canvas. The front wheels of the wagon were smaller than the back wheels to help the wagon turn. The inside of the wagon was filled with all the tools a pioneer would need. There wasn't much room for people to sit, and the ride was bumpy. Usually adults would walk beside the oxen to guide them, and the children would walk behind the wagon. Sometimes groups of wagons would travel together in caravans or wagon trails.

Travelling as a pioneer meant walking many miles a day without many rests. It was very noisy because of the clanking of the pots, pans, and other items that were in the wagon. Also, there were many things that could go wrong. Wagon wheels could break or get stuck, they could run out of food, they could easily get sick, and if the weather got bad, they didn't have great shelter. On a good day, a wagon could travel 10 to 15 miles. But if there was bad weather, especially rain and mud, a wagon could travel as little as 1 mile.

Because they were travelling to an unsettled and undeveloped land, the pioneers had to take everything they would need with them. They needed to carry food (yeast, potatoes, rice, beans, bacon, eggs, cornmeal), water, sewing kits (needles, thread, pins, scissors, cloth) cobbler's tools, repairing tools (saws, hammers, axes, nails, string, knives), and sleeping linens. Pioneers would also take dogs for protection, and if they could afford it, a cow for milk and meat.

There was a lot of work and chores for pioneer children to do. But they did have some time to play. They played a variety of different games including skipping rope, chasing hoops, and tag. They didn't have very many toys as there wasn't room in the wagon, but some homemade items included corn husk dolls or carved wooden toys.

Homesteaders at a Glance

The first settlers of modern times who came to Colorado to make permanent homes and practice farming were Spanish-Americans. A flurry of white trappers and traders had come before them, but were not interested in permanent settlement or growing crops. The Spanish-Americans, however, were interested in irrigation and growing crops. The first and oldest irrigation ditch in Colorado is the San Luis People's ditch which was started on April 10, 1852. These early farmers plowed the soil with simple wooden plows to raise

wheat, corn, and beans. Cattle, horses, sheep, and goats were left mostly unattended to graze on grass. The people lived in low adobe houses with clay and gravel roofs, dirt floors, and white-washed walls, in the typical Spanish style.

Homestead Act

A new phase in homesteading came about with the Homestead Act in 1862. Although it was not the first United States land act, it was probably the most influential in stimulating settlements of the plains because it was the first act that gave land for free. Under the provision of the Act, a settler:

1. Could claim 160 acres
2. Had to pay an \$18 filing fee
3. Had to be on the land and starting improvement within six months after filing his claim
4. Had to make his claim his permanent residence for five years
5. Become legal owner of his land by “proving up” which consisted of taking out his final papers any time after his five-year residence period was up and giving proof that the conditions had been met in the presence of two witnesses.

The settlers who came west to establish a farm under the Homestead Act faced many hardships and dangers. Once they arrived, the most pressing need was that of a dwelling. Wood was scarce on the open plains and what was available was poor building material. The easiest solution was to construct a dugout. This was nothing more than a hole dug into a hill or in a riverbank. The front of the dugout, containing a doorway, was built of dirt, brush, and pieces of wood. The roof was the natural top of the hill or an artificial one of poles, brush, hay and earth. These dwellings were dark, dirty, subject to flooding during heavy rains and burying during heavy snowstorms, and quite possibly a cave-in if an unsuspecting animal wandered over the roof and fell through.

A vast improvement over the dugout was the sod house or “Soddy” as it was commonly known. These were made of prairie sod cut into blocks 36” long, 12” wide and 4” thick, and then layered like brickwork. Spaces were left for doors and windows as the walls rose up, and a roof of poles, brush, grass, and a final layer of sod, grass side up, completed the dwelling. These homes were warm and cozy in winter and cool in summer, but had their problems. During cloudbursts, the water would stay out for a while but would eventually soak through the house. Flies, fleas, bedbugs, rodents, and other creatures often invaded the dwellings.

Once the price of shipped-in wood became reasonable, the settlers would build themselves a frame house to take the place of the Soddy. The Soddy would then be used as a storage hut.

Farming was extremely difficult on the eastern plains. One of the biggest problems was that homesteaders had to contend with a lack of rainfall. There was water available, but not enough to support crops, animals, and people. The problem was solved by digging wells, often to incredible depths, and constructing windmills to pump up the water. Still, water would be severely scarce as a drought settled into the region and the parched land would greedily suck up any water that was deposited into the wells.

The opposite problem was common also; sometimes water was in ample supply, in fact, too much. Large thunderstorms would bring heavy downpours that damaged crops or caused flooding to wash away the crops. Lightening, hail, high winds, and sometimes tornadoes accompanied these storms. And if Mother Nature didn’t inflict enough problems on the settlers, prairie fires, harsh blizzards, and sub-zero temperatures would often destroy crops.

Even with all of the hardships, the homesteaders stayed in Colorado and developed towns, communities and even cities that are familiar to us today. Greeley, Longmont, and other communities were founded and flourished under their hard work and care. It was also their early efforts that made it possible for agriculture to become Colorado’s No. 1 industry.

Pioneer/Homesteader Activities

Learning Lesson: Pioneer Tools

A tool is any item that helps you do your work. The types of tools that have been used through the years have changed drastically. Some tools of today do the same job as other tools from years ago. Keep in mind that animals used to do the work of a tool too!

Can you draw a line from each tool to the job that it does?

<u>Today's Tool</u>	<u>Job</u>	<u>Pioneer Tool</u>
Microwave	Cut Wood	Horse and Wagon
Lawnmower	Travel	Hand Saw
Milking Machine	Cooking	Grazing Animals
Light Bulb	Light Home	Wood Burner
Electric Stove	Warming Food	Candle
Car	Trimming Grass	Hand and Milk Pail
Chain Saw	Milking Cows	Dutch Oven

Learning Lesson: Pioneer Food

Did you know that settlers often left a kettle filled with food, over the fire for days at a time? Every day they would add something to the kettle. Then, they would eat dinner, allow the kettle to sit and cool overnight and start over the next day by adding something else to the pot.

Review the items below and circle the ones that would be found in the kettle of a pioneer. Remember, there were no grocery stores to run to!!!

Hot dogs	Radish	Onion
Donut	Doritos	Pizza
Beans	Beef	Peas
Carrots	Dandelion Roots	Mac and Cheese
Rice	Potatoes	Corn
French Fries	Water	Herbs
Milk	Fish Crackers	Chicken

Pioneer/Homesteader Activities- continued

Learning Lesson: Pioneer Chores

Pioneers had very little time for entertainment. Most of their time was spent performing chores. Modern inventions make our chores much easier. Read the passages below and cross out the sentences that would not make sense to the Pioneers doing their chores.

Wash the dishes:

Bring in water from the creek. Turn on warm water. Heat the water on the wood stove. Put soap into the water. Replace plastic soap container to the counter. Using a cloth, scrub and wash dishes. Rinse the dishes. Put the dishes in a dryer.

Wash the Laundry:

Load laundry into plastic basket. Take the laundry outside to the wash tub. Boil the water in the wash tub. Turn on the washing machine. Place soap into the tub. Dump clothes into the tub. Close the lid on the washing machine. Pull clothing out. Scrub on the washboard with lye soap. Rinse in the wash tub. Hang clothes to dry. Place some clothes into the dryer. Put clothes away.

Questions for discussion or writing for history curriculum support

Explain to your class about pioneer life and what the children did, including chores, schooling and games. Have students contemplate what their life would be like as a pioneer child and have them write a journal entry. Be sure to have them include information about where they traveled and how, chores they completed, games they played, what they learned at school, how their home is built, what dangers they faced during the day.

Other resources

Some other activities relating to homesteader life can be found at:

National Cowboy Museum

<http://cowboykids.nationalcowboymuseum.org/>

LOVELAND HISTORY DAY FOR SECOND GRADE STUDENTS

TEACHING AIDE

Additional websites, You Tube Links and other resources

We advise that you always view these links before you try to show them to your students so that you can check them for content, relevancy and time length. Also check for broken links.

Annenberg Learner Teacher Resources

<http://www.learner.org>

Colorado Town- Loveland History Parts 1 and 2

<https://www.youtube.com/watch?v=h7R9XzE6Xcl>

<https://www.youtube.com/watch?v=9il0qdE-ag8>

History Colorado Museum

<http://www.historycolorado.org/educators/classroom-materials>

Rocky Mountain National Park- National Parks Service

http://www.nps.gov/romo/forteachers/teacher_student_resources.htm

http://www.nps.gov/romo/forteachers/teacher_guide.htm

Have fun with History

<http://www.havefunwithhistory.com/movies/index.html>

<http://www.havefunwithhistory.com/activities/index.html>

Loveland Historical Society

www.lovelandhistorical.org

Loveland Museum/Gallery

www.cityofloveland.org/museumgallery



HISTORY DAY FOR SECOND GRADE

A field trip opportunity provided by the Loveland Museum, Thompson Education Foundation and Lola Johnson Field Trip Fund

FEEDBACK

FEEDBACK FROM TEACHERS AND CHAPERONES

Surveys were emailed to the teachers immediately following the trips.

2014 Teacher Survey

Rating scale from 1-10:	average score
How would you rate the overall field trip experience?	8.4
How would you rate the organization of this field trip?	9.4
How would you rate the written instructions for teachers and bus drivers?	9.4
How would you rate the educational content of the field trip?	8.4
How would you rate the transitional flow of this trip?	9.2
How would you rate the workshop facilitators?	8.6

2015 Teacher Survey

Only two surveys returned, however, were extremely positive!!!

Rating scale from 1-10:

How would you rate the overall field trip experience	10
How would you rate the organization of this trip	10
How would you rate the written instructions for teachers and bus drivers	10
How would you rate the educational content of the field trip	10
How would you rate the transitional flow of this trip	10
How would you rate the workshop facilitators	10

2015 Teacher Survey Written Feedback:

How could this field trip better support your Social Studies curriculum?

- *This field trip did an excellent job supporting the new second grade common core social studies standards. No changes needed.*
- *The field trip totally supported what we taught them about Loveland History. It brought to life what they had learned by showing the artifacts, playing the games, and seeing the places.*

Were you able to use some of the pre-field trip materials for your Social Studies curriculum?

- *Yes, we used the materials when we were teaching the curriculum.*
- *No, I did not use the materials before the trip, but used them for review when we returned.*

What recommendations could you make to help us improve this field trip?

- *I can't think of any.*
- *No recommendations....very organized.*

What was your or your students' favorite part of the field trip?

- *The museum was a big hit but they also liked the theater and the park. A parent's comment was WOW we learned a lot about Loveland today. Another parent said my child has not stopped talking about the field trip!*
- *Lone Tree School was the student's favorite as well as the scavenger hunt at the museum.*

Was there enough time for lunch and playground time?

- *Yes!*
- *Enough time for lunch, too many kids to watch to allow playground time.*

2014 Teacher Survey Written Feedback:

How could this field trip better support your Social Studies curriculum?

- *I'm not sure...it was clearly tied to our standards and supported what we had discussed in the classroom...even went deeper.*
- *N/A... it was a great extension to our "Roots" unit.*
- *I really thought it aligned with our standards and unit.*
- *We can teach the content. The purpose of a field trip is the hands-on and active learning that can happen. There was not enough of this. Less sit and listen/get.*
- *It all seemed appropriate.*

Were you able to use some of the pre-field trip materials for your Social Studies unit?

- *Yes...we used the suggested videos. The pioneer topics fit better with 3rd grade, but the Native American info was helpful. More about Mary Blair would be helpful to us. ☺*
- *We have been using some of the materials with our unit for a few years now, but we added one of the suggested Mariano Medina videos to our learning assignments.*
- *Unfortunately, not ☹. I ran out of time. Next time I will plan better.*
- *They were well done.*
- *Just some- the Pioneer information.*

What recommendations could you make to help us improve this field trip?

- *We had heard of students learning more about the Rialto Theatre in past field trips. Would it be possible to incorporate a tour of the theatre?*
- *At the "Homesteaders" and "Old Fashioned Games" workshops, groups were too large. Maybe could be facilitated by their teachers so that the groups could be smaller.*
- *Some sessions could have been about 5 minutes longer.*
- *Quill writing station needed an additional activity.*
- *The workshop at the park under the gazebo (Homesteaders) was difficult to hear and I noticed that the kids got a bit restless.*
- *Directed interaction and hands-on materials. We felt there many lost opportunities at Lone Tree and Museum.*
- *More time at Museum and inside schoolhouse.*

Was there anything that did not work for you on this trip?

- *Too many kids! There is no way to provide quality lessons to this many kids. You must limit numbers.*
- *We needed more than 2 chaperones per class.*
- *Nothing we would change.*

What was your students' favorite part of this field trip?

- *My class was tied between the Lonetree School and the Museum.*
- *Scavenger Hunt at the Museum*
- *Writing with the feather*
- *Schoolhouse (especially the discipline discussion)*
- *Writing with quill pen was huge!*
- *Rialto Theater*
- *The enclosed letters from the kids will explain a lot!*

Was there enough time for lunch and playground time?

- *Yes, it was just enough to eat and play for a few minutes.*
- *Yes, not too long or short.*

What other comments could you share with us?

- *The parents who went with us were also very impressed with the organization and the amount of learning that occurred. It was well timed and matched so well with our standards...THANK YOU!*
- *The presenters were knowledgeable, kid-friendly and engaging.*
- *I was worried about transitions and knowing where to go. Having people escort us was very helpful.*
- *I would love to do this again next year. Thank you for your hard work and the volunteer's hard work.*
- *Thank you for all your time and effort this year!*
- *This was a great opportunity for our kids!*

FEEDBACK FROM STUDENTS

2015 Ponderosa Students

- *"Thank you for guiding me and my class through the museum. My favorite part was the jail cell...was the guy in the jail cell real or not?"*
- *"I loved the part when we got to tour the Rialto."*
- *"I loved the part when you talked about Mariano Medina and showed the beaver skin. That war prety cool."*
- *"The scavenger hunt was relly cool."*
- *"I loved Mariano Medina's cabin in the museum."*
- *"My favorite part was the Lone Tree school. I loved the school rules. I would come agin because it was so cool and fun."*
- *"I liked the old school games. They are awesome."*
- *"I loved writing with the quill pen."*
- *"I loved going on stage".*

2015 Coyote Ridge Student

- *"I liked seeing the orchestra pit and the dressing room. I liked going to the one room school house. I liked that in the mornings, you didn't sit down until the teacher invited you to. I liked looking at the stuff inside Mariano's cabin, like the rug, because it made me think- we have rugs made out of fabric and they had rugs made out of straw and animal skin. I liked learning about how the Arpaho people had different jobs to attend to every day. The women, they had to always stay back. They liked to move around a lot so when they moved the women were in charge of packing up the teepee and taking care of kids. The men had to protect their tribe. I liked learning about the house that has lasted and is the oldest house in Larimer County - since the 1800s. And I also liked at the museum learning about Mariano Medina when he settled and what he used to survive."*

2014 Coyote Ridge Students:

- *"Thank you for letting us come to the old school and the theater and the museum."*
- *"What I enjoyed most was the Native Americans. I liked that because I am part Cherokee and the fact that it taught me a lot."*
- *"I enjoyed writing with the quill pen the best because I have always wanted to write with a quill pen."*
- *"I learned that Mariano Medina built a bridge across the Big Thompson but I didn't know that he charged one dollar to cross his bridge."*
- *"At the slide show when it talked about David and Sara(h) Barn(e)s it reminded me of when I had to research them."*
- *"What I liked most is when I got to go into the school house and sit at the olden day desk and get to see how they got punished."*
- *"I liked the scavenger hunt the most because you get to explore around the museum."*
- *"I liked when we learned about the school punishments back in the 1890's."*

2014 Ponderosa Students:

- *"Thank you sooooo much for teaching us about history in the 1800's! My favorite part was the games- sack racing and hoola hoops was really fun."*
- *"Thank you for the awesome field trip. I learned that the Arapaho Indians tools are amazing!"*
- *"writing with the quill pens was so much fun!"*
- *"I learned a lot. For instins I learned about some of the tools that they had back then."*
- *I liked learning about the school punishments. My favorit was when they had to hold their nose on the chalk board."*
- *"I did not know that old fashioned punishments ment holding two hevey books!!!"*

2014 Edmondson Students:

- *"Thank you for letting us use fether pens and teching us about piner tools. I lerned that Mareono Modena was short."*
- *"Lone tree school was full of laughs because of the ponishments!"*

- *"The museum was AWESOME! I know no one thinks it is boring!"*
- *"I loved writing names with feathers and ink."*
- *I really liked the scavenger hunt. It was very FUN!"*
- *"Thank you for teaching us about history. I really appreciate it. My favorite parts were the scavenger hunt, lone tree school house and the rialto theater."*
- *"This was my #2 most best field trip approximately out of 100 field trips".*
- *"I thought everything was epic. But I liked the punishments best."*
- *"I learned that M. Medina was 5.2 feet tall also I learned that there was no electricity back then long ago".*

MORE FEEDBACK FROM TEACHERS

"Jenni, I can't thank you enough for how well received the teachers and students were for this field trip. Every detail was well thought out and planned. Your hard work and dedication really paid off as it was an educational AND entertaining day. The students loved it and are still talking about how much they loved it. They make comments such as, "It was the best day of the year!" If I had one suggestion is to have lunch in two places. Those going to Lone Tree School after lunch be at Lake Loveland Park and those going to the museum/Rialto after lunch, be at the by the baseball fields on first street (or somewhere like that). The reason I suggest that is because there were just so many kids at the playground and the seating was limited to sit down under shade for lunch. Perhaps have a system set up where not all the schools are at one park. This is merely a suggestion, I do want to emphasize the wonderful day we had. IT WAS FANTASTIC!!! THANK YOU SO MUCH!!!!"

-Michele Johnson, Winona Elementary, 2nd grade teacher

"We are extremely grateful for the hard work that went into this thoughtful program!"

-JoAnna Tripi, Mary Blair Elementary, 2nd Grade Teacher

"Thanks so much for a well-organized, informative and successful field trip. I really appreciate the special accommodations and care that were in place for Christian (our student in a wheelchair)." - Amy Pett, Ponderosa Elementary, 2nd grade teacher (emailed)

"Thank you for giving our second graders such a great experience. The stations were fun and informative. The day ran so smoothly and was well planned. It was a real treat and memorable way to bring history to life."

Amy Pett, Ponderosa Elementary, 2nd grade teacher (written note, sent with kid letters)

MORE FEEDBACK FROM VOLUNTEERS

"Thank you, for putting all this together, it was amazing! I know my mother would be so happy with the amazing impact on the kids that this week has left with them".

- Leah Johnson

"I still don't know how you pulled it all together, but you did! The kids all seemed to have a

great time. All of the presenters were great, and very good with the kids ... I learned more than a few things I'd not heard before or long forgotten! I know it was an enormous effort on your part, but I think it all paid off ... thanks!" – Kris Ortmann

"What a wonderful experience for all our 2nd graders. It was an amazing task and one that ended with great success. You have worked very hard and it was very successful!"
- Donna Krise

"You did a great job putting this together. Lola has got to be smiling down on you."
- Sharon Perry

"Thank you for the opportunity to help with the second grade history day. The kids seemed to enjoy themselves and were anxious to learn more so you can't ask for better than that. Everything seemed to work just fine. Your planning was outstanding. It will be easier next year!" -Ann Riske

"Thank you, Jenni for putting this all together! I was very impressed with the orchestration of such a brilliant set of plans and am so happy I got to be a part of it. If the students had as much fun as I did, we are all over the moon. I am also very grateful to have met so many like-minded and caring volunteers. Success!" - Amy Huckaby

"I just wanted to thank you for giving me the opportunity to help with this amazing program you put together. I had so much fun, and both the students and teachers seemed to enjoy it immensely." - Brandi Frascht

"It was fun to a part of Loveland History Day! All in all, it went really well. Thanks for all you do."
- Debbie Wright

"Thanks for letting me be part of your amazing event at the Rialto for second graders. Not sure who had a better time- them or me! Nicely done!"
– Robin Ericson

"I would like to thank you for putting together the wonderful Second Grade History Day! The day went beautifully, with all of the students having a great time learning about our history. I know that all of the time and effort that you put into organizing this event was incredible. Thank you so much for this beautiful day! Johnson Family, thank you for putting the fund together to make this happen. Having worked with Lola on many history and curriculum projects, I know this would have been just what she wanted! It meant so much to me to be a part of it!"
- Teri Johnson

Activate Your Youth Leadership Worksheet

Summary of Responses

Step 1: Why?

Evaluate your capacity/assess the reasons for the program

Why do you want youth involved? In order to accomplish what?

- To build ongoing youth-adult partnerships to nurture young leaders in historic preservation
- To bring attention to the historical significance/beauty/appreciation of buildings in Loveland that may instill further involvement in historic preservation initiatives in the youth
- To bring fresh ideas to our projects that will attract more youth and even adults; start the education process for the next generation of adults who appreciate/respect our rich culture and history. The Ultimate goal is to find ways to achieve a higher level of appreciation for our cultural and architectural history by the citizens of Loveland
- We need to have one or two specific projects before we try to get young people involved – involved in what is the questions
- Willing to welcome youth who express an interest in working with or being part of the Commission, but this will be a rare event. Happy to support school- or community-sponsored events that include youth and have a historical emphasis actively recruiting youth, but to try to meet some sort of youth quota is a waste of the scarce time and attention of commissioners.

Step 2: What?

Determine the program purpose

List what your program does or what you would like it to do. What will youth and adults accomplish together?

- Engage young adults and students in decision-making and allow them to contribute their own voices to the services the HPC provides. A clear understanding and sense of ownership may lead the charge to further preservation.
- A starter or test run with youth could include the HCP sponsoring an art contest for youth to enter (photography, graphic art, sketches, etc) that focus on a theme revolving around the beauty of Historical buildings in Loveland; a panel of volunteers could evaluate entries and select winners to be displayed in local galleries/coffee shops/Tour de Pants/etc., receive formal recognition or a prize. Written entry outlining the significance and why they selected the building/why preservation is important could

accompany the entry. Or, combine all entries for a preservation-based art installation (Feed & Grain/Artspace)

- Education of citizens on economic benefits and appreciation of preservation through various outreach methods

Do you want to create a program to connect youth to revolving opportunities or issues? Or do you want to have youth input on a specific program?

- Critical to involve them in revolving opportunities throughout the year, including outreach, advisory duties, and continuing education
- Revolving opportunities, but may need to start with one specific program/project
- Initial starter program could lead to other programs or just be a good way to meet and greet with interested youth that could later evolve into more long-term youth based programs
- Specific project could lead to revolving opportunities

Where does your program(s) fall on Roger Hart's Ladder of Young People's Participation?

- Goal should be top rungs of the ladder. At this point, we have not integrated youth in any successful manner
- Tokenism and Decoration. Without youth getting involved in the planning of events, it seems that we can't get them to show up and help with an event that is preplanned

Do you want to create something brand new or connect with an established organization that has a youth program to find interested participants? (i.e. the Youth Advisory Commission is an established organization, as is the LISA Program – Loveland Area Integrated School of the Arts)

- Partner with an established organization like YAC as a jumping-off point, but there are so many youth that want to get involved, I think it would be wise to look outside of that venue.
 - Deputize local youth as historic preservation educators; have students participate in researching and coming up with preservation plans
- Brand new; other programs, commissions, local art initiatives could become involved
- Establishing something new for our interest would be idea, but probably will need to connect with established group to get started. Working with an established group could mean competing for youth's time
- High school requires students to volunteer in community which would be a good place to start if we had a specific project

How will the program be evaluated by all participants?

- Feedback from youth, their families, other community members, as well as HPC
- Need to figure out measurements of success and evaluation process
- One way would be by the number of youth that returned after initial project

Step 3: Who?

Decide on the target population

Who should participate, based on the program purpose – what age range? (i.e. Middle School, High School, Young Professionals)

- All of the above, depending on activity
- Middle school/high school/young adult
- Middle and high school, starting with high school
- High school, depending on project

Where will you find youth participants?

- Connect with YAC, past applicants, other interested students via known associations, societies, etc. that require student volunteerism and community service
- Schools, local art studios, summer program, local print advertising
- Schools, make a presentation to recruit at HS assemblies, school clubs, school principals, history teachers, boy and girl scouts, church youth groups
- High School, YAC

How will they get involved with the program? Open to all, invitation, application process?

- All of the above, depending on activity
- Open to all
- Needs to be developed. Steering committee should be established to come up with ideas of involvement, pizza parties, coffee shop talks, park parties. Study guide suggests meeting youth on their own turf and make it inviting so they want to come and feel comfortable
- Application process makes it seem more special
- It is unfair to the youth involved to expect high school age students to commit to a two-year term of service on a specialized commission.

How many youth can participate?

- Depends on activity
- As many as we can get
- Steering committee needs to recommend/decide. Would be thrilled with average of 10-20 committed youth consistently; may be a revolving number as youth come and go
- As many as we can get

Step 4-5: ACTIVATE your program!

Determine your level of commitment

Are you willing and able to recruit youth (i.e. go to the High School and request volunteers, attend YAC meetings to engage the youth)?

- Yes
- Yes
- No – work schedule does not allow time for this effort
- Yes
- No – willing to work with youth that already express an interest

Are you willing to commit to advancing this partnership?

- Yes
- Yes
- Yes, to a certain extent. Not a top priority, but it is a worthy endeavor. Concern is that we've tried various ideas over the years that haven't taken off – perhaps not the right approach or youth just not interested/too busy.
 - Concerned about how much time we may dedicate to this effort while some of our other goals don't get the time or attention needed. Personally would like to look at ways to secure funding to survey mid-century modern architecture; more and more of this is disappearing without a review as they're not on the survey.
 - Also interested in ways we can further promote our Downtown Historic District, update walking brochure or education piece with use of technology as a public awareness piece. This could be a project that we may be able to involve youth in, if we can attract them to participate.
- Yes
- Will be a team player if the committee really want this to be their focus