

Elementary Classroom Primary Source Set

Homestake Reservoir

Grade Level:
Elementary, 3

Essential Question:

How has the availability of water shaped the growth of Aurora?

Supporting Questions:

1. Why would it be important for Aurora to have their own source of water apart from the city of Denver's water supply?
2. Why are reservoirs important in a state where most of the precipitation is snowfall?

Sources:

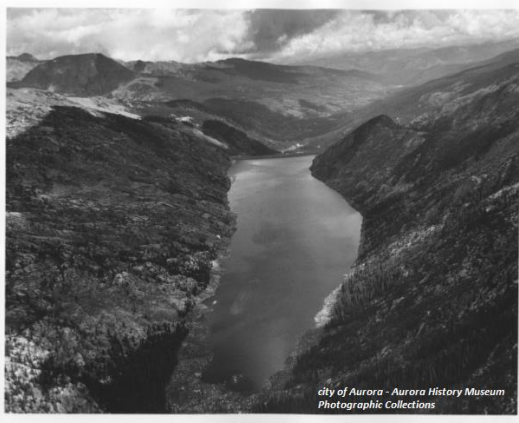


Photo: Homestake Reservoir 1967, Aurora History Museum Archives 1990 1037



Image of Homestake Reservoir, 1975.
Aurora History Museum Collections
P2000.16554C

Background Knowledge/Contextual Paragraph for Teachers

Homestake History

The Homestake water collection and storage system was conceived by the City of Aurora in the late 1950's as a dependable source of raw water. It was constructed between 1963-1967 and is jointly operated by the cities of Aurora and Colorado Springs which share equally in the costs and water yield. Aurora needed its own water supply in order to expand the city. Aurora had originally bought their water from Denver, but the city of Denver put a limit on how many new water lines could be created, which thus put a cap on growth in Aurora. Securing water for the city allowed Aurora to grow very rapidly from the 1970's onward.

The city of Aurora also gets its water from several other reservoirs and lakes in three different river watersheds. The main bodies of water outside of the Homestake Reservoir and the rest of its system (including Turquoise and Twin Lakes) are the Aurora Reservoir, Quincy Reservoir, Jefferson Lake, Aurora Rampart Reservoir and Spinney Mountain Reservoir

Elementary Classroom Primary Source Set

Homestake Reservoir

Building Background Knowledge for the Student:

In Colorado, most of our water comes from the mountains and the snow that melts off of them. In order to catch that water before it flows down river and out of the state, we build reservoirs. Most of the snow melts during the summer, but we need water all year, so these reservoirs give cities a place to hold their water until people are ready to use it. In the 1950's Aurora was working to secure their own water supply, and between 1963 and 1967 they were successful in creating the Homestake Reservoir near Leadville, Colorado. Aurora and Colorado Springs share the water from this reservoir, but it gave them the water to expand Aurora quickly and helped bring about the population boom of the 1970's.

When more people want to live in a city, that city has to have the water to support them. If there isn't enough water, then more people can't live there. Most cities want to grow and attract more people and in order to do that, they have to find water. This was a problem for the city of Aurora. Aurora wanted to attract more people, and there were lots of people who wanted to move here if they had a place to live and maybe work. In order to give people places to live and work, the city needed to find more water.

Strategy Instruction:

Sourcing asks students to consider who wrote a document as well as the circumstances of its creation. When sourcing a document, students should ask:

- Who wrote this (or took the photo)?
- What is the author's perspective?
- Why is it written?
- When was it written?
- Where was it written?
- Is this source reliable? Why? Why not?

Contextualization asks students to locate a document in time and place and to understand how these factors shape its content.

- When and where was the document created?
- What was different then?
- What was the same?
- How might the circumstances in which the document was created affect its content?

Strategy Instruction Differentiation:

Students could work in partners or groups on the suggested activity.

Elementary Classroom Primary Source Set

Homestake Reservoir

Discussion:

Have your students think about how water gets from one place to another. Water always flows downhill, but the Homestake Reservoir (as well as other reservoirs in the Aurora system) is on the other side of the continental divide from the Front Range. How difficult is it to move water across the continental divide and how does it happen?

Assessment:

Homestake Reservoir Lesson: Rubric

Level	Description
Proficient	<ol style="list-style-type: none">1) Both photos show the Homestake Reservoir, but they have different water levels. The water level in the second photo is much lower. The student identifies the first picture is 8 years before the second.2) Correlates the rise in population with the lower water level in the damn. The student either uses the data from the graph explicitly or references it in combination with their knowledge from the lesson.
Emerging	<ol style="list-style-type: none">1) The student recognizes the similarities and differences in the photos, but fails to identify the years that put the photos in order.2) The student recognizes the rise in population seems to correlate with the lower water level, but doesn't give evidence of how they came to their conclusion, either through prior knowledge or references to the sources.
Basic	<ol style="list-style-type: none">1) The student does not identify both a similarity and a difference between the two photos and does not identify the dates on the photos2) The student draws no correlation between the photos and the graph, nor do they use any prior knowledge from the lesson in their response

Colorado Academic Standards-Social Studies:

- CO Standard 1- History
 - 3.1.1.b- Students can use a variety of primary sources such as artifacts, pictures, and documents to help determine factual information about historical events.
 - 3.1.2.b- Students can give examples of people, events, and developments that brought important changes to a community or region
- CO Standard 2- Geography
 - 3.2.1.d- Students can identify geography based problems and examine the ways that people have tried to solve them.

Elementary Classroom Primary Source Set

Homestake Reservoir

Colorado Academic Standards- Reading, Writing, and Communicating:

- Co Standard
 - 3.2.2.c.i.- Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text.

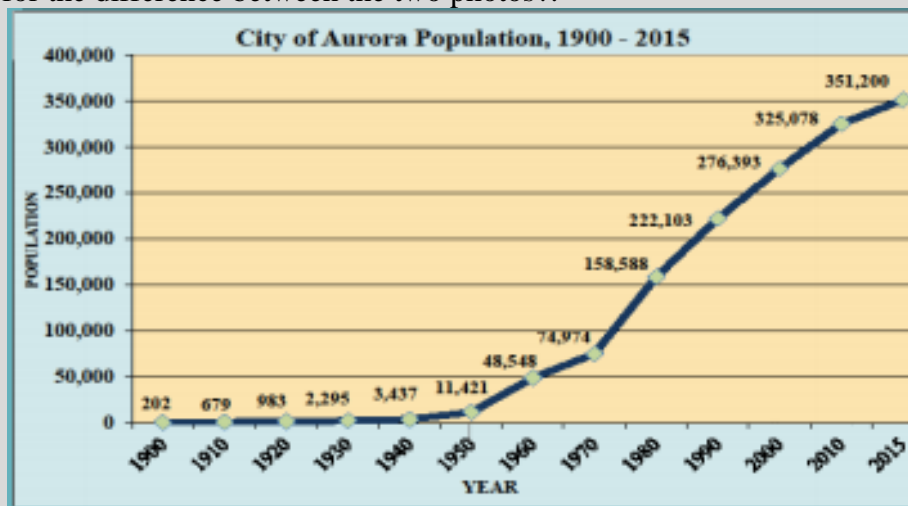
Sample Activity:

As a class, brainstorm how students and their families use water during the day. Encourage students to think about ways they use water that they don't even notice. For example, playing in a park with grass requires a lot of water to keep it green. Then have them imagine they only have enough water to do half of the things on the list. Which tasks would they need to keep doing and what could they eliminate. What would be different about their day without the water uses that they got rid of?

Using the sources, answer the following questions:

Question 1) What is the same and what is different between the two photos?

Question 2) Based on the following graph and what you already know, what do you think is the reason for the difference between the two photos?:



Source; Aurora Fact Sheet. Aurora.gov department of Planning and Development Services